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| The Perspective of Academic ESL/EFL Writing in A Non-Native English Speaking Environment |
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Abstract

This paper discusses the perspective of academic ESL/EFL writing in a non-native English speaking environment. The basic idea behind this study is the increasing number non-native English speakers (Non-NESs) who have enrolled at universities as international students in a non-native English speaking environment. Accordingly, the use of English as a medium of communication at universities in a non-NES environment is likely to raise some academic adjustment problems for non-native English learners. This condition is challenging for the second language users because they must invest more time, effort and money into formally learning the language and they may experience greater difficulties when writing in English. Considering possible challenges in academic writing, issues for further investigation may include the linguistic, educational and cultural background, social relationships with mentors, class activities like reading materials and writing task requirements, as well as students’ background adaption to academic environment and departments. In addition, it is reasonable to expect that providing some regulation strategies and solutions to manage learners’ fear and anxiety also their decisions when they face problems will be the keys to understanding how they improve their writing better. By the same token, being persistent and taking additional academic writing classes could be a proposed solution for the academic writing development.

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| Keywords : *Academic writing challenges, Academic writing development, English medium instruction, L2 English academic writing, non-native English speakers (Non-NES)* |
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