



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

---

### **LINGUISTIC PROBLEMS IN THE FORMATION OF A CULTURE OF ACADEMIC WRITING**

Nargiza Abduraxmanovna Muminova

Senior Lecturer at the Tashkent Institute of Textile and Light Industry

#### **Abstract**

This article examines the main linguistic problems involved in developing a culture of academic writing among university students and young researchers. Particular attention is paid to academic vocabulary, textual coherence, grammatical accuracy, authorial voice, argumentation, citation practices and the influence of the writer's first language. Academic writing is interpreted not merely as the ability to produce a formally correct text, but as a complex communicative culture based on disciplinary conventions, critical thinking and ethical responsibility. The article also proposes pedagogical approaches for developing students' academic literacy through genre analysis, corpus-based learning, systematic feedback and regular writing practice.

**Keywords:** academic writing, academic literacy, linguistic competence, textual coherence, argumentation, authorial voice, citation, academic vocabulary.

#### **Introduction**

Academic writing has become one of the central competencies required in contemporary higher education. Students are expected to write essays, research papers, reports, course projects, dissertations and conference abstracts. However, the ability to produce an academically acceptable text does not emerge automatically from general language proficiency. A learner may communicate fluently in everyday situations but experience serious difficulties when explaining



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

---

a research problem, evaluating evidence or constructing a logically organised argument.

The concept of academic writing culture includes linguistic, cognitive, rhetorical and ethical dimensions. It requires knowledge of grammatical norms, academic vocabulary, textual organisation, disciplinary genres and citation conventions. At the same time, it involves respect for intellectual ownership, accuracy in representing other scholars' ideas and responsibility for the reliability of presented information. Therefore, academic writing should be viewed as a social and communicative practice rather than as a mechanical combination of grammatically correct sentences.

The development of this culture is particularly challenging in multilingual educational settings. Students often write academic texts in a language that differs from their first language. As a result, they transfer familiar syntactic structures, rhetorical patterns and methods of argumentation into another linguistic system. The present article analyses the most common linguistic problems associated with this process and discusses effective ways of overcoming them.

### **Academic Writing as a Linguistic and Social Practice**

Academic writing is shaped by the norms of a particular discourse community. Every academic community has expectations concerning the structure of texts, the presentation of evidence, the degree of formality and the relationship between the writer and the reader. Swales notes that academic genres develop in response to the communicative purposes shared by members of professional and disciplinary communities [1, 58]. Consequently, learning academic writing means learning how knowledge is created, organised and communicated within a specific field.



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

This understanding challenges the widespread belief that academic writing is simply “formal language.” Formality is important, but it does not guarantee academic quality. A text may contain complex terminology and long sentences while lacking a clear research question, logical progression or convincing evidence. Conversely, an academically effective text may use relatively simple language if its claims are precise, its arguments are coherent and its sources are appropriately integrated.

Academic writing culture also involves awareness of the reader. The writer must anticipate possible questions, define unfamiliar concepts and explain the relationship between different parts of the argument. Hyland describes academic writing as an interaction in which writers position themselves in relation to their claims, their readers and other researchers [2, 15]. Thus, academic language is not impersonal in an absolute sense; it is a carefully regulated form of communication.

### **Problems of Academic Vocabulary and Terminological Precision**

One of the most visible linguistic difficulties is the limited command of academic vocabulary. Students frequently rely on everyday words that are too broad or emotionally coloured for scientific communication. Expressions such as “a lot of problems,” “very good results” or “bad influence” do not adequately represent the complexity of academic meaning. They should be replaced with more precise formulations such as “a significant number of challenges,” “statistically relevant outcomes” or “a negative correlation.”

Nevertheless, the use of complicated vocabulary does not automatically improve a text. Some inexperienced writers attempt to create an academic impression by using rare words, excessive nominalisation and unnecessarily long sentences. Such writing often becomes vague and difficult to understand. The real objective



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

---

is not lexical complexity but semantic precision. A term should be selected because it accurately expresses a concept, not because it appears sophisticated. Terminological inconsistency is another common problem. A writer may use several different words for the same phenomenon without explaining whether they are synonyms. For example, “academic competence,” “academic literacy” and “writing competence” may appear in one text as interchangeable concepts, although each may have a distinct theoretical meaning. In scientific discourse, the central terms must be defined at the beginning and used consistently throughout the paper.

Collocational errors also reduce the naturalness of academic writing. Students may know the meanings of individual words but combine them in forms that are unusual in academic English. They may write “make a research,” “strongly increase” or “take a conclusion” instead of “conduct research,” “increase significantly” and “draw a conclusion.” Corpus-based learning is particularly valuable in addressing this problem because it enables learners to observe how words function in authentic academic contexts [3, 124].

### **Grammatical Accuracy and Syntactic Organisation**

Grammar in academic writing serves not only correctness but also meaning. Tense, voice, modality and sentence structure communicate the writer’s attitude towards evidence. For example, the present simple is often used for generally accepted knowledge, whereas the past simple is normally used to describe completed research procedures. Inaccurate tense selection may obscure the difference between previous findings and the author’s current interpretation.

Article usage, prepositions, subject–verb agreement and word order remain persistent difficulties for learners writing in English as an additional language. These problems are often influenced by the grammatical system of the first



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

---

language. When a language does not contain articles, writers may omit “a,” “an” and “the” or use them inconsistently. Similarly, direct translation of native-language structures may produce sentences that are grammatically possible but rhetorically unnatural in English.

Excessive sentence length is another serious issue. Students sometimes believe that scientific thought must be expressed through highly complex syntax. As a result, they combine several independent ideas in a single sentence and weaken the logical relationship between them. Academic syntax should be varied but controlled. Complex sentences are useful when expressing cause, contrast or condition, yet each sentence should have a clearly identifiable central idea.

Passive constructions also require balanced use. The passive voice can appropriately emphasise a process or result, as in “The data were analysed using statistical software.” However, excessive passivisation may hide responsibility and make the text unnecessarily abstract. Modern academic writing permits active constructions when the agent is relevant: “We analysed the responses” or “This study examines the relationship.” The choice between active and passive voice should therefore depend on rhetorical purpose rather than rigid rules [4, 77].

### **Coherence, Cohesion and Paragraph Structure**

A grammatically correct text may still be difficult to follow if its ideas are not logically organised. Coherence refers to the meaningful relationship between arguments, while cohesion concerns the linguistic devices that connect sentences and paragraphs. Both are essential to academic readability.

Many student papers resemble collections of separate statements. Paragraphs may contain relevant information, but the connection between one idea and the next is unclear. This often results from writing without a prior conceptual plan. Effective academic paragraphs normally contain a controlling idea, supporting evidence,



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

---

interpretation and a transition to the next stage of discussion. The paragraph should perform a specific function within the overall argument rather than merely provide information.

Linking expressions such as “however,” “therefore,” “in contrast” and “consequently” support cohesion, but they cannot replace logical thinking. When overused, these expressions create an artificial impression of connection. The relationship between ideas must exist conceptually before it is marked linguistically. Writers should therefore ask not only which connector to use, but also whether the second statement genuinely contrasts with, results from or expands the first.

Thematic progression is also important. Readers understand a text more easily when familiar information appears before new information and when key concepts are repeated in controlled ways. Constantly changing terminology or beginning every sentence with a new topic disrupts continuity. Teaching students to trace the development of key ideas across paragraphs can significantly improve textual coherence.

### **Authorial Voice, Argumentation and Critical Position**

Students frequently assume that academic writing requires the complete disappearance of the writer. This assumption produces texts dominated by quotations and summaries of other scholars. Yet academic writing demands an identifiable intellectual position. Authorial voice is expressed through the selection of evidence, comparison of viewpoints, evaluation of claims and formulation of conclusions.

The challenge is to balance confidence with caution. Claims should be strong enough to communicate a clear position but limited enough to reflect the available evidence. Hedging expressions such as “may indicate,” “appears to suggest” and



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

---

“is likely to” help writers avoid unjustified certainty. At the same time, excessive hedging can make an argument weak and indecisive. Academic competence includes the ability to determine the appropriate level of certainty for each claim [2, 87].

Argumentation is often weakened by the absence of analytical transitions. Students may provide a quotation and immediately move to another source without explaining its significance. Evidence does not speak for itself; it must be interpreted. After citing a study, the writer should clarify how the finding supports, challenges or modifies the current argument.

Critical writing should not be confused with negative judgement. To write critically means to examine assumptions, compare explanations, assess methods and recognise limitations. A critical writer may agree with a source while still identifying the conditions under which its conclusions are valid. This kind of reasoning requires linguistic resources for comparison, qualification and evaluation.

### **Citation, Paraphrasing and Academic Integrity**

Citation is both a linguistic and ethical practice. Students often understand that sources must be acknowledged but do not know how to integrate them smoothly into their own texts. Consequently, citations may appear as isolated quotations or as decorative references that have little connection with the argument.

Paraphrasing presents particular difficulties. Replacing several words with synonyms while preserving the original sentence structure does not constitute genuine paraphrase. Effective paraphrasing requires comprehension of the idea, reformulation of its conceptual structure and integration into a new argumentative context. The source must still be acknowledged because the intellectual content belongs to another author.



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

---

Patchwriting frequently occurs when learners lack sufficient linguistic resources rather than when they deliberately intend to plagiarise. Pecorari emphasises that inappropriate textual borrowing may result from incomplete knowledge of academic conventions [5, 140]. For this reason, plagiarism prevention should not be limited to punishment or similarity-checking software. Students need practical instruction in summarising, synthesising, quoting and referencing.

Overcitation can also weaken academic voice. A sentence does not require a citation merely because it sounds formal. References should support specific facts, theories, interpretations or borrowed ideas. The writer's task is to establish a meaningful dialogue among sources rather than accumulate names in brackets.

### **The Influence of the First Language**

Academic texts are shaped by culturally established rhetorical traditions. Some traditions value direct thesis statements and linear argumentation, while others permit broader introductions, contextual digressions or indirect presentation of the main idea. When students transfer these patterns into English academic writing, their texts may be perceived as repetitive or insufficiently focused.

First-language influence may appear at lexical, grammatical and discourse levels. Literal translation can produce unnatural combinations, while native-language sentence patterns may result in unusual word order. At the discourse level, students may delay their central claim because such indirectness is considered respectful or persuasive in their linguistic culture.

These differences should not be treated as deficiencies. Multilingual writers possess valuable rhetorical resources and can contribute alternative ways of organising knowledge. However, they need explicit awareness of the conventions expected in the target academic community. Contrastive analysis of texts written



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

---

in different languages can help students understand both universal academic principles and language-specific conventions [6, 9].

### **Pedagogical Strategies for Developing Academic Writing Culture**

Academic writing cannot be developed through a single theoretical course. It requires continuous practice across disciplines. Students should analyse authentic articles, identify genre structures and observe how experienced researchers formulate claims, organise sections and use citations.

Genre-based instruction is especially effective because it connects linguistic forms with communicative purposes. Instead of memorising isolated phrases, learners examine why a particular expression appears in an introduction, methodology or discussion section. Models should not be copied mechanically; they should serve as evidence of possible rhetorical choices.

Feedback should also be selective and developmental. Correcting every error in a draft may overwhelm the student and encourage dependence on the teacher. Early feedback should focus on the research question, argument and organisation. Later stages can address paragraph unity, sentence structure, vocabulary and formatting. Peer review is useful when students receive clear criteria and learn to explain their comments respectfully.

Writing should be taught as a process involving planning, drafting, revision and editing. Many weaknesses remain because students submit the first version of a text as the final product. Revision encourages them to reconsider not only grammar but also the relationship between ideas. Digital corpora, reference-management tools and automated language checkers can support this process, but they cannot replace critical judgement.

### **Conclusion**



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

The formation of academic writing culture is a complex educational process that combines language competence, disciplinary knowledge, critical reasoning and ethical awareness. The main linguistic problems include imprecise vocabulary, unstable terminology, grammatical interference, overloaded syntax, weak coherence, limited authorial voice and ineffective source integration.

These difficulties cannot be solved through grammar correction alone. Students need to understand academic writing as purposeful communication within a scholarly community. They should learn how linguistic choices influence precision, credibility and interaction with readers. Effective instruction should therefore combine genre analysis, corpus-based observation, explicit teaching of argumentation, systematic feedback and repeated revision.

A mature culture of academic writing is formed when writers become capable of presenting their ideas clearly, supporting them responsibly and participating confidently in scholarly dialogue. Such a culture strengthens not only individual writing performance but also the overall quality and integrity of academic communication.

### **References**

1. Swales, J. M. *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press, 1990. 260 p.
2. Hyland, K. *Disciplinary Discourses: Social Interactions in Academic Writing*. Ann Arbor: University of Michigan Press, 2004. 211 p.
3. Biber, D., Conrad, S., Reppen, R. *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press, 1998. 300 p.
4. Sword, H. *Stylish Academic Writing*. Cambridge, MA: Harvard University Press, 2012. 230 p.
5. Pecorari, D. *Academic Writing and Plagiarism: A Linguistic Analysis*. London: Continuum International Publishing Group, 2008. 213 p.



## **World Conference on Social Sciences, Law and Public Policy**

Hosted Online from Toronto, Canada

Date: 26<sup>th</sup> June 2026

Website: <https://econferencia.com>

- 
6. Kaplan, R. B. Cultural Thought Patterns in Inter-Cultural Education // Language Learning. Ann Arbor: University of Michigan, 1966. Vol. 16, No. 1–2. P. 1–20.
  7. Bailey, S. Academic Writing: A Handbook for International Students. 5th ed. London: Routledge, 2018. 312 p.
  8. Murray, R. Writing for Academic Journals. 4th ed. Maidenhead: Open University Press, 2020. 288 p.
  9. Graff, G., Birkenstein, C. They Say / I Say: The Moves That Matter in Academic Writing. 4th ed. New York: W. W. Norton & Company, 2018. 352 p.
  10. Paltridge, B., Starfield, S. Thesis and Dissertation Writing in a Second Language: A Handbook for Students and Their Supervisors. 2nd ed. London: Routledge, 2020. 236 p.