

An Insight into Female EFL Learners' Difficulties and Needs in Writing: The Case of Secondary High Schools in Saudi Arabia

Fatima Yousef Alzahrani(correspondent author)

The English Language Institute
King Abdulaziz University, Jeddah, Saudi Arabia
Email: fatima.2018.new@hotmail.com

Eatedal Mohammed Alghamdi

The English Language Institute
King Abdulaziz University, Jeddah, Saudi Arabia

Maysa Mohammad Sadiq Qutob

The English Language Institute
King Abdulaziz University, Jeddah, Saudi Arabia

Abstract

Curriculum development has been carried out to improve English as a Foreign Language (EFL) courses in Saudi public schools; however, EFL learners still have difficulties in writing. This study examines the difficulties that Saudi female EFL learners face in writing in secondary high schools. The study also aims to identify 12th grade female EFL learners' needs in improving their writing skills. The research findings might help curriculum designers and EFL teachers to make improvements to a curriculum that meet EFL learners' needs. The participants were 216 female EFL learners studying in public schools in Jeddah. A questionnaire including closed items on a Likert scale and one open-ended question were used to collect data, which were then analysed quantitatively and qualitatively. The results illustrate that female EFL learners' main difficulties in EFL writing are mechanics, use of proper vocabulary, and organization of texts. Additionally, female learners expressed their needs and suggestions for improving their writing skills which are related to the specific difficulties they face. Accordingly, the researchers suggest establishing a well-designed writing program which provides learners with sufficient training in writing skills by increasing the number of hours given to writing.

Keywords: curriculum design, difficulties, high school, needs analysis, Saudi female EFL learners, writing skills

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Introduction

Writing is an essential productive skill that foreign language learners need to acquire. It is a means for researching and communicating in the target language, which are the primary purposes of learning any foreign language. Therefore, developing learners' writing skills is a fundamental aim for many foreign language teachers and researchers.

In the Saudi context, the focus of researchers is mainly on developing English writing skills because English is the most used and most popular foreign language in Saudi Arabia. It is also a mandatory subject in Saudi public schools and many Saudi universities. Despite that, some researchers point out that Saudi learners face many difficulties in English writing (e.g., Alluhaydan, 2016; AlKhairy, 2013; Sawalmeh, 2013). Therefore, researchers and teachers in Saudi schools need to make more effort to enhance learners' English writing skills. Curriculum designers in Saudi Arabia also need to be familiar with the difficulties that learners face in English writing to design and adopt a suitable curriculum that meets learners' needs. The most appropriate and valid method to identify writing difficulties is through conducting a needs analysis and asking the learners themselves about their needs and the difficulties they face in writing using questionnaires, interviews, etc.

Although many studies have been conducted to examine English writing in the Saudi context, there is a need to consider Saudi EFL learners in high school which is a very important stage that prepares students for higher education. Therefore, the current study aims to analyse secondary high school female EFL learners' difficulties and needs in English writing in Saudi Arabia using an online questionnaire. Moreover, the study also attempts to provide English language institutions in Saudi universities with a useful report on learners' writing difficulties and needs so that these institutions can consider them when designing English courses. The final aim of the study is to help Saudi curriculum designers identify learners' needs that should be considered in future curriculum adjustment and design. The findings of the study can shed light on learners' writing needs that should be considered in the future development of the Saudi curriculum. In addition, the results of the study can be used to give recommendations to the English language institutions in Saudi universities.

The current study aims to answer the following research questions:

- What are the difficulties in writing for high school female EFL learners?
- What are the needs regarding writing skills for high school female EFL learners?

Literature Review

Writing Skills

Writing in English is difficult for individuals who are learning English as their second language. A remarkable consensus regarding general principles, methods of textual construction, and grammatical and lexical features found in academic writing manuals have suggested the existence of a common framework that describes writing skills (Bennett, 2009). In contrast, in English-speaking countries such as the United States, Canada, and the United Kingdom, native speakers have shown stronger writing skills in essay examinations, assignments, and resumes when compared to non-native speakers of English at the same level of education (Andrade, 2009; Arnold, 2017; Berman & Cheng, 2010). It is also noticed that a learner's first language has a

significant effect on his or her writing skills (Solano et al., 2014; Answo & Lao, 2017; Chokwe, 2013; Lanauze & Snow, 1989; Yigzaw, 2013). For example, in Saudi Arabia and Iran, having Arabic and Farsi, respectively, as a first language affects the English learners' writing skills, as they are found to have problems with subject-verb agreement and word order, which affects their productive writing (Alkhudiry, Al-Ahdal, & Alkhudiry, 2020; Alluhaydan, 2016; Alsharif & Alyousef, 2017; Sawalmeh, 2013).

When it comes to improving writing skills, some who learn English as a foreign or second language focus on surface-level issues, while others concentrate on meaning-level matters (Alsharif & Alyousef, 2017), so learners are likely to vary regarding the approaches and strategies they use to enhance and perfect their writing skills. Therefore, it is essential to use a writing strategies questionnaire (WSQ) to assess writing strategies for learners using different data sources (Petrić & Czár, 2003).

Needs Analysis

The use of needs analysis in writing has attracted the interest of many researchers and scholars. As Nation and Macalister (2010) indicated, needs analysis is a process of examining what learners know and what they need to learn in a course to ensure that the course contains relevant and useful content. Needs analysis is used for different purposes; for example, Holliday (1995) considered needs within an institutional context because both the culture and the interests of an organization influence the process of teaching and learning. In addition, Gea-Valor, Rey-Rocha, and Moreno (2014) implemented a needs analysis to understand the reasons for the poor writing of published Spanish scholars and how to improve it.

Lung, Moraru, Balazsi, Both, and Aluaş (2014) find that many previously published articles focus on writing skills more than developing writing competencies among learners across a wide range of text genres. Thus, the authors have indicated that considering the writing needs of learners is a highly valuable tool that enables adaption of specific teaching approaches and enhances learners' learning experiences and learning outcomes.

Many writers have investigated learners' need to and strategies to improve writing skills. For example, regarding teaching strategies used to improve EFL learners' writing skills according to their needs, Yusuf, Jusoh, & Yusuf, (2019) have found that cooperative leaning improved learners' writing skill. In addition, the results of Sánchez, & Pinzón, (2019) have shown that the process-based approach enhanced third grade learners' writing skills. On the other hand, Teng's (2020) findings "underscore the importance of enhancing metacognitive regulatory skills for university EFL learners' writing performance" (p. 436). Concerning the tools that might be used to motivate learner's, Saleh, (2019) suggested using "WhatsApp English-medium groups provide students with opportunities for practising a natural language, especially in written communication, outside the classroom and motivate them to learn mutually" (p. 61).

Raimes (1983) established fundamental categories to produce clear, fluent, and effective ideas for a piece of writing. She includes content, the writer's process, audience, purpose, word choice, organization, mechanics, grammar, and syntax. These categories can aid researchers and

educators in evaluating and assessing learners' writing with established criteria which can be used to implement suitable strategies and approaches to improve learners' writing skills.

EFL Learners' Difficulties in Writing in English

Difficulties in writing in English vary from one context to another due to the influence and culture of the first language and a lack of training in writing. Shukri (2014) stated "The organization of the ESL/EFL writings is influenced by the writer's cultural background" (p. 201). In Iran, most junior high school EFL learners cannot express themselves either orally or in writing (Akbari, 2015). A quantitative study on learners' perceptions conducted in Bangladesh by Karim, Maasum, and Latif (2017) on university learners studying basic English concluded that learners need to be given more instruction on the three different writing stages; planning, writing, and editing. Similarly, in Mainland China, another study on learners' perceptions showed that learners demand more courses in the types of writing that will help them in their academic careers (Cai, 2017). According to Graham and Harris, the approaches to applying writing skills and strategies while planning an essay differed from novice writers to expert ones (as cited in Cai, 2017). Thus, the learners' perceptions of these pinpointed studies has indicated that there is a need to spend more time practicing the stages and skills of writing.

Some studies have reported that Saudi EFL learners do not develop appropriate writing strategies and practices, which negatively affects their writing skills. According to Deacon (2017), Arabic learners of the English language have spelling problems that need explicit spelling instruction, especially when it comes to connecting vowel phonemes with multiple graphemes. Additionally, Saudi Arabian learners in American and New Zealand universities have difficulties in writing English texts because they get insufficient practice beyond their academic assignments (Alhojailan, 2015; Ankawi, 2015). English as a second language (ESL) learners in Saudi universities lack adequate writing skills because they tend to memorize written texts to pass exams rather than apply recommended approaches to develop their writing strategies (Barzanji, 2007; Mohammad & Hazarika, 2016).

Several studies also have indicated various difficulties that Saudi learners face in writing. In a review based on contrastive rhetoric, Alluhaydan (2016) has found that ESL learners in Saudi Arabia have various grammatical and content issues when writing in English because they are thinking in Arabic; these problems include word repetition, parallel constructions, and overuse of specific grammatical structures. Moreover, English-major undergraduate learners in Saudi Arabia have been found to make many errors when writing English texts because of not having proper writing skills for sentence-level and paragraph-level writing and not differentiating between various types of essays (Al-Khairi, 2013). Saudi EFL learners also face difficulties in using correct verb tenses, word order, and punctuation (Sawalmeh, 2013). However, more hopeful findings emerged from Alnooh's (2015) experiment on the effect of an integrated approach instruction (process, genre-based, content-based) on male Saudi EFL high school writing performance, which lasted for 13 days. The experimenter utilized

Duxbury High School's rubric for writing to evaluate both pre- and post-tests. The results of this study have indicated that EFL learners in Saudi high schools improved their writing performance, motivation, and attitudes towards writing in English. Additionally, the integrated

approach to teaching writing has increased Saudi learners' awareness of using metacognitive strategies (Alnooh, 2015).

Another experimental study was conducted by Alharbi (2019) to identify writing difficulties and needs of EFL learners in a Saudi university through employing a pre-questionnaire and a pre-test which revealed that learners face difficulties in mechanics particularly. Accordingly, the learners were given a writing course, designed by the author, focusing on mechanics. At the end of the course, the participants have completed a post-questionnaire and a post-test. The findings have indicated learners have improved in applying mechanics in writing. Alharbi (2019) has concluded that "Writing instructors need an analysis of students' writing weaknesses beforehand, to identify the difficulties they face, and then to design the syllabus accordingly" (p. 585).

The Gap in the Literature

To the best of the researchers' knowledge, it remains unclear what high school learners in Saudi Arabia need to improve their writing skills and the difficulties they face in writing. This shows that there is a gap in the available literature on the challenges and needs of Saudi high school EFL learners that needs to be addressed through further research.

Methods

This research uses a mixed-method design to identify the difficulties and needs of high school female EFL learners in the 2017–2018 academic year. The results of the study can assist curriculum designers in improving the writing curriculum to better meet high school learners' needs.

Participants

The sample was chosen via the convenient sampling method where the questionnaire was distributed via social media, including Snapchat and WhatsApp. All participants were volunteers and were informed that the information they provide is used only for the research purpose. They were from female 12th grade EFL learners studying in public schools in Jeddah, Saudi Arabia. The 216 participants, age range 17-18, had different levels of proficiency in English, and Arabic was their first language. Participants were taught the National Curriculum, approved by the Ministry of Education, by Saudi teachers. The learners were taking five EFL classes per week, in which writing was practiced everyday through a range of activities. However, the curriculum only allocated one writing lesson per module, and each module rotated every two weeks. Therefore, learners were only required to submit one piece of writing every two weeks.

Instruments

A questionnaire (see Appendix) was designed in the Arabic language to collect data about Saudi EFL learners' perceived needs for improving their writing skills. Based on Raimes (1983), the questionnaire consists of 25 Likert scale closed items to represent the quantitative data and one open-ended question to represent the qualitative data. The closed items are divided into eight dimensions: mechanics, vocabulary, organization, topic development, task and purpose, grammar, structure skills, and content.

A pilot study was performed to ensure the reliability of the questionnaire. Moreover, English teachers provided feedback on the questionnaire items, which helped the researchers to improve the wording and structure of the items. After receiving approval from the research supervisor, the participants got the questionnaire's link via WhatsApp and Snapchat. On the questionnaire, participants were asked to choose their preference on a five-point Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree. Finally, both the quantitative and qualitative data were transformed into two different Excel spread sheets, and then the quantitative answers were interpreted into numbers.

Analysis of Method

Participants completed the closed items on the questionnaire to provide the quantitative data, which was analysed using SPSS 21.0 to extract Cronbach's alpha and ensure reliability.

The internal consistency was calculated, and the correlation between each item and the total score of the questionnaire was examined to ensure validity. SPSS 21.0 was also used to create the descriptive statistics, including the means, standard deviations, and frequencies of the eight dimensions of the questionnaire to give an overall estimation of the difficulties that EFL learners face in writing.

The qualitative data were collected by including an open-ended question asking participants to write needs or suggestions for improving their writing skills. The question was sent via Google Forms, and then the answers were translated into English and analysed thematically. One of the authors manually coded each piece of information and categorized relevant data accordingly. Additionally, data were grouped into different themes in Excel to calculate the total and the percentages of answers under each theme. Moreover, the themes, codes, and percentages were revised by another author to ensure reliability. Finally, the answers were then interpreted to present the needs and suggestions of EFL learners for improving their writing skills.

Reliability and Validity

After organising the data, Cronbach's alpha was used to test the reliability of the scale, and the results demonstrate a high level of reliability (Cronbach's alpha = 0.94). Internal consistency was also examined via a series of Pearson's correlations between the scores of each item and the total scores of the scale for all participants. All correlations were considered significant ($p < 0.001$). Additionally, correlations were performed between individual items and the totals of their dimensions. All items demonstrated a high level of correlation with the related dimension. See Tables one and two for scores and levels of significance.

Table 1. *Correlations between items and the total score of the scale*

Item	Correlation
1	0.57*
2	0.46
3	0.65
4	0.68
5	0.76
6	0.74
7	0.76
8	0.64
9	0.73
10	0.71
11	0.70
12	0.79
13	0.69
14	0.77
15	0.71
16	0.68
17	0.71
18	0.69
19	0.66
20	0.69
21	0.76
22	0.79
23	0.78
24	0.71
25	0.78

*All values are significant at $p < 0.001$

Table 2. *Correlations between items and the total score of each dimension*

Dimensions	Item	Correlation
Mechanics	1	0.74*
	2	0.78
	3	0.79
Vocabulary	4	0.88
	5	0.90
Organization	6	0.84
	7	0.87
	8	0.77
Topic Development	9	0.86
	10	0.88
	11	0.87
Task & Purpose	12	0.79
	13	0.84
	14	0.82
	15	0.72
	16	0.81

Grammar	17	0.78
	18	0.76
	19	0.86
	20	0.85
	21	0.90
Structure	22	0.89
Skills	23	0.85
	24	0.85
Content	25	0.90

*All values are significant at
 $p < 0.001$

Results

Descriptive Statistics

The mean scores and standard deviations for each dimension were calculated, presented in Table three. It appeared that most of the difficulties that learners face in writing are related to the following dimensions: mechanics, vocabulary, and organization. Further analysis was performed on each item to calculate the frequency of responses which are presented in a percentage format. For ease of presentation, the two positive responses are collapsed into one response, and this is the case for the negative items, as well. See Figure one for percentages of positive, neutral, and negative responses.

Considering participants' responses to each item of the questionnaire, it can be seen that learners expressed difficulties in two items related to the mechanics dimension. These are difficulty in using correct spelling (item two) and difficulty in applying capitalization rules (item three), with 60% agreement for both items. For the vocabulary dimension, learners faced difficulties both in using vocabulary in context (item four) and using connecting words between sentences (item five), with 56% and 50% agreement, respectively.

For topic development skills, the most obvious difficulty for participants was expressing the ideas of the topic; 58% of participants agreed on the difficulty of such tasks (item 10). Additionally, roughly half of the participants agreed on having difficulty in writing the topic sentence (49%; item nine) and in developing and detailing the ideas of the topic (43%; item 11).

Table 3. Means and standard deviations for each of the eight dimensions

Dimension	Mean	Standard deviation
Mechanics	3.39	0.90
Vocabulary	3.37	1.0
Organization	3.27	1.1
Topic Development	3.2	1.1
Task and Purpose	3.2	1.0
Grammar	3.0	1.1
Structure Skills	3.1	1.1
Content	3.0	1.1

In relation to the grammar dimension, learners showed high agreement on facing difficulty in using the proper verb forms (item 18) and in applying grammar rules in their writing (item 16), with 58% and 55% agreement, respectively. Participants reached 46% agreement regarding on the difficulty of matching the subject with the verb (item 20). On the other hand, 37% of learners indicated no difficulties in using pronouns, and only 41% mentioned any difficulty in using articles.

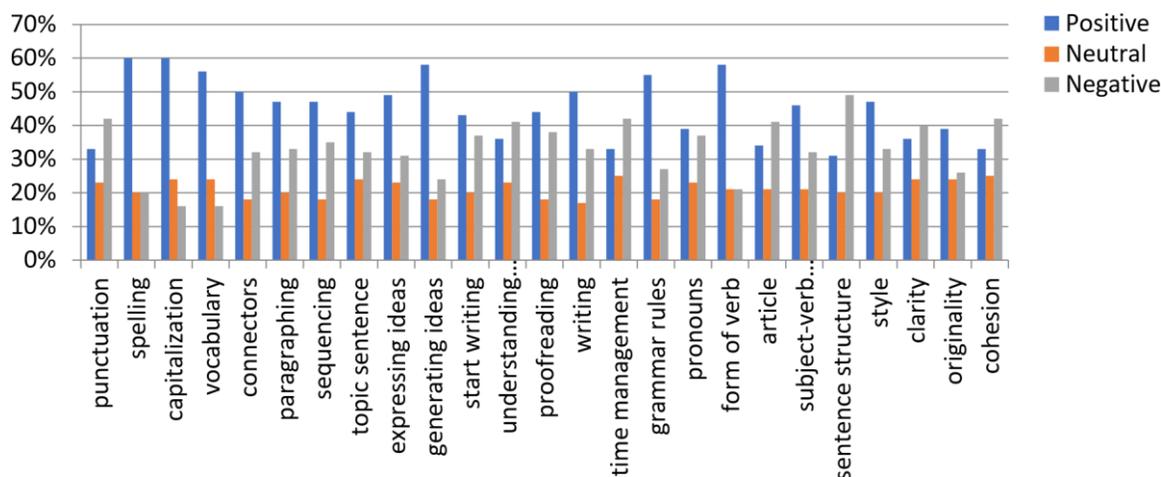


Figure 1. Percentages of positive, neutral, and negative responses to each item

The difficulties related to task and purpose were not as obvious as in other dimensions. In this dimension, it seems that only item 14, —I have difficulty in evaluating and reviewing my writing| received 50% agreement from the participants. Regarding organization skills, fewer than half of the participants reported difficulties in organizing ideas in a paragraph (47%; item seven), connecting ideas in logical sequences (47%; item seven), and writing a topic sentence (44%; item 8). Similarly, difficulties in structure skills from the learners' perspectives were not as pronounced as for other skills; agreement for the items in this dimension did not reach 50%. This was the same for the content dimension, which targeted clarity, originality, and cohesion. In the content dimension, in some items (item 24, for instance), the percentage of disagreement (42%) was higher than the percentage of agreement (33%).

Responses to the open-ended question, asking learners to write needs or suggestions that could help improve their writing skills, varied. Some participants commented on fundamentals that they need to learn and practice, while others provided practical suggestions such as changing the teaching environment or giving extra writing courses (see Figure two).

The data analysis revealed that 47% of responses supported the need to have extra training, whether by enrolling in writing courses, increasing the number of English course hours, or receiving intensive training. Additionally, 12% of the responses suggested that reading books, novels, and short stories helps improve writing; as stated by one participant, —Reading must be enriched by providing different authentic resources and allowing regular, intensive reading to maintain gradual writing improvement. In addition, 4% of participants emphasized the importance of implementing better teaching strategies, whereas 8% emphasized the need to have qualified teachers with a high level of English proficiency who can assess learners' performance and provide the support needed to increase their writing level. Some responses suggested activities to improve

writing skills such as visual aids (6%), free writing (3%), and translation (2%). Practicing vocabulary in context was the most needed skill (6%), the need for more grammar instruction came next (4%), and the least needed skills were spelling and organizing ideas (1%). Other participants suggested that English should be taught from first grade, and they encouraged a motivating English environment for better English learning.

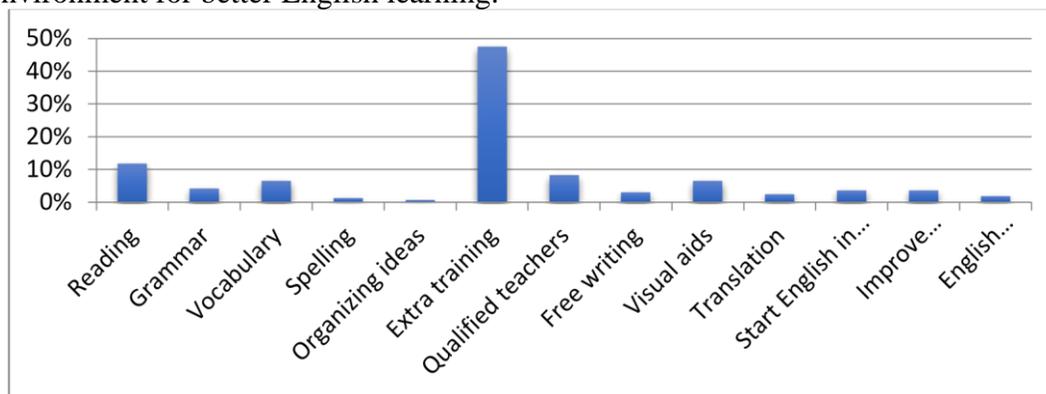


Figure 2. Percentages of responses to the open-ended question

Participant Responses

Each participant gave several suggestions; some are related to the fundamentals they need, and others are practical suggestions. In relation to the practical suggestions, learners' answers focused on extra training for both learners and teachers. Below are examples of two representative answers:

Participant 1: *“Continuous training greatly improves my writing skills, especially when it provides vocabulary that will enhance my writing.”*

Participant 2: *“There is a need for teachers to have professional development so that they will effectively improve EFL learners starting from young ages.”*

Discussion

Based on the findings, the difficulties Saudi female EFL learners face most frequently are related to the mechanics of writing (spelling, punctuation, and capitalisation). This finding is parallel to the finding of Alharbi's (2019) study which reveals that Saudi EFL learners face difficulties in the writing mechanics. Sawalmeh (2013) also finds that Saudi learners have punctuation errors in their English writing, which shows that Saudi learners have difficulties using accurate punctuation. Moreover, Saudi female EFL learners have spelling difficulties when writing English texts. Spelling difficulties in English are prevalent among all native Arabic speakers and not only Saudi learners (Deacon, 2017). This could be due to the spelling differences between the two languages (Arabic and English), in that Arabic spelling represents the exact sounds of the words, which makes spelling Arabic more intuitive, while English spelling does not always directly represent the sounds of the words. Deacon (2017) suggests that Arab learners need explicit instruction in English spelling.

The second difficulty that Saudi female EFL learners face in English writing is using appropriate vocabulary to connect sentences and express meaning in different contexts. This could

be a reason for the misuse of vocabulary and word repetition, which are identified as common English writing problems among Saudi learners (Alluhaydan, 2016).

The third writing difficulty among Saudi female EFL learners is the organisation of writing, including organising content in paragraphs, connecting ideas in logical sequences, and writing topic sentences. This finding is consistent with Al-Khairi's (2013) study, which reveals that EFL learners in Saudi Arabia have difficulties in sentence-level and paragraph-level writing as well as in writing different types of essays, which implies that Saudi learners face difficulties in organising their writing.

On the other hand, Saudi female EFL learners face fewer difficulties in the following dimensions: topic development, task and purpose, content, structure skills, and grammar. Regarding the grammatical difficulties in English writing, our data analysis reveals that the most difficult grammatical task for learners is choosing appropriate verb forms. This difficulty has been previously identified as one of the Saudi learners' obstacles in English writing (Sawalmeh, 2013). In the literature, some studies identify other grammatical and structural errors that Saudi learners have in their writing. For instance, Saudi learners misuse parallel constructions and overuse certain grammatical structures (Alluhaydan, 2016). They also have difficulties in ordering words appropriately (Alluhaydan, 2016).

Furthermore, most Saudi female EFL learners responded affirmatively to having difficulties in generating ideas for the writing topic and in writing tasks in general, which could be due to the learners' lack of practice and training. In the open-ended question, most learners mentioned the lack of writing training and practice in Saudi schools. Forty-seven percent of the learners emphasised their need to have more practice, training, and instruction in writing. In addition, it is acknowledged in the literature that EFL learners in Saudi universities lack adequate writing skills because of the traditional teaching methods that focus on passing exams, such as memorizing answers rather than developing useful writing skills (Barzanji, 2007; Mohammad & Hazarika, 2016). Moreover, Saudi EFL learners in American and New Zealand universities face difficulties in writing English texts accurately because they lack writing practice (Alhojailan, 2015; Ankawi, 2015).

Participants also confirmed their need to practice using vocabulary in different contexts; for example, one of the participants stated that —continuous training greatly improves my writing skills, especially when it provides vocabulary that will enhance my writing.¶ This emphasizes the finding revealed by the questionnaire that learners face more difficulties in employing appropriate and meaningful vocabulary. Moreover, 12% of learners suggested that reading books, novels, and short stories might help them to improve their writing: —Reading must be enriched by providing different authentic resources and allowing regular intensive reading to maintain gradual writing improvement, as stated by one of the participants. Providing good reading resources for learners might be an effective strategy that allows learners to encounter vocabulary in different contexts and to acquire good writing habits.

Finally, the learners suggested that they can achieve writing progress if teachers are well qualified and if they employ visual aids in teaching writing; for instance, one of the respondents

affirmed: —There is a need for teachers to have professional development so that they can effectively improve EFL learners starting from young ages.

Pedagogical Implications

The respondents to the open-ended questions emphasized their need for extra training and practice of academic writing. This implies the need for implementing extra writing classes in the public high schools. However, due to limited English classes, curriculum designers might face difficulty in allocating extra writing classes because equal attention should be paid to the other language skills. A suggested solution might be providing extra training through distance learning. Technology might be incorporated in the curriculum, such as blogs and Padlet, to provide students with extra writing practice under the supervision of their teachers. On the other hand, providing useful reading resources for learners (as suggested by participants) might be an effective strategy that allows learners to encounter vocabulary in different contexts and to acquire strong writing habits.

Conclusion

To conclude, the current study conducted needs analysis to identify the English writing difficulties among Saudi female EFL learners in high schools. An online questionnaire was sent to the learners which includes statements that describe writing difficulties in eight dimensions. Learners were asked to describe their level of agreement with each statement. The most reported writing difficulties were related to mechanics dimension which is using correct spelling and applying capitalization rules. Regarding the vocabulary and development skills dimensions, more than half of the learners faced difficulties in using vocabulary in context, and expressing the ideas of the topic. For the grammar dimension, the most reported difficulties were using the proper verb forms and applying grammar rules in writing. The difficulties related to task and purpose, organisation skills, structure skills and content received less agreement by the learners. Regarding the open-ended question, about half of the learners express their need to have extra training to improve their writing. Reading books, novels, and short stories was also suggested by the learners as a good strategy to improve their writing.

Finally, there are some limitations to the study. Male Saudi learners need to be considered in future research and investigation because the participants in the current study were all female. Another limitation is that the study does not take into consideration the proficiency level of the participants, which is another aspect that could be addressed in future research. Future research also might investigate the most effective teaching strategies to help learners overcome the identified difficulties in the current study.

About the Authors:

Fatima Yousef Alzahrani has a Bachelor degree in English language from King Abdulaziz University, Jeddah. She has an MA in TESOL from the English Language Institute at King Abdulaziz University. <https://orcid.org/0000-0001-7921-9395>

Eatedal Mohammed Alghamdi has BA in English literature. She has been teaching English to secondary students since 2001 and the last two years she was nominated to teach the gifted

students. She is also a TESOL MA student in the English Language Institute at King Abdulaziz University in Jeddah, KSA. <https://orcid.org/0000-0001-5080-6932>

Maysa Mohammad Sadiq Qutob has a Bachelor degree in English language from King Abdulaziz University, Jeddah, KSA and earned an MA in TESOL from the same university. She has 25 years of experience in the field of education as she has worked as an English teacher for all grades and an English HOD for high school at Albayan Model School, Jeddah. She is interested in research especially, in the field of TESOL as she has already published four research since 2018. She is looking forward to having collaboration with experts around the world in the same field. <https://orcid.org/0000-0003-1716-2316>

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Appendix

Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Difficulties	
					I find difficulty in applying punctuation.	Mechanics
					I find difficulty in writing the correct spelling.	
					I find difficulty in applying capitalization.	
					I find difficulty in using vocabulary in context.	Vocabulary
					I find difficulty in using connectors between sentences.	
					I find difficulty in organizing content in paragraphs.	Organization
					I find difficulty in connecting ideas in logical sequences.	
					I find difficulty in writing a topic sentence	
					I find difficulty in expressing the idea of the topic.	Topic Development
					I find difficulty in developing and detailing the idea of the topic.	
					I find difficulty in starting writing.	
					I find difficulty in understanding instructions related to the topic.	Task and purpose
					I find difficulty in evaluating and reviewing my writing.	
					I find difficulty in writing.	
					I find difficulty in completing tasks in a specific time.	Grammar
					I find difficulty in applying grammar rules.	
					I find difficulty in using pronouns.	
					I find difficulty in choosing the appropriate form of the verb.	
					I find difficulty in using the articles.	
					I find difficulty in applying subject-verb agreement.	
					I find difficulty in constructing the sentence.	
						Structure

					I find difficulty in choosing appropriate style	Content
					My writing lacks clarity	
					My writing lacks originality	
					My writing lacks cohesion	

Write suggestions and needs to improve your English writing skills.

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