

An Action Research on EFL Writing Dilemmas: A Case of Saudi Students and Instructors

Miriam Alkubaidi

The English Language Institute
King Abdulaziz University
Jeddah, Saudi Arabia

Abstract:

Learning to write in a second language is a great challenge for students; however, certain factors might minimize these challenges. In general, the Saudi students face difficulty to develop the writing competence in a foreign language because they rely on instructors as a sole source of knowledge. Therefore, the study investigated the English language writing in a university in Saudi Arabia. It implemented an action research design based on three main phases; namely, exploration, intervention, and reflection stage. The main questions asked include how the instructors view the writing style of students within the setting and how they perceived the English language writing curricula among the students. The data drew several conclusions that provided insight into the Saudi Higher Education concerning English as a foreign language (EFL) classes. The first is the spoon-feeding of Saudi learners throughout their educational years; therefore, they find it challenging to gain hold of their learning. Second, writing in English is a challenging task for Saudi students. Third, some of the students memorize writing passages to pass their English course. Fourthly, teaching to write was done by focusing on form, writing mechanics, rather than communicative aspects of writing and genre. This study has contributed towards the understanding of Saudi learners in university language classrooms analyzing their perceptions and expectations.

Keywords: Action research, EFL writing, English language learning, foreign language learners, instructors, Saudi higher education, Saudi students.

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