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A QUANTITATIVE STUDY ON UNIVERSITY STUDENTS' ACADEMIC WRITING CHALLENGES AND LEARNING NEEDS

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Abstract. As educational paradigms develop and the global demand for skilled researchers increases, proficiency in writing academic texts in English has become significant for students in various fields. This research aims to explore students' challenges and learning needs in academic writing in higher education in Kazakhstan. The research concentrates on comprehending students' views on an Academic Writing course, identifying the challenges they face while creating academic texts, and evaluating the impact of artificial intelligence tools and institutional support on improving writing skills. The practical significance of this research lies on the fact that it may help universities to better understand students' needs and provide required support in academic writing. Research findings demonstrate the areas, which cause problems for the students, giving educators a chance to adjust their courses and concentrate on students' particular needs. It emphasizes the advantages of integrating AI tools and digital means to improve learners' writing skills. It facilitates individualized instruction and focused feedback, making learning more productive. The research used a quantitative survey method, where third year undergraduate students from three universities in Kazakhstan completed questionnaires about their academic writing challenges and learning needs. The data were obtained and analyzed to identify typical difficulties

and evaluates the impact of AI tools and institutional support. This method allowed for statistical analysis and a deeper understanding of students' perceptions and experiences. The research findings and insights highlights the key importance of structured instruction, customized guidance, and digital tools in addressing the linguistic and methodological obstacles students encounter in academic writing. Finally, this research stresses the central role of academic writing courses in developing students' research skills and facilitating their integration into the global academic arena.

Key words: academic writing, course, writing skill, text, essay, challenges, AI tools and platforms, learning needs

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УНИВЕРСИТЕТ СТУДЕНТТЕРІНІҢ АКАДЕМИЯЛЫҚ ЖАЗЫЛЫМДАҒЫ ҚИЫНДЫҚТАРЫ МЕН ОҚУ ҚАЖЕТТІЛІКТЕРІНЕ АРНАЛҒАН САНДЫҚ ЗЕРТТЕУ

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Аннотация. Білім беру парадигмаларының дамуы және жоғары білікті ғылыми кадрларға жаһандық сұраныстың өсуі ағылшын тілінде академиялық мәтіндерді жазу қабілетін әртүрлі бағыттағы студенттер үшін маңызды етеді. Аталмыш зерттеудің мақсаты Қазақстанның жоғары білім беру жүйесіндегі студенттердің академиялық мәтіндерді жазуда кездесетін қиындықтары мен білім беру қажеттіліктерін зерттеу болып табылады. Зерттеу студенттердің академиялық жазу курсы туралы пікірлерін, академиялық мәтіндерді жасау кезінде кездесетін мәселелерді анықтауды, сондай-ақ жасанды интеллект құралдары мен университет тарапынан көрсетілетін қолдаудың

жазу дағдыларын жетілдіруге әсерін бағалауды мақсат етеді. Жұмыстың практикалық маңыздылығы — зерттеу нәтижелері университеттерге студенттердің қажеттіліктерін жақсы түсініп, академиялық жазу дағдыларын дамытуға қажетті көмек көрсетуді қамтамасыз етуге мүмкіндік береді. Алынған нәтижелер проблемалық бағыттарды анықтап, оқыту тиімділігін арттыру үшін курс мазмұнын түзетуге ықпал етеді. Зерттеу академиялық жазу сапасын жақсарту мақсатында жасанды интеллект (ЖИ) құралдары мен цифрлық ресурстарды біріктірудің маңыздылығын атап көрсетіп, жеке оқыту мен мақсатты кері байланысты жүзеге асыруға жағдай жасайды. Зерттеу әдісі ретінде сандық сауалнама әдісі қолданылды. Қазақстанның үш университетінің үшінші курс студенттері сауалнама толтырды, бұл жалпы проблемалық бағыттарды анықтап, ЖИ құралдары мен университеттің қолдауының әсерін бағалауға мүмкіндік берді. Осы тәсіл статистикалық талдау жүргізуге және студенттердің тәжірибесі мен қабылдауын кеңірек түсінуге жағдай туғызды. Қорытындылар құрылымды оқыту, жеке қолдау және заманауи технологияларды қолдану академиялық жазуда кездесетін тілдік және әдістемелік қиындықтарды жеңу үшін маңызды екенін көрсетеді. Сондай-ақ, бұл зерттеу академиялық жазу курстарының зерттеу дағдыларын қалыптастыруда және студенттердің жаһандық ғылыми қауымдастыққа интеграциялануында маңызды рөл атқаратынын атап көрсетеді.

Түйін сөздер: академиялық жазылым, пән, жазылым дағдылары, мәтін, эссе, қиындықтар, ЖИ құралдары мен платформалары, оқу қажеттіліктері

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КОЛИЧЕСТВЕННОЕ ИССЛЕДОВАНИЕ ПРОБЛЕМ АКАДЕМИЧЕСКОГО ПИСЬМА И ОБРАЗОВАТЕЛЬНЫХ ПОТРЕБНОСТЕЙ СТУДЕНТОВ УНИВЕРСИТЕТА

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Аннотация. С развитием образовательных парадигм и ростом глобальной потребности в квалифицированных научных кадрах, способных создавать

академические тексты на английском языке, данная проблема приобретает особую значимость для студентов различных направлений подготовки. Целью настоящего исследования является изучение трудностей и образовательных потребностей студентов при написании академических текстов в системе высшего образования Казахстана. Исследование направлено на анализ мнения студентов о курсе академического письма, выявление проблем, возникающих в процессе создания академических текстов, а также оценку влияния инструментов искусственного интеллекта и институциональной поддержки на развитие письменных навыков. Практическая значимость исследования заключается в том, что его результаты позволяют университетам более точно определять образовательные потребности студентов и обеспечивать их необходимой поддержкой в развитии навыков академического письма. Полученные данные выявляют проблемные аспекты обучения и могут быть использованы для корректировки содержания образовательных программ с целью повышения их эффективности. Результаты исследования подчёркивают важность интеграции инструментов искусственного интеллекта и цифровых ресурсов в процесс обучения академическому письму, что способствует реализации индивидуализированного подхода и обеспечению целенаправленной обратной связи. В качестве основного метода использован количественный метод анкетирования. В исследовании приняли участие студенты третьего курса трёх университетов Казахстана, которые ответили на вопросы анкеты, направленные на выявление ключевых проблемных областей и оценку влияния инструментов искусственного интеллекта, а также уровня институциональной поддержки. Применённый подход позволил провести статистическую обработку данных и получить более глубокое понимание образовательного опыта и восприятия студентов. Полученные выводы подтверждают значимость структурированного обучения, индивидуальной поддержки и использования современных технологий для преодоления лингвистических и методических трудностей при написании академических текстов. Кроме того, исследование подчёркивает важную роль курсов академического письма в формировании исследовательских компетенций и интеграции студентов в глобальное научное сообщество.

Ключевые слова: академическое письмо, дисциплина, навыки письма, текст, эссе, трудности, инструменты и платформы ИИ, образовательные потребности

Introduction. Currently, academic writing is gaining prominence as a separate area of teaching and research in Kazakhstani higher education. There is growing consensus that academic writing must be taught, with the demand for writing instruction coming from both external sources and the universities themselves. The relevance of the present research originates from the growing importance of academic writing in higher education of Kazakhstan, where universities aim to

improve research output, and graduate readiness for academic and professional demands. It underscores the need to develop students' writing skills to enhance research competencies and academic performance. Due to an immense shift in modern education paradigm and high competitiveness in recent years, the development of research competencies is an essential condition for training modern specialists. Therefore, academic writing in university has become one of the most important components of students' and novice researchers' scientific activities. For the recent years, the course of academic writing has been actively integrated into the various academic programs and university curricula. This general trend of introducing academic writing courses into university curricula can be explained by multiple students' need for skills in selecting, interpreting, analysing and structuring the data. Moreover, higher education is facing a societal challenge due to the current geopolitical situation and therefore, universities are aiming at enhancing the country's competitiveness on the global stage and promoting the development of a knowledge-based national economy. This is tightly related the need to increase the number of publications by university staff and students, which directly links to the scope of competencies acquired through academic writing courses.

This paper aims to identify and analyze the academic writing challenges faced by university students and to explore their learning needs in order to inform more effective writing instruction and support in higher education. To obtain this aim the following research questions have been set:

1. What academic writing challenges do university students face and what are the most common learning needs of students in academic writing?
2. Which forms of academic writing support (e.g., personalized feedback, digital tools, practical tasks) do students find most effective?

Literary review. Many researchers and English language educators today (Bolsunovskaya et al., 2020) acknowledge that enhancing the competitiveness of universities through increased publication output cannot be achieved without a systematic approach to teaching academic writing fundamentals to students. In English classes, students at both school and university levels need to cultivate the ability to organize and create essays that adhere to the conventions of academic English. At the advanced undergraduate and graduate levels, students should focus on writing abstracts, while those at the postgraduate level should concentrate on producing academic articles in English.

According to Turlybekov within non-English-speaking countries in educational programs and professional writing, the use of English as a second language (L2) for writing is becoming more prevalent, reinforcing its rising importance. In higher education, the ability to write in an academic style is highly appreciated. However, many foreign students find academic writing to be a tough assignment, initially due to their limited vocabulary and understanding of grammar. For most students, exposure to academic writing occurs for the first time at the university level, as

formal writing classes in secondary education often do not include academic discourse (Turlybekov et al., 2023).

To master the competency of research and academic writing, students should acquire a range of skills that enable them to produce a coherent and cohesive text to express their research results in a high-ranking journal. As level of publication activity is an important criterion for a university's competitiveness, this is essentially significant to introduce the academic writing course.

Academic writing is often considered as an advanced genre due to its complex rules. Fang pointed out the importance of academic writing as an essential genre for academic learning. It plays a key role in producing, transmitting, evaluating, renovating, educating, and learning knowledge or philosophy. Moreover, academic writing is characterized by using technical vocabulary, academic vocabulary, extended noun phrases with various layers of integrating and modification, modality markers, and the passive voice. The students, as emerging writers, should bear in mind the characteristics of academic writing to assist them in creating strong academic pieces. Also he presented a extensive list of sixteen academic writing skills that are essential for productive communication. These skills include a variety of abilities, including framing the information, summarizing main ideas, providing precise quotes and source, conveying agreement or disagreement, critically evaluating arguments, clarifying terms, showing examples, proving explanations, exemplifying concepts, making comparisons or contrasts, classifying or grouping information, referencing visuals, acknowledging counterarguments, putting forward recommendations, and connecting ideas. (Fang, 2021)

Academic writing is an important competency that EFL students need to acquire in order to meet their academic needs at university. The genres of written academic discourse include the academic essay, summary, abstract, report, research article, etc. Kazakhstani universities develop this competency through academic writing courses. Despite the significance of this topic in the academic sphere, students may experience difficulties when writing academic texts. A multiple research has identified the challenges that students face in higher education institutions. In the process of writing, students are required to create new ideas and express them in high-quality academic essays, research articles, and theses.

Ariyanti notes that students struggle with contextual translation while writing academic essays, which creates obstacles for native speakers when reading their work (Ariyanti, 2016). According to (Temirgaliyeva, et al., 2024), academic writing proficiency is a crucial skill for high school students, forming the basis for success in both higher education and future careers. However, many students face difficulties with grammar mistakes and structural inconsistencies, which can negatively impact learners' confidence and self-efficacy in writing assignments.

Materials and methods. A questionnaire was used to collect quantitative data for the present study. The participants were 65 third year undergraduate EFL students who enrolled in the Academic writing course from one national university, one local private university, one regional university. Only the third year

students were selected for the study to ensure that they already had experience writing academic texts in English. These students were in the English program, and all of their courses were conducted in the English language. The Practical English classes offered during their first and second years of study mostly focused on general English writing tasks, e.g., paragraph, composition or essay writing on general topics according to the curriculum. The Academic writing course which was offered to the third-year students focused on the structure, style, academic language of the research articles, projects and theses. The participants were invited to take part in the study and were selected using the purposive sampling method. Participation was completely voluntary, and all responses were kept anonymous. Informed consent was obtained prior to administering the questionnaires. Participants were also clearly informed prior to the questionnaire that the study had no effect on their learning progress or outcome. The questionnaire incorporated both multiple choice and open-ended questions.

Results. The information presented in this part is based on the analysis of data collected through the questionnaire administered to 65 third-year undergraduate students enrolled in the Academic Writing course at three different universities in Kazakhstan. The results are outlined around the central areas explored in the questionnaire, including students' perceived challenges in academic writing, the types of support they view as the most helpful, their use of digital and AI-based tools, and their overall attitudes toward academic writing teaching.

How many "Academic writing" classes per a week you have?

65 ОТВЕТОВ

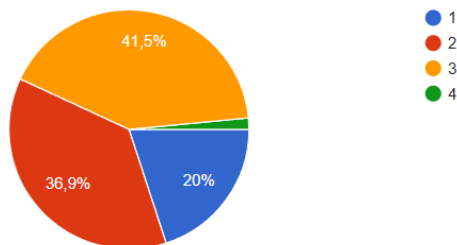


Figure 1 – Frequency of Academic writing classes held at the universities

The diagram in figure 1 illustrates the respondents' answers to the question "How many 'Academic writing' classes per week do you have?". It indicates that the majority of the students (41%) reported having 3 academic writing classes per week. A significant portion of students (30.9%) reported that they have 2 classes weekly. Roughly 20% of students reported having only 1 academic writing session per week. This shows that a substantial number of institutions may be offering fewer sessions, possibly due to limited curriculum time or course structure. Less than 2% of learners responded that they normally have 4 sessions per a week. This may represent an intensive program or a special case.

Do you find the course of Academic Writing beneficial?

65 ответов

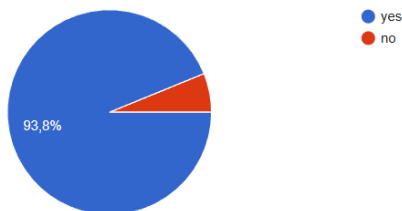


Figure 2 – Students’ views about the benefits of Academic writing course

The diagram in figure 2 demonstrates the respondents answers to the question: "Do you find the course of Academic Writing beneficial?" The overwhelming majority students 93.8% responded positively, indicating that they found the Academic Writing course beneficial. A smaller percentage of learners 6.2%, answered "no", suggesting they did not find the course as helpful. Consequently, the course seems to satisfy the needs and expectations of a significant majority of students. The small number of negative responses could warrant further research to understand specific areas for improvement. Doing so, the present data can be used in decision making on continuing, improving, or expanding the course in future academic programs.

Do you consider your writing skills have improved after the course?

65 ответов

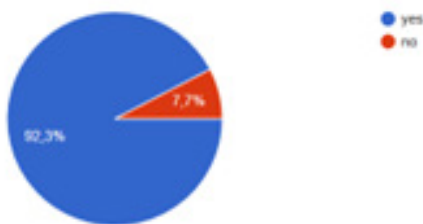


Figure 3 – Students’ views about the progress of academic writing skills

The diagram in figure 3 displays the respondents answers to the question: "Do you consider your writing skills have improved after the course?". According to the data analysis 92.3% of respondents agreed that their writing skills enhanced as a result of the course, although 7.7% of respondents selected the answer "no", suggesting a small portion of participants did not perceive noticeable improvement. The results suggest that the “Academic Writing” course had a strong positive impact on the majority of students' writing skills. A bigger number of positive responses about enhancement illustrate the effectiveness of the course content and instruction. The small percentage of students who did not feel an improvement

may show individual learning styles, expectations, or engagement levels. These cases could be further investigated to find out potential improvements to course delivery or support strategies.

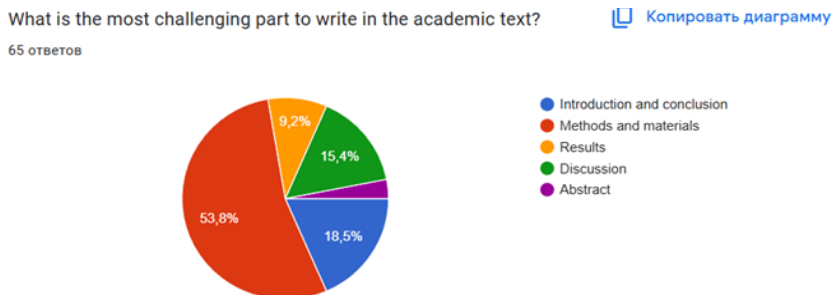


Figure 4 – Students’ views about the benefits of Academic writing course

The diagram in figure 4 presents the respondents answers to the question: "What is the most challenging part to write in the academic text?". According to the data analysis 53.8% which is the majority of the respondents have indicated that describing methods and materials are the most challenging section for the majority of students. The difficulty might stem from a lack of familiarity with formal and objective language or specific methodological terminology. 18.5% of students have agreed that they struggle with how to effectively frame their research and summarize it without repetition in introduction and concluding parts of the research. These parts require clarity, conciseness, and the ability to articulate purpose and outcomes clearly. Less number of students 15,4 % indicated discussion part as the most challenging highlighting the difficulty in interpreting results, making connections to prior research, and providing arguments. It likely requires higher-order thinking, critical analysis, and synthesis skills, which students often find demanding. Only 9,2 % of respondents have noted that describing results of the research is the most difficult. This may suggest that students feel more confident presenting data or that this section is simpler due to its descriptive nature. Though a smallest portion, 3,1 % respondents finds the abstract challenging. Writing an effective abstract involves summarizing complex content in a very limited space, which demands precision and clarity.

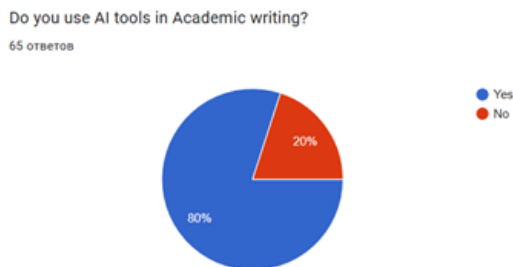


Figure 5 – Students’ views about the benefits of Academic writing course

The diagram in figure 5 provides the information about the respondents answers to the question: "Do you use AI tools in Academic writing?". A significant 80% of the respondents answered "Yes", indicating that they apply AI tools in their academic writing process. Only 20% of students responded negatively showing that a smaller group does not incorporate AI tools in their work. The results reflect a growing trend in the integration of AI tools (such as grammar checkers, paraphrasing tools, and content generators) in academic writing. The high percentage of students are increasingly relying on digital assistance to improve productivity, accuracy, and coherence in writing. This trend displays both opportunities and challenges: while AI can support learning and efficiency, it also may deal with academic integrity, critical thinking, and over-reliance on platforms and gadgets.

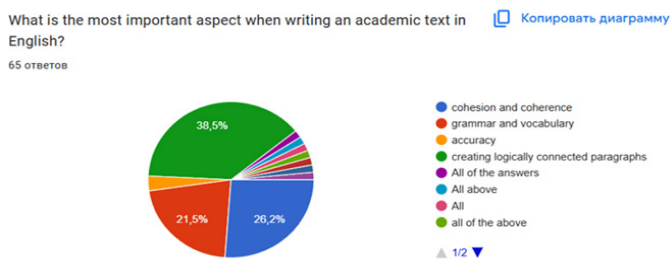


Figure 6 – The most challenging aspect in Academic writing course

The diagram in figure 6 shows the respondents answers to the question: "What is the most important aspect when writing an academic text in English?" The majority of students (38,5 %) find creating logically connected paragraphs in the most challenging aspect in academic writing. Less number of students 26,2% think that they are challenged in academic writing because of cohesion and coherence. Students recognize that without clear connections between sentences and paragraphs, academic writing can become disjointed and difficult to follow. 21,5% of respondents face difficulties in making error-free sentences and using suitable academic vocabulary for describing research results. 3,1 % of learners find accuracy as the most challenging aspect explaining this that precision in language use, suggesting that correctness in grammar, spelling, and punctuation is also a major concern. Moreover, 10,7 % of respondents agree that all above mentioned aspects are equally challenging.

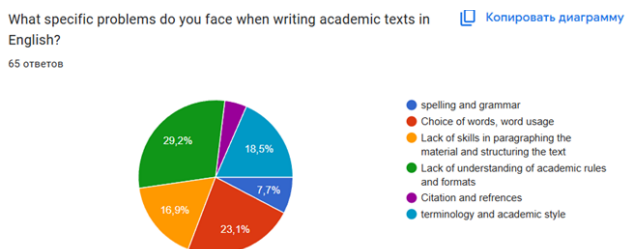


Figure 7 – Problems faced by students' in Academic writing course

The diagram in figure 7 displays the respondents answers to the question: "What specific problems do you face when writing academic texts in English?" According to the data analysis 29,2 % of students feel uncertain about understanding of academic rules and formats. This indicates that some students are not fully familiar with conventions such as essay structure, formatting standards, or academic writing norms. 23,1 % of respondents have indicated that they face challenges in choosing and using suitable words in academic writing. The lexical issues may cause because of insufficient stock of vocabulary demanded for academic style. Consequently, 18.5 % of students reported that they are challenged by the usage of terminology and academic style. 16,9 % of respondents feel like they lack skills in paragraphing the material and structuring the text. Students struggle with organizing their ideas clearly and logically in academic writing. 7.7 % of students who enrolled the class reported that are challenged with spelling and grammar issues, though this is not the top concern and less problematic than deeper structural or stylistic aspects. This is the least reported challenge is dealing with citation and references (4.6%) of respondents have chosen this aspect, though the majority of learners perceive it as a more manageable skill. The data reveal that higher-order academic writing skills (such as terminology, structure, and formal style) are more complicated for students than basic grammar or citation. These research findings can guide instructors to concentrate more on teaching academic style, coherence, and organization, as well as clarifying expectations around academic conventions.

Table 1 – Types of advice or recommendation students are willing to receive from experienced authors

Type of recommendation	Frequency (number of respondents)	Percentage %
How to develop analytical and critical thinking skills	2	3
Tips on essay, thesis, article structuring and writing, All parts like introduction, body etc.	9	13,8
Receiving more advice on how avoid common grammar mistakes, and develop my own writing style.	3	4,6
Advice on how to improve coherence and clarity.	2	3
Useful strategies they use to write an article correctly and understanding academic rules, style	4	6,1
Tips on paraphrasing, citation skills and improving your writing style.	7	10,7
How to write article with a good academic vocabulary	6	9,2
Tips on clearly structuring arguments and arranging thoughts correctly	11	16,9
Tips on avoiding plagiarism, useful tools	7	10,7
Planning, revision, correction and editing	7	10,7
How manage time successfully	2	3
Any advice that could improve my academic writing skills	5	7,6

According to the data analysis in table 1 the study top 3 most frequently mentioned areas include recommendations on structuring arguments and

arranging thoughts – 16.9%, essay/article structure (introduction, body, etc.) – 13.8% and plagiarism, paraphrasing, planning, editing issues – 10.7%. The majority of respondents highlight that they are mostly willing to receive support in academic writing structure and clarity of argumentation. Moreover, high demand for organizing arguments logically and structuring essays suggests that learners struggle with forming a clear academic narrative. Research results show that there is an urgent need in improving students’ citation skills, receiving tips on avoiding plagiarism, and editing, showing a necessity for deeper understanding of academic integrity and revision practices. The presence of vocabulary development, grammar, and style refinement underscores a need for linguistic enhancement in academic texts. Fewer respondents requested recommendations on critical thinking, time management, and coherence, though these remain important supplementary skills. Having analysed students needs it can be concluded that educators should focus on structure as most respondents need help with organizing and structuring their academic work. Moreover, educators should pay closer attention to students' awareness of academic integrity, as a significant number of respondents highlighted plagiarism and citation as major concerns. This indicates a clear need for more education on referencing tools, paraphrasing, and maintaining originality. Developing academic tone, vocabulary, and refining drafts through revision is another recurring theme. Furthermore, many respondents appreciate general tips that could holistically improve academic writing. Time management, critical thinking, and coherence are less frequently mentioned but could also be integrated into broader academic writing workshops.

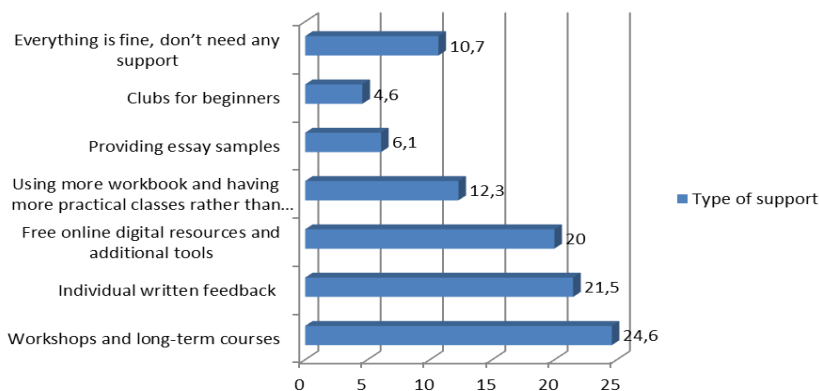


Figure 8 – Learners preference in to receiving types of support from a university in improving their academic writing skills

Figure 8 reflects the various types of support that learners desire from universities to improve their academic writing skills in English. The findings indicate diverse preferences, with particular support options being selected more than others. Workshops and long-term courses were identified as the most popular form of assistance, chosen by relatively 24.6% of respondents. This highlights

that students value structured and comprehensive training in academic writing. Personalized written feedback ranked as the second most preferred option, selected by about 21.5% of participants. This underscores the importance of individual guidance in the writing process. Free online digital resources and additional tools were the third most popular choice which attracts the interest of roughly 20% of respondents. This reflects students' desire for accessible materials that can further support their learning. About 12.3% of respondents replied they are willing to use more workbooks and have more practical classes, showing a need for more hands-on writing practice. Around 10.7% felt they had enough support and do not need extra support. This shows that a smaller group of students is satisfied with the academic writing resources they possess. Only about 6.1% of students have selected essay samples, demonstrating that few view them as a valuable resource. Clubs for beginners were the least chosen option (4.6%), suggesting they have low appeal or are perceived as less helpful for improving writing skills. Summing up learners consider structured long-term learning (24.6%), personalized feedback (21.5%), and digital resources (20%) as the most helpful support for enhancing academic writing. In contrast, clubs for beginners (4.6%) and sample essays (6.1%) are perceived as less significant. This data can aid institutions design programs that better meet students' needs and preferences.

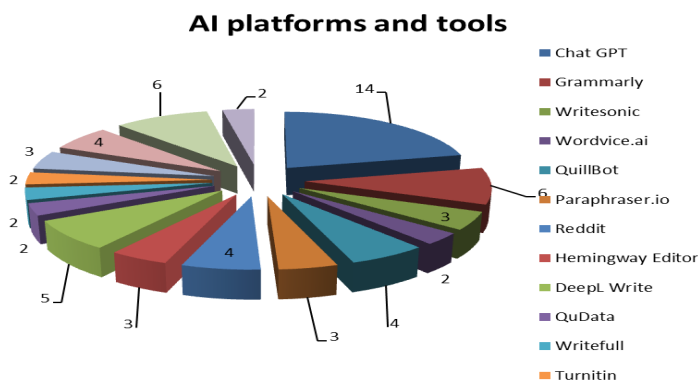


Figure 9 – Tools and AI platforms used to improve academic writing

Figure 9 displays a diverse range of AI platforms being used by individuals to improve academic writing. Each part of the pie chart illustrates a specific tool or platform, and the size of the segment corresponds to how many respondents apply that tool. ChatGPT is viewed as the most widely utilized AI platform among students with 21.5%. This shows that many students rely on ChatGPT for generating ideas, rewriting texts, summarizing, and offering grammar suggestions that are crucial in academic writing.

Discussion. Tools like Grammarly and Google Translate and Yandex Translate are each utilized by 9.2% of students. Grammarly assists with grammar and clarity, while translators facilitate translation for non-native English speakers. WriteSonic

is applied by 7.7%, which illustrates growing interest in AI writing tools beyond ChatGPT. Tools like Wordvice.ai, QuillBot, and Hemingway Editor (6.2%) are employed for paraphrasing, simplifying text, and improving style. Fewer students (4.6%) listed tools like Turnitin, Reddit, DeepL Write, and Paraphraser.io. Perplexity, QuData, Writefull, and Synonymiser were each applied by 3.1%. Another 3.1% of respondents reported that they do not utilize any AI tools for academic writing. A few students may avoid AI tools due to lack of awareness, trust, or a preference for traditional writing methods. The variety of digital tools utilized by the respondents indicates that students combine multiple platforms for tasks like idea generation, paraphrasing, translation, grammar checks, and plagiarism detection. The popularity of translation tools illustrates the needs of non-native English speakers in academic settings. Overall, the chart presents the data that academic writers are using a mix of AI tools to enhance writing quality and clarity. While ChatGPT is in the top list among popular platforms, many use other tools for particular purposes, reinforcing the rising role of AI in academic work and research.

In a similar research (Bolsunovskaya et al., 2020) revealed students demonstrate low literacy levels, particularly struggling with vocabulary issues such as spelling and word formation, as well as grammatical challenges like subject-verb agreement, use of auxiliary verbs, verb tenses, and word order in both affirmative and interrogative sentences. In contrast, difficulties related to coherence (structuring information logically) and cohesion (effectively using cohesive devices) were considered less severe. Ratnawati investigated students' needs in learning academic writing and found that students faced difficulties because they had not been taught the necessary skills in the previous academic writing course (Ratnawati et al., 2018). Using correct grammar, such as proper tenses, agreements, verbs, and prepositions, was considered the most challenging aspect throughout the academic writing course. Other difficult aspects of writing included expressing ideas clearly and selecting suitable academic language. According to (Bekturova et al., 2022) academic writing includes multiple cognitive, social, and emotional challenges, and its effectiveness is tightly linked to the growth of its underlying skills. Additionally, the author consider that the use of scientometric databases, the issue of teacher competence and the mismatch between the content of the discipline and the requirements placed on young scientists when publishing scientific papers, pose significant challenges for students both during their studies and in the future.

According to (Seidaliyeva, 2024), critical thinking plays a central role in tailoring academic essays, research papers, or informal letters that are coherent and free from inconsistencies or logical gaps. Applying process-based learning in English lessons promotes the idea that language skills and thinking skills are closely linked. Selecting suitable pedagogical stages, including positive consolidation, corrective feedback, and scaffolding strategies, improves the productivity of the research framework by concentrating on a learner-centered approach and promoting

success in academic writing. According to (Xu, 2024) ChatGPT can help students apply academic writing skills more effectively by comprehending research trends, generating writing outlines, enriching writing content, synthesizing literature, and refining papers. However, issues such as potential plagiarism, inaccurate output, improper citations, and the digital gap between users and non-users must be addressed. The study suggests that while ChatGPT-empowered writing can better equip academic writing skills in planning, composing, and revising, respectively, it is crucial to scrutinize the quality of AI-generated texts.

As (Yuan, 2024) states there are several challenges for learners such as possible academic plagiarism and a lack of critical thinking due to their over-reliance on the information created by ChatGPT and bias in English academic writing from the English-dominant context and pressure to pay. So ChatGPT is easy to apply and effective tool in the realm of language learning and academic writing. However, English learners should be cautious and reflect on using this AI tool, particularly for academic writing purposes.

In the similar research conducted by (Prapobratanakul, 2024) the results indicated that language skills at the sentence level, specifically vocabulary, grammar and sentence structure, were the most challenging aspects in their English language academic writing tasks. For the skills at paragraph level, students viewed summarizing and paraphrasing academic sources and producing a coherent argument to be most problematic for them. (Lin, et al., 2021) consider that numerous studies focusing on English as a Foreign Language (EFL) have highlighted the multifaceted challenges faced by both EFL undergraduate and graduate students from different first language backgrounds when writing academic texts in English.

Anggraeni et al. consider that productive and meaningful teaching writing in EFL needs a holistic approach that analyses diverse components in pre-writing, writing, and post-writing stages, including activating prior knowledge, writing curriculum, creating a syllabus, ways to start writing, writing tasks, writing prompts, responding, outlining goals, and obtaining writing evaluation. In the age of digital learning, technology integration can reshape the delivery of these essential components, promoting a more engaged and personalized learning experience (Anggraeni et al., 2025). According to (Aljuaid, 2024) the role of AI in language education, specifically in academic writing, has provoked notable interest. Aljuaid claims that while AI cannot substitute traditional academic writing courses, it can function as a powerful instrument to improve writing instruction.

Conclusion. The present research highlights the rising importance of academic writing in higher education in Kazakhstan, marking it as an essential skill for students and novice researchers. The results show that students highly value academic writing courses, as the prevailing majority of respondents reported improvements in their writing skills and recognized the advantages of structured academic training. However, students still face difficulties such as understanding

academic rules, choosing right vocabulary structuring ideas effectively, and mastering of terminology and methodological accuracy.

In addition, it was revealed that students are increasingly shifting focus to AI tools like Chat GPT and Grammarly, and this reflects a big interest in incorporating digital materials into the academic writing process. This shift emphasizes the need for universities to navigate between applying AI tools and fostering critical thinking, academic integrity, and individual instruction that promotes student independence and skill development. The survey also presents a strong demand among students for continuous training, personalized feedback, and access to high-quality digital resources. This suggests that future academic writing instruction should adopt a more learner-centered, facilitated approach that integrates theoretical concepts with practical activities and individualized support. By meeting students' needs for more structure, clarity, and accuracy in writing, they can better tackle language and research challenges, making their work more clear, reliable, and competitive. In summary, a systematic approach to teaching academic writing which combines traditional methods with digital support is significant for developing highly skilled, independent, and research-competent graduates. By prioritizing structured courses, individual mentoring, and accessible digital tools, Kazakhstani higher education can equip students to make essential contributions to a knowledge-oriented economy and the international academic community.

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