



Research Article

© 2024 Vula et al.
This is an open access article licensed under the Creative Commons
Attribution-NonCommercial 4.0 International License
(<https://creativecommons.org/licenses/by-nc/4.0/>)

Received: 9 March 2024 / Accepted: 26 September 2024 / Published: 05 November 2024

Strategies for Enhancing ESL Writing Proficiency: Insights from a Pre-University Educational Setting

Elsa Vula^{1*}

Nazli Tyfekçi¹

Laureta Biblekaj²

¹Prof. Ass. Dr., Faculty of Philology,
University "Fehmi Agani" in Gjakova,
Gjakova, Kosovo

²Ba., Faculty of Philology,
University "Fehmi Agani" in Gjakova,
Gjakova, Kosovo

*Corresponding Author

DOI: <https://doi.org/10.36941/jesr-2024-0179>

Abstract

Mastering the art of writing is a crucial life skill that requires time and consistent practice. It is essential for students who are learning English as a second or foreign language, as it is an essential skill that opens up countless opportunities for learners to express themselves effectively through various forms of writing. Whether writing essays, emails, or social media posts, strong writing capabilities can significantly benefit students in today's interconnected world. In addition to being practical, writing also helps enhance critical thinking skills, as learners must carefully and logically organize their ideas and arguments to communicate effectively. Writing also fosters creativity and encourages students to explore innovative ways to express their thoughts and ideas. By practicing writing skills, students can better understand how to connect their ideas coherently, which can help them in other areas of their academic and personal lives. Furthermore, writing can also help improve vocabulary and spelling, as learners are challenged to find the best words to convey their message. It also helps students develop their understanding of English grammar, punctuation, and sentence structure, which can improve their overall communication skills. Ultimately, mastering writing skills empowers students to engage in meaningful conversations, share their knowledge, and become valuable community contributors. This study aims to identify why pre-university students struggle with their writing skills and provide recommendations to improve teaching methods for writing English skills. The objective is to help pre-university students overcome difficulties related to writing skills in English, which will equip them with the skills they need to succeed inside and outside the classroom.

Keywords: Communication, EFL students, English language, grammar, proficiency, writing skills

1. Introduction

Since it has overtaken other languages as the most spoken worldwide, English is now considered the lingua franca of the modern world. Its global dominance can be attributed to several factors, such as the historical influence of the British Empire and the economic and cultural power of the United

States. Additionally, the widespread use of English in international business, technology, and entertainment industries has further solidified its position as the primary language of communication on a global scale. In today's interconnected world, proficiency in English is advantageous and crucial to navigating various professional and academic realms.

Furthermore, English proficiency opens doors to educational opportunities abroad, enabling individuals to broaden their horizons and access knowledge from esteemed institutions around the globe. Ultimately, mastering English empowers individuals to adapt to the demands of a globalized society and connect with people from diverse backgrounds. We may first feel intimidated by a new language's rules, grammar, structure, and vocabulary when we realize how important it is to master it.

Cook and Seidlhofer (1995) make the case that a group of memorization-obsessed inebriates affirms that language is a genetic heritage, a mathematical system, a social fact, an expression of one's identity, a manifestation of one's cultural identity, the result of dialogue interaction, sign sociology, and an indigenous intuition. There is no need to pick; these are all concurrent features of language. Mastering language involves understanding and navigating each of these features. Language is not just a means of communication but also a reflection of our individual and collective identities. By recognizing the multifaceted nature of language, we can appreciate its complexity and the significance of honing our linguistic skills. Whether we view it as a genetic inheritance, a social construct, or a product of cultural exchange, language remains a fundamental aspect of our lives that deserves our attention and effort to comprehend fully.

We can state with certainty that writing is a highly challenging skill for EFL/ESL students to learn and crucial to master while learning a new language. Most individuals find it easy to hear and read in a language they are learning, but when it comes time for them to speak or write in that language, all of that ease goes. According to Anh (2019), the challenges faced by EFL students in developing effective writing skills are often with grammar, including verb tense and subject-verb agreement, as well as the use of articles, prepositions, pronouns, and connecting devices. Additionally, learners face difficulties in choosing appropriate vocabulary for different contexts. Anh (2019), claims that based on the research findings the importance of organizing and developing ideas logically in writing is a challenge for students.

Writing in a new language requires a solid understanding of grammar and vocabulary and the ability to express thoughts and ideas coherently. It demands practice and patience to effectively develop the skills to communicate through writing. However, once mastered, writing becomes a powerful tool for self-expression and a means to engage with others in the target language.

Varón (2020) asserted in his Ph.D. dissertation that the complexity and variety of writing development in a second language have prompted significant theoretical and empirical research relevant to language acquisition and instruction. While much is known about what develops in writing (such as linguistic elements in texts, writing techniques, processes, and motivation) and why it develops (such as learner maturation, teaching, and feedback), significantly less is known about how writing development occurs. Given that English is becoming the predominant language for academic and non-academic communication, there is a growing interest in understanding how ESL and EFL students develop their writing abilities. Understanding how ESL and EFL students develop their writing abilities is crucial to support their language learning journey effectively. By gaining insight into the specific strategies and challenges these students face, educators can adapt their teaching methods and provide targeted feedback to enhance their writing skills. Moreover, this knowledge can inform the development of specialized instructional materials and interventions that cater to ESL and EFL learners' unique needs, ultimately fostering their academic and professional success in an English-dominated world.

One way to become a better communicator and simultaneously enhance reading, another crucial ability, is to develop writing abilities. This fact is especially true for people learning a foreign language. The ability of our brain to think in English or the language we are learning develops as we acquire and perfect our writing abilities in a second or foreign language. This phenomenon occurs because writing in a foreign language—in this example, English—forces people to express themselves

through various words, phrases, grammatical structures, and expressions.

Everyone interested in learning a new language, English, should master the four learning skills of listening, speaking, reading, and writing. The writing skill, which will receive the most attention and discussion during this paper, is the most challenging of these four to develop well. For example, a non-native English speaker learning the language may need help finding the right words or phrases to convey their thoughts and ideas in writing accurately. This can result in a limited vocabulary, grammatical errors, and difficulty organizing their thoughts effectively. However, with practice and exposure to different writing styles and structures, they can gradually improve their writing skills and become more proficient in expressing themselves in English. By reading various English texts, such as books, articles, and essays, non-native English speakers can expand their vocabulary and better understand sentence structures.

Additionally, seeking feedback from native speakers or enrolling in language courses can help them identify and rectify grammatical errors. With perseverance and dedication, their ability to articulate their written English thoughts will undoubtedly improve. Ultimately, practice makes perfect, and consistent practice will lead to greater fluency and confidence in writing.

2. Literature Review

Writing skills are a crucial aspect of literacy. They empower learners to make valuable contributions to society. Schutz (2011) argues that literacy requirements in society are increasing, and they are expected to continue to rise in the future. The National Council of Teachers (1996) report states that advances in technology and changes in society have altered and will continue to change how we communicate and think through language. Therefore, students must be prepared to meet these demands. In the article "Writing as a Mode of Learning," published on the University of Delaware's website, Emig (1977) suggests that writing is a unique way of learning that involves active participation of the brain. Various scholars have concluded that writing enhances students' intellectual abilities, and written language develops cognitive functions of the brain (Cer, 2019; Mehler, 2001; Obler & Gjerlow, 1999). According to Emig, effective writing occurs through the reinforcement of learning involving the brain, eye, and hand. Emig's article exemplifies the importance of developing students' writing skills, which supports the thesis of this study. For example, a student studying English as a second language can improve their writing skills by practicing writing essays or journal entries in English. This allows them to learn grammar rules and expand their vocabulary but also helps them develop critical thinking and analytical skills as they coherently express their thoughts and opinions. Additionally, writing in the target language allows students to receive feedback and corrections from teachers or native speakers. This feedback helps them identify and rectify any mistakes they may have made, ultimately aiding in their language acquisition process.

Moreover, consistent writing practice allows students to become more confident in their language abilities, enabling them to communicate with others in various contexts effectively. Writing in the target language has several benefits for students. It can help them expand their vocabulary and improve their grammar skills. Writing allows students to effectively express thoughts and ideas, encouraging critical and creative thinking through coherent organization and presentation. Additionally, writing allows students to keep a record of their progress, which they can use to track their improvement and celebrate their language achievements. The act of writing plays a pivotal role in the acquisition of language. It is a vital component that must be considered when learning a new language, contributing to developing students' linguistic competence. Writing is a crucial skill for language learners, as it enhances their linguistic and cognitive abilities. Students can enhance their writing proficiency through consistent practice and effectively communicating their ideas in the target language.

Writing is a multifaceted process that demands proficiency in other language abilities, such as speaking, listening, and reading, as well as cognitive and meta-cognitive skills. To write effectively,

students must set clear goals, plan their writing, consider their work's logical structure and layout, and revise it accordingly. They must also assess the credibility of their sources and synthesize them into a coherent, concise piece of writing.

Fluency contributes significantly to the impact of text on readers. It includes various features such as the volume of output, the length of the text, the flow and combination of ideas, the coherence, appropriate lexical choices, and the absence of pause and hesitation features that could interfere with understanding the message.

Firstly, the availability and quality of materials can significantly influence students' writing skills. Access to various resources, such as textbooks, reference books, online materials, and writing guides, can expose students to different writing styles, genres, and techniques. Additionally, the relevance and authenticity of these materials by implementing interactive teaching methods, can substantially impact engaging students and elevating their learning experience—writing proficiency.

According to Pathan (2021), writing is challenging and complex. Several elements significantly hinder the writing process. For instance, one of the most critical things that seriously hinders the writing process is the need for proper grammatical understanding. Input, output, and interaction are the three essential variables that are recognized as the driving forces behind language development. These variables also play a crucial role in enhancing students' writing proficiency. Educators can encourage the development of their linguistic skills by providing ample opportunities for students to practice writing, both individually and in collaborative settings. Additionally, incorporating feedback and peer review activities into the writing process can further enhance students' understanding of grammar and sentence structure. Therefore, a comprehensive approach incorporating input, output, and interaction is essential for engaging students and improving their writing proficiency.

Concerning Rhalmi (2022), the term "input" refers to the processable language that students are exposed to while reading or listening (i.e., receptive skills). On the other hand, the language they make, whether by speaking or writing, is the output (i.e., the productive abilities). The intake, output, or receptive and productive talents are interconnected. By providing students with ample opportunities for both input and output, they can develop a deeper understanding of the language and become more proficient in their writing. This can be achieved through interactive group discussions, peer editing, and writing workshops. Through these interactions, students not only receive input from their peers and teachers but also engage in the process of producing their language. This two-way exchange fosters a more dynamic learning environment and allows students to practice and apply their writing skills actively. Ultimately, this interactive approach enhances students' writing proficiency and helps them become more confident and effective writers.

According to Sarwat, Ullah, & Bhuttah (2021), there are several factors that can influence students' English writing skills. These factors include language proficiency, motivation and attitude toward writing, prior writing experience, feedback and revision opportunities, and cultural and educational background. Language proficiency plays a crucial role in writing skills development. Students with a higher level of English proficiency tend to demonstrate better writing abilities compared to those with lower proficiency levels. Motivation and attitude toward writing also impact students' writing skills. Students who are motivated and have a positive attitude towards writing are more likely to engage in writing tasks and put effort into improving their skills.

According to Mustafa (et al. 2022), regarding the research on difficulties in academic writing in English as a second/foreign language from the perspective of undergraduate students in higher education institutions in Oman, the research found that undergraduate students in Oman face several challenges when writing in English as a second or foreign language. These challenges include a limited vocabulary and understanding of grammatical structures, difficulties understanding reading texts, and struggles with summarizing and paraphrasing. Students also need help spelling new or long words and understanding complex sentences. Paraphrasing was identified as the most challenging skill for students, likely due to their difficulties in comprehending texts and complex sentences and handling others' ideas. Students also need help with verb tenses and passive voice, essential for academic writing. Despite these challenges, students found specific teacher feedback,

using a dictionary, reading extensively about the topic, and examining good examples of essays written by others to be helpful strategies. However, collaborative learning strategies such as pair and group work were considered less beneficial.

According to a study by Novariana (et al. 2017), senior high school students in Indonesia face several writing challenges. These include a lack of motivation to learn English, difficulty selecting appropriate words for writing, limited vocabulary, struggles organizing words coherently, spelling issues, and challenges constructing grammatically correct sentences. Students tend to exhibit a passive approach to classroom activities and face difficulties with grammar due to cognitive impairments. The text requires assistance with word selection and sentence construction.

Prior writing experience is another factor that affects students' writing skills. Students who have had more exposure to writing tasks and have received instruction and practice in writing tend to have better writing abilities. Feedback and revision opportunities are important for students to improve their writing skills. Regular feedback from teachers and peers, as well as opportunities for revision and editing, can help students identify and correct errors and improve the overall quality of their writing.

In conclusion, writing is an essential life skill everyone needs to master for success in various areas of life. For EFL/ESL students, it is crucial to develop writing proficiency and other abilities such as grammatical and compositional skills, subject knowledge, fluency, vocabulary, and authorial voice. Developing these abilities will enhance their communication skills and boost their confidence in expressing their thoughts and ideas. Additionally, mastering writing skills can open up opportunities for EFL/ESL students in academic and professional settings and provide a means for self-expression and personal growth. Therefore, educators and learners must prioritize the development of these skills through consistent practice, feedback, and exposure to various writing styles and genres.

3. Research Method and Objective

The purpose of this survey is to identify the reasons why pre-university students struggle with their writing skills. The survey consists of 11 questions. It will use quantitative research to obtain precise data and insights about students' difficulties and how they and their teachers can work together to overcome these challenges and improve their writing skills.

3.1 Participant

Participants in the study were students from the Gymnasium "Hajdar Dushi" in Gjakova, and the research was conducted continuously throughout the semester. The final sample size was 291 respondents, who completed a questionnaire developed specifically for the study. The questionnaire contained 11 questions, where 10 of them were closed-ended, and 1 of them was an open-ended question. The questionnaire contained questions that asked EFL students about the frequency of usage of daily English, their personal opinions regarding their knowledge of English, their performance in English writing so far, the application of writing practice activities during English classes, and the self-evaluation regarding English language in general.

4. Results

The research approach involved administering questionnaires to 291 students in grades 11 and 12, followed by text analysis of the data collected. The study's sections present detailed information on the research flow, objectives, procedures, data collection methods, analysis criteria, and the study's tools. While only 291 students completed the surveys, the outcomes were based on the total number of students present on the day of the study. Although students were given 45 minutes to complete the questionnaires, the optimal time was found to be 25 minutes. The results were presented using a descriptive approach, although the methodology illustrated a unique circumstance.

When asked if they had studied professional English terminology during high school, a surprising 67.90% responded negatively, while the remaining 32.10% admitted to having done so. These statistics highlight the need for improvement in English language education. It is concerning that such a small percentage of individuals surveyed feel completely proficient in written English, indicating a potential gap in language skills. The fact that most respondents did not study professional English terminology during high school further suggests a lack of comprehensive language education. Efforts should be made to enhance English language instruction and provide opportunities for individuals to develop their language proficiency.

The survey conducted to determine the level of English proficiency among international students studying in Germany presented below yields some significant insights. The survey results reveal that a significantly lower number of respondents, only 1.23%, felt confident in their ability to use professional terminology in English, compared to the 44.44% who believed that they had a good understanding of English terminology. Further analysis of the survey data indicates that 72.84% of respondents considered their high school English textbooks unsuitable for their field of study, affirming previous research suggesting that language barriers could contribute to the underrepresentation of professional terms in English. All the students who participated in the survey learned English as a foreign language. It is interesting to note that only 19.59% of students acquired both English and German.

Most students (88.32%) began learning English in first grade, with only a few starting in third or fifth grade. Only one student started learning English in high school, while 1.72% started learning it in kindergarten.

Based on the 11th question, which was an open-ended question, regarding what extent writing skills are essential, the survey results showed that 14.78% of students stated that writing skills are critical because they enable them to communicate better in the English language and 9.28% considered writing skills not so critical. 5.84% of students expressed that writing skills are less important than other English skills, while 20.27% believed that writing skills are essential but must be treated more during English classes. 16.15% believed writing skills are only necessary when they start working, and 22.68% of students provided unclear responses.

Most students (67%) intend to pursue their education in faculties relevant to their area of study, with the average grade for all students ranging from 3.31 in the first to the third year or fourth year. When asked whether English should be taught in secondary schools, 88.32% of students responded affirmatively.

Based on recent survey results, it is evident that a significant proportion of students, approximately 39.52%, deem a B1 level of proficiency in English as necessary. Notably, despite the slight difference between A2 and B1, 32.60% of students rated their English language ability at an A2 level. Furthermore, 34.02% of students were confident in their writing abilities at an A2 level. The survey also highlighted that students are most receptive to writing activities that revolve around everyday life, work, culture, and literature, covering various topics such as text comprehension, vocabulary, and conversation. These results indicate that students are keen to develop their English language skills practically and engagingly.

Recent survey results have established that frequent writing or dictation on common topics is the most effective way to improve one's writing skills, as 42.96% of respondents preferred it. Textbooks related to literature came in second place with 28.18%, while those related to professions and culture were less popular, with only 17.53% and 11.34% of respondents, respectively. Interestingly, textbooks on everyday life were the most popular, while those related to careers were the least favored, with only 7.56% of respondents choosing them.

In addition, it has been found that 61.68% of students believe that topics related to daily life, culture, and literature (at least 6.53%), as well as the workplace, help them understand the meaning of a text. Only 24.74% of students disagree with this statement. Regarding vocabulary, 43.99% of students believe that primarily, daily life terms have the most significant impact on their writing skills, while career-related terms had the most negligible impact at 13.06%.

Interestingly, the study also revealed that only 7.90% of literature is spoken in conversation, with English being the least developed language in this area. Furthermore, there is a significant gap between students who believe that dialogues on everyday life should be expanded (51.20%) and those who believe that conversations related to culture and professions should be expanded (21.31% and 19.59%, respectively).

Finally, the study analyzed how writing is taught and demonstrated to students in English language courses. It was discovered that the text is an integral part of the textbook structure and is designed to fit instructional purposes. Finding the right book to study is crucial for students to learn independently, critically, and purposefully. Although there is no precise text typology since no general text theory has been accepted in professional circles, textbooks also fall under this category.

Finally, the study analyzed how writing is taught and demonstrated to students in English language courses. It was discovered that the text is an integral part of the textbook structure and is designed to fit instructional purposes. Finding the right book to study is crucial for students to learn independently, critically, and purposefully. Although there is no precise text typology since no general text theory has been accepted in professional circles, textbooks also fall under this category. Textbooks are specifically designed to provide students with structured lessons and exercises that help them develop their writing skills. Textbooks are an exceptional tool for students, offering an extensive collection of literary works such as essays, articles, and short stories. This exposure to diverse writing styles and genres can significantly enhance a student's writing skills and enable them to convey their thoughts effectively through written language.

Consequently, studying with textbooks is an efficient means of gaining a profound insight into the art of writing. Therefore, textbooks play a vital role in shaping students' writing abilities and fostering academic growth. In addition, textbooks provide students with valuable resources and tools to enhance their writing abilities. They often contain grammar exercises, writing prompts, and examples of well-written essays, which allow students to practice and improve their writing skills. Moreover, textbooks also introduce students to the proper structure and organization of various types of writing, such as argumentative essays or research papers, giving them a solid foundation to build upon. Overall, the comprehensive nature of textbooks helps students develop their writing skills holistically and prepares them for future academic and professional success.

5. Discussion

The survey revealed that many students struggle in higher education because the English they learn in high school doesn't adequately prepare them for the advanced level of English they'll encounter in universities. According to Edmunds (et al. 2017), the most common type of college readiness support provided by schools was academic preparation, mainly through high school class instruction and test preparation. According to them, some schools offered the AVID program, a formal curriculum focusing on college readiness. Other schools allocated specific times weekly or even daily, usually referred to as Advisories or Seminars, for teachers to work with small groups on building college readiness skills or providing academic support. In addition, preparing students for college requires a comprehensive approach that includes academic preparation, the development of academic behaviors and attitudes, and an understanding of college processes.

Therefore, it is essential to prioritize the study of proper English, even in elementary and secondary schools, so that students can better equip themselves for higher education. Students must study proper English from a young age to establish a strong foundation for their academic journey. This will help improve their language skills and enhance their critical thinking and communication

abilities. Additionally, incorporating more advanced English courses in high school can bridge the gap between secondary and tertiary education, ensuring that students are well-prepared for the challenges they will face in the university setting. Thus, addressing the discrepancies between the syllabus and students' needs is crucial for their academic success. Moreover, incorporating literature courses that focus on critical analysis and interpretation can enhance students' ability to think critically and engage in meaningful discussions, preparing them for the academic rigors of higher education. Thematic units must be tailored to the student's needs, and the field of study and teaching materials should be well coordinated.

As expected, writing skills are often overlooked while learning a new language, despite their significance and the demands they serve. This issue could be attributed to the need for more time to teach students the necessary writing skills during class. Therefore, high school teachers must focus on the abilities that students struggle with the most when expressing their thoughts and ideas, mainly writing skills, which pose a challenge for most students. More time should be dedicated to helping students improve their writing abilities, including teaching and demonstrating proper techniques, providing them with necessary strategies, and building their confidence to use these skills in everyday situations.

Given that students in primary and high schools require more knowledge of the English language, the research conducted on the participants demonstrates that English language instruction should play a vital role. Following the survey's conclusion that improvements are necessary, we sought to determine if the time and space needed to learn and enhance writing skills, particularly in high schools, have been integrated. Despite the language being taught, it needs to be taught in a fundamental, proper manner. Therefore, it is essential to incorporate more effective teaching methods to provide students with a solid foundation in English language instruction, enabling them to succeed in higher education and beyond. Based on Alharthi's research (2021) regarding the challenges faced by Saudi EFL learners in mastering writing skills were found issues with spelling, capitalization, incorrect use of suffixes and prefixes, inappropriate vocabulary, and more. In his study, he found that the use of free-writing journals helped reduce these mistakes and improved grammar acquisition. Despite the positive impact of free-writing journals on students' writing skills, the overall achievement levels of EFL students in Saudi Arabia remain low due to various sociocultural factors, learner-related variables, and EFL instruction variables.

Based on the research findings, it became clear that many students experience difficulties in higher education because the English they learn in high school does not prepare them for the higher level of English they will meet in universities. It is imperative and crucial that this change occur in the following years and that a greater emphasis be placed on studying the proper English language, even in elementary and secondary schools, so that students will be superb in it when they enroll in higher education. Thematic units should be precisely specified in line with students' demands; likewise, the field of study and the instructional materials should agree.

Learning a new language only sometimes gives writing abilities the respect they merit despite the demands and importance they fulfill. It can be due to the time spent learning a new language and the insufficient time allotted for teaching students the required writing abilities during class. With the help of this survey, high school teachers should emphasize the abilities that students struggle with the most when trying to convey their thoughts and ideas, mainly writing skills with which most students struggle. Grey & DiLoreto's (2016) study emphasizes the significance of course structure and organization in online learning environments, a well-structured course, regular instructor communication, and student engagement can improve student learning and satisfaction. They claim that the importance of learner interaction and instructor presence in enhancing student satisfaction and perceived learning can highly increase motivation and learning. More time in the new language classes should be devoted to helping students improve their writing abilities. Such activities include teaching and demonstrating the proper techniques, providing them with the necessary strategies, and letting them know how to use these skills confidently in everyday situations.

Since students in primary and high schools need more knowledge of the English language, it

was determined during the research and after analyzing the survey conducted on the participants that English language teaching should have a significant role. After the survey concluded that things should be improved, we set out to determine if the time and space required for learning and increasing writing skills, particularly in high schools, had been included. Although not in the correct, fundamental manner, the language is being taught. The objective set throughout the research was to examine the writing proficiency of intermediate-level EFL learners, which is very important while learning a new language. The enhancement of each skill necessary for learning a new language needs to be emphasized more in pre-university education, according to a detailed research analysis. This lack of emphasis on language skills in pre-university education is evident in the current curriculum, which often prioritizes math, science, and other core subjects. As a result, students may need help mastering the intricacies of a new language, particularly in writing. The research findings highlight the need for educational reforms prioritizing comprehensive language learning, ensuring students have the necessary communication skills in a globalized world. With a strong foundation in language skills, students can express themselves articulately and confidently in various professional and social settings. Prioritizing comprehensive language learning in schools can help students develop their abilities to communicate verbally and in writing effectively. This would improve their academic performance and equip them for future career opportunities and interactions in an increasingly interconnected world.

Furthermore, proficient language skills are crucial in developing critical thinking and problem-solving capabilities. Students can broaden their perspectives by analyzing intricate texts and literature and enhance their comprehension of diverse cultures and ideas. Ultimately, a strong foundation in language skills equips students with the tools they need to navigate an ever-changing global landscape and contribute meaningfully to society.

6. Conclusion and Recommendations

For intermediate-level learners, it is essential to have a firm grasp of writing skills to effectively meet practical writing demands, such as crafting letters, messages, and notes. At this stage, learners should be able to construct well-organized paragraphs that convey simple concepts, ideas, and information using relevant phrases and vocabulary. They should also be able to use appropriate punctuation and grammar to ensure clarity and coherence in their writing. For those seeking to reach an intermediate level of language proficiency, it is crucial to possess a solid grasp of different writing styles, including descriptive, narrative, and persuasive writing. Adapting one's style to various real-life scenarios can significantly enhance communication skills. Additionally, writing exercises can aid in expanding one's vocabulary and improving overall language proficiency.

To produce effective written material in English, learners must have a basic understanding of grammatical rules and consistently practice grammar to avoid repetitive errors in writing activities.

A comprehensive study has identified five essential skills a learner should possess to excel in writing: a strong understanding of grammar, the ability to conduct research, technical writing proficiency, collaboration and communication in the target language, and writing proficiency in various topics. These five skills work together to create a well-rounded writer. In addition to having a solid grasp of grammar, learners must also be able to conduct thorough research to support their ideas and arguments. Technical writing proficiency is also crucial, requiring learners to communicate complex information clearly and concisely effectively. Collaborating and communicating in the target language allows writers to work with others and receive feedback on their writing effectively. Lastly, proficiency in writing about various topics ensures learners can adapt their writing style and tone to different subjects.

The study makes several recommendations for improving the development of writing skills based on data analysis: implementing regular writing assignments in the curriculum, providing targeted feedback and guidance on writing, incorporating writing activities that promote collaboration and communication, and offering opportunities for learners to write about a wide range

of topics. These strategies have been carefully crafted to foster a positive and interactive learning atmosphere that cultivates robust writing abilities among learners. The research underscores the significance of affording learner sample practice and chances to refine their writing through revision and editing. As a result, learners are better equipped to produce high-quality work. By implementing these suggestions, teachers can empower their students to become more self-assured and adept writers in their desired language.

Furthermore, the study suggests incorporating peer feedback and collaborative writing activities into the curriculum. This allows learners to receive feedback from their peers and engage in meaningful discussions about their writing, fostering a sense of community and promoting critical thinking skills. Implementing these comprehensive strategies can lead to a well-rounded and practical approach to writing instruction, ultimately helping learners become skilled and confident writers professionally.

One limitation of this study is that it only focuses on the benefits of peer feedback and collaborative writing activities without considering potential drawbacks or challenges. Some learners may need help providing input or participating in discussions due to language or confidence barriers. Additionally, the study needs to address potential problems with the validity or reliability of the peer feedback, which could affect the overall efficacy of these strategies. Moreover, the input must acknowledge the potential negative impact of peer feedback and collaborative writing activities on individual creativity. In some cases, learners may feel pressured to conform to their peers' suggestions, stifling their unique writing style and inhibiting their personal growth as writers.

Another limitation is that the input assumes that all learners have the same writing proficiency level. During collaborative writing activities, participants of varying skill levels may be involved. This can lead to frustration and unequal contributions, where some learners may feel overwhelmed or overshadowed by their more advanced peers. This lack of balance can hinder the overall effectiveness of the activity and limit individual growth for those who need help to engage or contribute in a meaningful way. The last limitation of this study is that it needs to consider the impact of cultural and social differences among participants in a collaborative writing activity. Cultural and social factors can significantly influence communication styles and group dynamics and may result in misunderstandings or clashes that hinder the productive collaboration needed for successful writing. Thus, the findings of this study may only be applicable in various cultural or social settings.

References

- Alharthi, S. (2021). From Instructed Writing to Free-Writing: A Study of EFL Learners. *SAGE Open*, 11(1). <https://doi.org/10.1177/21582440211007112>
- Anh, Th. N. (2019). EFL Student's Writing Skills: Challenges and Remedies. *Journal of Research & Method in Education*, Volume 9 (Issue 6 Ser. I.). Retrieved from: <https://iosrjournals.org/iosr-jrme/papers/Vol-9%20Issue-6/Series-1/J0906017484.pdf>
- Cook, G., & Seidlhofer, B. (1995). *Principle & Practice in Applied Linguistics*. Oxford University Press.
- Edmunds, J. A., Arshavsky, N., Lewis, K., Thrift, B., Unlu, F., & Furey, J. (2017). Preparing Students for College: Lessons Learned From the Early College. *NASSP Bulletin*, 101(2), 117-141. <https://doi.org/10.1177/0192636517713848>
- Emig J. (1977). Writing as a mode of learning. *College Composition and Communication*, 28, 122-128. <https://doi.org/10.2307/356095>
- Grey, A., & DiLoreto. (2016). The Effects of Student Engagement, Student Satisfaction, and Perceived Learning in Online Learning Environments. National Council of Professors of Educational Administration (NCPEA). Retrieved from: <https://files.eric.ed.gov/fulltext/EJ103654.pdf>
- National Council of Teachers. (1996). Standards for the English language arts. www.ncte.org/standardswww.ncte.org/library/NCTEFiles/Resources/Books/Sample/46767Chap01.pdf
- Novariana, H., Sumardi & Tarjana, S. (2018). Senior high school students' problems in writing a preliminary study of implementing writing e-journal as self-assessment to promote students' writing skill. 2 nd English Language and Literature International Conference (ELLiC) Proceedings, Vol. 2, 2018. <https://portal.issn.org/resource/ISSN/2579-7263>

- Mustafa, A., Noor Arbab, A., & Ahmed El Sayed, A. (2022, September 24). Difficulties in Academic Writing in English as a Second/Foreign Language from the Perspective of Undergraduate Students in Higher Education Institutions in Oman. *Arab World English Journal*, 13(3), 41–53. <https://doi.org/10.24093/awej/vol13no3.3>
- Obler L. K., Gjerlow K. (1999). *Language and the brain*. Cambridge University Press.
- Pathan, M. A. K. (2021). Evaluating Factors Affecting EFL Learners' Writing at Undergraduate Level: A Survey. Retrieved from: <https://socialscienceresearch.org/index.php/GJHSS/article/view/102340>
- Pintrich P. R. (1999). The role of motivation in promoting and sustaining self-regulated learning. *International Journal of Educational Research*, 31, 459-470.
- Rhalmi, M. (2022). Teaching Receptive Skills To ESL And EFL Learners - My English Pages. My English Pages. Retrieved from: <https://www.myenglishpages.com/blog/teaching-receptive-skills/>
- Sarwat, Ullah, & Bhuttah, M. (2021). Problems and Factors affecting students English writing skills at elementary level. *xllkogretim Online - Elementary Education Online*. doi: 10.17051/ilkonline.2021.05.332
- Schutz D. (2011). The common core state standards for English language arts & literacy in history/social studies, science, and technical subjects: An analysis and an alternative. *SSRN Electronic Journal*. Crossref
- Varón, O. C. (2020). The development of writing skills of learners of English as a foreign language (EFL) [Doctoral Thesis, The University of Auckland]. Retrieved from: <https://researchspace.auckland.ac.nz/bitstream/handle/2292/54615/Chaves%20Var%C3%B3n-2020-thesis.pdf?sequence=4>