

PROBLEMS OF TEACHING WRITING FOR EFL LEARNERS

Tursunboyeva Muhayyoxon Ikrom qizi

Jumaniyozova Xurshida Azimjon qizi

Chirchik State Pedagogical University Faculty of Tourism
Fundamentals of philological research 3rd year course students

tursunboyevamuhayyoxon@gmail.com

Jumaniyozovaxurshida177@gmail.com

Umarova Dilafruz Razzakberdiyevna

Scientific adviser: EFL teacher, Chirchik State Pedagogical university
d.umarova@cspu.uz

<https://doi.org/10.5281/zenodo.20286794>

Abstract

In modern language education, teaching writing to EFL (English as a Foreign Language) learners is considered one of the major challenges in the educational process. Writing requires learners to use grammar, vocabulary, organization, and critical thinking skills simultaneously, which often creates difficulties for students with different language proficiency levels. In EFL classrooms, teachers face challenges in helping students express ideas clearly and accurately in written form. This study aims to identify the major problems of teaching writing for EFL learners and analyze their influence on students' writing performance based on scientific sources. The findings of the study reveal that limited vocabulary, weak grammatical knowledge, lack of motivation, insufficient practice opportunities, and fear of making mistakes are among the main difficulties experienced by learners. In addition, large classroom size, lack of feedback, and traditional teaching methods negatively affect the development of writing skills. The study also shows that the use of process-based writing activities, collaborative learning, technology-supported instruction, and continuous feedback can significantly improve students' writing abilities. Furthermore, creating a supportive classroom atmosphere and applying learner-centered approaches help students become more confident and active writers. Overall, overcoming the problems of teaching writing for EFL learners contributes to improving students' language proficiency, academic achievement, and communication skills.

Keywords: EFL learners, writing skills, teaching writing, writing difficulties, grammar problems, vocabulary development, feedback, learner-centered approach, language proficiency, classroom challenges.

ANNOTATSIYA

Zamonaviy til ta'limida EFL (English as a Foreign Language) o'quvchilariga yozishni o'rgatish ta'lim jarayonidagi asosiy muammolardan biri hisoblanadi. Yozish o'quvchilardan grammatika, lug'at, tashkilot va tanqidiy fikrlash qobiliyatlarini bir vaqtning o'zida qo'llashni talab qiladi, bu ko'pincha turli tillarni bilish darajasiga ega bo'lgan talabalar uchun qiyinchiliklar tug'diradi. EFL sinflarida o'qituvchilar o'quvchilarga fikrlarni yozma shaklda aniq va to'g'ri ifoda etishda yordam berishda qiyinchiliklarga duch kelishadi. Ushbu tadqiqot EFL o'quvchilari uchun yozishni o'rgatishning asosiy muammolarini aniqlash va ularning ilmiy manbalar asosida talabalarning yozish qobiliyatiga ta'sirini tahlil qilishga qaratilgan. Tadqiqot natijalari shuni ko'rsatadiki, cheklangan so'z boyligi, zaif grammatik bilim, motivatsiyaning etishmasligi, mashq qilish imkoniyatlarining etarli emasligi va xato qilishdan qo'rqish o'quvchilarning asosiy qiyinchiliklari hisoblanadi. Bundan tashqari, sinfning kattaligi, fikr-mulohazalarning yo'qligi va an'anaviy o'qitish

usullari yozish ko'nikmalarini rivojlantirishga salbiy ta'sir qiladi. Tadqiqot shuni ko'rsatadiki, jarayonga asoslangan yozish faoliyati, hamkorlikda o'rganish, texnologiya qo'llab-quvvatlanadigan o'qitish va uzluksiz fikr-mulohazalar o'quvchilarning yozish qobiliyatini sezilarli darajada yaxshilashi mumkin. Bundan tashqari, qo'llab-quvvatlovchi sinf muhitini yaratish va o'quvchilarga yo'naltirilgan yondashuvlarni qo'llash o'quvchilarga yanada ishonchli va faol yozuvchi bo'lishga yordam beradi. Umuman olganda, ingliz tilini o'rganuvchilar uchun yozishni o'rgatish muammolarini bartaraf etish o'quvchilarning til bilimlari, akademik yutuqlari va muloqot qobiliyatlarini yaxshilashga yordam beradi.

Kalit so'zlar: EFL o'rganuvchilari, yozish ko'nikmalari, yozishni o'rgatish, yozish qiyinchiliklari, grammatik muammolar, so'z boyligini rivojlantirish, fikr-mulohazalar, o'quvchiga yo'naltirilgan yondashuv, tilni bilish, sinfdagi qiyinchiliklar.

Аннотация

В современном языковом образовании обучение письму учащихся, изучающих английский как иностранный язык (EFL), считается одной из главных задач образовательного процесса. Письмо требует от учащихся одновременного использования грамматики, лексики, организации текста и навыков критического мышления, что часто создает трудности для студентов с разным уровнем владения языком. В классах EFL преподаватели сталкиваются с трудностями в оказании помощи учащимся в четком и точном выражении своих идей в письменной форме. Цель данного исследования — выявить основные проблемы обучения письму учащихся EFL и проанализировать их влияние на письменные навыки студентов на основе научных источников. Результаты исследования показывают, что к основным трудностям, с которыми сталкиваются учащиеся, относятся ограниченный словарный запас, слабые знания грамматики, недостаток мотивации, недостаточное количество возможностей для практики и боязнь совершать ошибки. Кроме того, большой размер класса, отсутствие обратной связи и традиционные методы обучения негативно влияют на развитие навыков письма. Исследование также показывает, что использование письменных заданий, основанных на процессе обучения, совместного обучения, обучения с использованием технологий и постоянной обратной связи может значительно улучшить навыки письма студентов. Кроме того, создание благоприятной атмосферы в классе и применение подходов, ориентированных на ученика, помогают учащимся стать более уверенными и активными в написании текстов. В целом, преодоление проблем обучения письму для изучающих английский как иностранный язык способствует улучшению языковых навыков учащихся, их академической успеваемости и коммуникативных навыков.

Ключевые слова: изучающие английский как иностранный язык, навыки письма, обучение письму, трудности в письме, грамматические проблемы, развитие словарного запаса, обратная связь, подход, ориентированный на ученика, языковые навыки, проблемы в классе.

INTRODUCTION

Teaching writing is considered one of the most essential yet challenging aspects of English language learning for EFL (English as a Foreign Language) learners. Writing plays a significant role in developing learners' communicative competence, critical thinking, creativity, and academic

success. Through writing activities, students learn how to express their ideas, organize information logically, and use language accurately in different contexts. Therefore, writing instruction has become an important component of modern language education [3].

However, despite its importance, teaching writing to EFL learners involves numerous difficulties. Writing is a complex skill that requires learners to simultaneously apply grammar, vocabulary, sentence structure, coherence, and organization. Many EFL students struggle to express their thoughts effectively in written form because of limited language proficiency, insufficient vocabulary, and weak grammatical knowledge. As a result, learners often produce unclear, disorganized, or inaccurate pieces of writing, which negatively affects their academic achievement and motivation. According to Harmer, teaching writing requires teachers to provide clear guidance, meaningful practice, and continuous feedback in order to help students improve their writing abilities. Likewise, Brown emphasizes that writing is a productive skill that demands careful instruction and appropriate teaching strategies to support learners in generating and organizing ideas effectively [5]. In addition, Hyland highlights that successful writing instruction should focus not only on grammatical accuracy but also on the development of communicative and organizational skills that enable learners to write with confidence and purpose [7]. Nevertheless, teachers of writing in EFL classrooms often face several challenges, including large class sizes, lack of time for individual feedback, insufficient teaching materials, and students' low motivation toward writing tasks. Furthermore, traditional teaching methods that focus mainly on grammar and error correction may limit learners' creativity and reduce their interest in writing activities.

Fear of making mistakes and anxiety about written performance also create barriers that prevent students from developing their writing skills successfully. Therefore, analyzing the problems of teaching writing for EFL learners is essential for improving the quality of writing instruction and enhancing students' language proficiency. This study aims to identify the major difficulties faced in teaching writing to EFL learners and to explore effective methods and strategies that can improve learners' writing performance and classroom participation.

LITERATURE REVIEW

Teaching writing for EFL learners has been widely discussed in language education research as one of the most challenging areas of English language teaching. Writing is a productive skill that requires learners to combine grammatical knowledge, vocabulary, organization, coherence, and critical thinking in order to produce meaningful written texts. Researchers emphasize that EFL learners often experience difficulties in developing writing skills because writing requires both linguistic competence and cognitive ability. Hyland states that writing is not only a linguistic activity but also a social and cognitive process that requires learners to organize ideas and communicate meaning effectively. Similarly, Harmer explains that writing instruction should help learners develop accuracy, fluency, and creativity through meaningful classroom activities and continuous practice. Brown also argues that writing is one of the most difficult language skills for EFL learners because students must control multiple language components simultaneously, including grammar, vocabulary, punctuation, and text organization [3]. Several researchers identify grammatical weakness and limited vocabulary as the primary problems affecting EFL learners' writing performance. According to Richards and Renandya, students often struggle to express ideas clearly due to insufficient language knowledge and lack of exposure to authentic writing tasks [4]. In addition, Nunan emphasizes that many EFL learners have difficulty generating and organizing ideas because they are unfamiliar with the writing process and academic writing conventions. As a result, learners frequently produce short, repetitive, and poorly structured compositions.

Moreover, anxiety and fear of making mistakes are considered significant psychological barriers in teaching writing. Horwitz points out that language anxiety can reduce students' confidence and willingness to participate in writing activities, especially when they expect negative evaluation from teachers or classmates [6]. Ur also notes that excessive correction of grammatical mistakes may discourage learners and reduce their motivation to write freely and creatively. Another important issue discussed in the literature is the role of teaching methods in writing instruction. Hyland highlights that traditional teacher-centered approaches often focus mainly on grammar correction instead of developing communicative writing abilities. Process-based writing instruction, on the other hand, encourages brainstorming, drafting, revising, and peer feedback, which can significantly improve students' writing performance and confidence. Harmer further explains that interactive and collaborative activities help learners become more engaged in writing tasks and support the development of independent writing skills. Furthermore, researchers emphasize that large classroom size, lack of feedback, insufficient practice opportunities, and limited instructional resources negatively affect the teaching of writing in EFL classrooms. According to Celce-Murcia, effective writing instruction requires supportive learning environments, constructive feedback, and learner-centered strategies that allow students to improve gradually through practice. Overall, the literature indicates that the problems of teaching writing for EFL learners are influenced by linguistic, psychological, and methodological factors. These challenges demonstrate the need for effective teaching approaches, continuous feedback, and supportive classroom environments to enhance learners' writing abilities and academic achievement.

FINDINGS AND ANALYSES

The purpose of this study is to examine the main problems encountered in teaching writing for EFL learners and to explore effective strategies for improving students' writing performance and participation in the classroom. Psychological Factors. The findings of the study reveal that psychological factors strongly influence the development of writing skills among EFL learners. Many students experience fear of making grammatical mistakes and feel anxious when they are asked to write in English. Low self-confidence and fear of negative evaluation often prevent learners from expressing their ideas freely in written form. As a result, students may avoid participating in writing activities or produce very limited written responses.

Effective Approach:

To reduce writing anxiety, teachers should create a supportive and encouraging classroom atmosphere where mistakes are viewed as a natural part of learning. Positive feedback and peer collaboration can help learners become more confident writers. According to Horwitz, reducing language anxiety increases learners' willingness to participate actively in language production activities. Harmer also emphasizes that motivation and emotional support are essential for successful writing instruction.

Linguistic Factors

Linguistic difficulties are among the most common problems faced by EFL learners in writing classes. Students often struggle with limited vocabulary, incorrect grammar usage, spelling mistakes, and poor sentence structure. These language-related problems make it difficult for learners to organize and express their ideas clearly in written texts. In many cases, learners translate directly from their native language, which may lead to grammatical and structural errors in English writing.

Effective Approach:

Teachers should introduce vocabulary and grammar in meaningful contexts and provide regular writing practice to strengthen language accuracy. The use of model texts, guided writing activities, and vocabulary-building exercises can improve learners' writing competence. Richards and Renandya state that language input and continuous practice are essential for developing effective writing skills [4]. Hyland also notes that exposure to authentic writing models helps learners understand text organization and language use.

Methodological Factors

Methodological factors also contribute significantly to the problems of teaching writing for EFL learners. Traditional teacher-centered approaches often focus mainly on grammar correction rather than the writing process itself. In such classrooms, students have limited opportunities to brainstorm ideas, revise drafts, or participate in collaborative writing activities. As a result, learners may become passive and lose interest in writing tasks.

Effective Approach:

A process-based and learner-centered approach should be applied in writing instruction. Teachers should encourage brainstorming, drafting, peer review, and revision activities to improve students' engagement and creativity. Interactive tasks such as group writing and discussions can also increase participation in the classroom. According to Harmer, process writing helps learners develop writing fluency and confidence gradually [2]. Nunan further highlights that collaborative learning activities support the development of communicative writing skills.

Motivational Factors:

Motivational issues greatly affect students' performance in writing classes. When writing topics are not connected to students' interests, experiences, or real-life situations, learners may lose motivation and become less active in classroom activities. Repetitive writing exercises and excessive focus on errors can also reduce students' enthusiasm toward writing.

Effective Approach:

Teachers should select meaningful and interesting writing topics related to students' daily lives and personal experiences. Creative tasks, technology-supported activities, and real-life writing purposes can increase learners' motivation and participation. Nation and Newton emphasize that meaningful and purposeful activities improve learner engagement and language development. Ur also explains that motivating classroom activities help students develop positive attitudes toward writing.

CONCLUSION

This study demonstrates that teaching writing for EFL learners is a complex process influenced by linguistic, psychological, methodological, and motivational factors. The findings reveal that many learners experience difficulties in writing due to limited vocabulary, weak grammatical knowledge, poor organization of ideas, and fear of making mistakes. These challenges often reduce students' confidence and negatively affect their ability to express ideas clearly and effectively in written form. The analysis also shows that traditional teacher-centered approaches and excessive focus on error correction may limit students' creativity and participation in writing activities. In addition, insufficient feedback, lack of writing practice, and limited opportunities for collaborative learning further hinder the development of learners' writing skills.

Motivational problems, including low interest in writing tasks and lack of connection between classroom activities and real-life situations, also decrease students' engagement and performance in writing classes. Improving the teaching of writing for EFL learners requires the use of learner-centered and process-based instructional approaches. Teachers should provide supportive

classroom environments, meaningful writing activities, continuous feedback, and opportunities for drafting and revision. The use of interactive methods, authentic materials, and collaborative tasks can increase learners' motivation and help them develop confidence in writing. Furthermore, adapting instruction to learners' language levels and encouraging creativity can significantly improve writing performance and overall language proficiency. Overall, addressing the problems of teaching writing for EFL learners is essential for enhancing students' academic achievement, communicative competence, and ability to use English effectively in both educational and real-life contexts.

Adabiyotlar, References, Литературы:

1. Ken Hyland (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
2. Jeremy Harmer (2004). *How to Teach Writing*. London: Pearson Education.
3. H. Douglas Brown (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). New York: Pearson Longman.
4. Jack C. Richards & Willy A. Renandya (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
5. David Nunan (1999). *Second Language Teaching and Learning*. Boston: Heinle Cengage Learning.
6. Elaine K. Horwitz, Horwitz, M. B., & Cope, J. (1986). "Foreign Language Classroom Anxiety." *The Modern Language Journal*, 70(2), 125–132.
7. Penny Ur (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
8. Dana R. Ferris (2003). *Response to Student Writing: Implications for Second Language Students*. Mahwah, NJ: Lawrence Erlbaum Associates.
9. Marianne Celce-Murcia (2001). *Teaching English as a Second or Foreign Language* (3rd ed.). Boston: Heinle & Heinle.
10. John Bitchener & Ferris, D. (2012). *Written Corrective Feedback in Second Language Acquisition and Writing*. New York: Routledge.
11. Paul Nation & Jonathan Newton (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
12. Ann Raimes (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press.
13. John Flowerdew & Miller, L. (2005). *Second Language Listening: Theory and Practice*. Cambridge: Cambridge University Press.
14. TESOL International Association (2010). *Teaching Writing to English Language Learners*. Alexandria, VA: TESOL International Association.
15. British Council (2015). *TeachingEnglish: Writing Skills Practice*. London: British Council.