

# Learners' Challenges and Problems in English Writing Skill: A study on students at King Faisal University

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## Abstract

The purpose of this study is to identify the challenges that King Faisal University's Applied College students have when learning English writing skills and the strategies they employ to overcome these challenges. Because the instructor will be better informed about the issues students have when writing English essays or paragraphs, the study is important. When teaching writing in class, the English language instructor will concentrate more on the issues and errors that students make. Additionally, the English language instructor will develop new approaches to teaching writing skills and provide extra writing tasks to the students. This research holds significance for curriculum designers as well, since it helps them create a detailed plan outlining the requirements for students.

**Keywords:** English Writing Skills, University's Students, King Faisal University.

## 1. Introduction

One unique trait of the human species is written communication. Writing has aided people in communicating, working together, and being aware of one another for hundreds of years. Written history, culture, and knowledge have also benefited societies. How you use your ability of writing in this day and age is up to you.

Writing is a life skill as well as a necessary skill for the workplace because it is frequently used as a benchmark by others to assess your knowledge, morals, opinions, and social contribution. Everyone must write to communicate with others, regardless of their profession or line of work. This includes sending polite emails, official business memos, reports, job applications, press releases, and sympathy messages. Whether or not you get the response you want from your reader depends on how well you write. As you hoped, were you able to soothe, inform, convince, or entertain? Both the quality of your everyday life and the trajectory of your life can be impacted by how well you communicate. Therefore, miscommunication might have unintentional but devastating consequences.

Writing is a private endeavor. It stands in for us when we are not there in both time and location. Writing allows us to express our identities beyond this life. It makes our knowledge, our personal aspirations and our work for the future visible to others. Writing allows us to preserve our memories and personal experiences while providing an explanation of our views to both ourselves and others. You can't get it done by anyone else. Writing helps you establish this connection with yourself. Writing is permanent; it does not fade. It serves as a record of your wishes at that particular moment.

You can reach a far wider audience by writing, over time and in multiple locations. If you wish to be active online, bear this in mind. Writers leave a lasting impression on readers if their work is well-planned, well-written, and tailored to their intended audience. If this makes sense to you as you read it, then the author intended for you to get that message.

The educational system is the most important thing, according to the Saudi government. In Saudi Arabia, there has been significant growth and support for English language instruction in both schools and colleges. Listening, speaking, reading, and writing in all forms of the English language are taught to Saudi students.

Since teaching writing is a difficult skill to teach and some students lack motivation, some primary, secondary, and university teachers disregard teaching writing skills, despite the fact that all of these skills are related and, in my opinion as an English language instructor, are equally important. However, it is simpler to teach receptive skills—speaking and listening—than productive skills—writing and reading. As a result, some students focus solely on learning grammar and vocabulary, ignoring other subjects.

### 1.1. Statement of the Problem:

The four language skills that English language learners are taught are speaking, listening, reading, and writing. While teaching at King Faisal University's Applied College, the teacher saw that some students left the writing portion blank, earning zero points, and that students frequently lost a lot of marks when writing a paragraph or essay. In addition, many of them ask the teacher to explain the subject they would be writing on in the exam beforehand. They want to study for the subject at home, commit it to memory, and use it verbatim on the test. They are constantly under stress and anxious about the writing portion. One of the issues is that students dislike writing in English because they believe it is a challenging talent that requires a great deal of information, structure, and rules.

### 1.2. Objective of the Study:

This study investigated the difficulties with English writing skill that King Faisal University students sometimes have. Additionally, the study seeks to shed additional light on the variables influencing students' English writing.

### 1.3. Research Questions:

1. What are the main problems encountered by King Faisal University students in English writing skill?

2. Are there any statistically significant differences between male and female students in their English-writing skill?
3. How can we help students to improve their English -writing skills.

#### 1.4. Significance of the Study:

The findings revealed the problems of King Faisal University students' English-writing skill. This information can be used as a textbook for students on how to improve their writing level using the best methods and strategies. Research to identify effective writing teaching methods can also help teachers better understand the writing skill challenges their students face.

#### 1.5. Study Terms:

- **Writing Skill:**

The ability to express thoughts, ideas, and information clearly and effectively in written form. It includes using the appropriate grammar and syntax, vocabulary, organization, clarity and editing and revising.

- **Writing Difficulties:**

The challenges individuals face when trying to write a sentence, a paragraph and an essay. These difficulties can occur in various contexts, such as writing an e-mail, job application, CV. and a report. These challenges make students lose marks in writing section and in future will make for them challenges when they have jobs or even in their daily life communication, because writing is a daily skill.

- **EFL Learners:**

English is taught as a foreign language in countries where it is not spoken or used very often in daily life. Countries such as China, Indonesia, Japan, and many Middle Eastern countries are those where English is said to operate as an EFL. In Saudi Arabia, EFL is taught as a subject in schools and universities. The Saudi

government has already worked hard to raise the level of English proficiency among students. The author's experience as an English teacher suggests that there could be a variety of causes for the issues, including writing. Learning writing is essential for acquiring new language. Writing is one of the hardest language skills for beginners because it requires forming sentences and paragraphs, that is connected to grammar, vocabulary, punctuation and spelling.

## 2. Review of Related Literature

Many studies have been carried out in the field of ELT over the past few decades to investigate the challenges faced by second language learners. These studies aim to comprehend the issues and variables that students encounter when learning a second language and to offer solutions for these issues. Because both the teacher and the students use Arabic in English classes, Abdul kareem (2013) noted that the influence of L1 is the reason why students struggle with their English writing skills. Additionally, L2 learners show little interest in learning how to write in English. However, Bilal (2013) contends that a shortage of qualified and experienced ELTs causes difficulties for L2 learners in many public schools and universities. According to his research, authorities should take appropriate action in this area so that students can consider receiving a high-quality education.

Many students only know the rules of grammar but are unable to write a good sentence or paragraph because they have not been exposed to writing. According to Hey (2015), many students lack exposure to and awareness of the importance of writing skills, which means that the number of students who are successful in developing writing is too small. He also discovered many errors in students' written works. English language teachers teach grammar of the target language in isolation, asking students to memorize rules without contextualizing them in a sentence.

Ejona, D. (2024). Carried out a study on "Difficulties in Writing in English for Students." The goal of this study is to determine the most frequent writing mistakes made by Albanian students as well as the challenges they face in this area. Second-year English language learners are given the information through an essay-style writing assignment. 47 English language students from the University of Tirana's Faculty of Foreign Languages participated in the study. According to the study's findings, students primarily made vocabulary and grammar errors. 2. In comparison to other errors taken into consideration in the study, they produced fewer mistakes and were aware of the patterns utilized in various forms of writing. Despite their propensity to avoid thinking.

Bashir, B. (2023). Conducted a study on "causes and solutions of writing skills problems." The aim of this study was to identify the writing skills issues that students in the general foundation program face and to develop workable remedies. The research was conducted at A'Sharaqiyah University in Oman. The researcher used a descriptive study approach, selecting 36 GFP students at random and giving them instructions to write a paragraph of 100–120 words on a particular subject. Students' essays were graded twice by six GEP instructors in order to discover any mistakes they may have made. According to the study, when writing, pupils had trouble with word choice, punctuation, spelling, capitalization, verb tenses, and sentence structure. Following those findings, a number of suggestions were put out. Students should read a lot, for instance, because it enhances their overall comprehension, grammar, and vocabulary. Furthermore, the writing instructor ought to focus more on the positive features of the students' work than on their flaws.

A study concerning "difficulties in writing in English among high school learners" was carried out by Jeen, P. and Govindarajan, S. (2021). The aim of this study is to determine the challenges high school pupils face when learning to write in English. 1200 randomly chosen VIII STD students in Tamil Nadu's Cuddalore district

participated in the descriptive survey. The data was gathered via a diagnostic test and subjected to descriptive analysis. Numerous issues with grammar, syntax, spelling, punctuation, and vocabulary selection were found. Along with these issues, the study also found issues with genre identification, mother language inference, and redundant content.

Wa Thai Nhu, P. (2021). Conducted a study about “Difficulties in studying writing of English -majored sophomores at a university in Vietnam”. The participants of this research were fifty students who were English majored sophomores at Tay Do University. The instruments used in this study were two questionnaires and an interview. The results showed that the students had seven difficulties in learning English writing such as difficulties with vocabulary, problems with grammar, problems with prior knowledge, troubles with organizing ideas, problems with allotted time caused the most difficulty to the students. generally, the results of this study stated that all of participants had difficulties in learning English writing, especially problem with allotted time.

Samina, S., Naeem, U., Hafiz, M., Shehzad, A. and Tariq, B. (2021) Conducted a study about “Problems and factors affecting students English writing skills at elementary level”. In this study writing samples were randomly collected from 155 students of grade eight to find out the most recurrent writing problems in their English subjects. 32 English teachers were also interviewed in order to know their perceptions about students’ writing difficulties and factors that hamper their English writing development. SPSS software was applied to compute and analyze the outcomes of the research. The results of the study indicate that the majority of the students at elementary level are unable to write grammatically precise English paragraphs. The findings of the study disclose that the main problems of students’ English writing are due to poor command over inadequate vocabulary, grammar, syntax, and English tenses. The main reasons why students write poorly in English

include also a lack of original ideas, writing anxiety, a lack of structural organization, and a reliance on L1.

N 2020, Muamaroh, M., Virala, M., and Dwi, H. carried out a study on "the process and problems of EFL learners in English writing." The study's goals were to examine how undergraduate international students write in English, characterize the challenges they have while writing in the language, and identify the elements that both support and enhance their writing abilities. Six of the respondents in the international class were female. Data for the study was gathered through interviews, open-ended questionnaires, and student work record. The descriptive qualitative method was used to analyse all of the data. The study's findings demonstrated that all students employed the four steps of planning, draughting, editing, and final revision when writing in English. The pupils' English writing assignments addressed vocabulary, organisation, subject, language, mechanic and use. Their inability to write in English, their inability to grasp syntax and terminology, and their lack of writing practice were the main obstacles. The demands of being an international student, seeing English-language films, reading English-language books or journals, listening to English-language music, and hoping to receive a scholarship abroad are some of the factors that motivate people to write in English.

### 3. Difficulty of English Writing Skills

When it comes to their English writing abilities, students frequently encounter the following typical issues:

1. Grammatical errors: improper use of verb tenses, subject-verb agreement, and sentence structure.
2. Limited vocabulary: Having a small vocabulary can make it more difficult to communicate thoughts exactly and clearly.
3. Spelling mistakes: misspell words can throw off the writing's clarity and flow.



4. Organizational problems: inability to rationally structure paragraphs or essays, which results in writing that is confused or fragmented.
5. Lack of clarity: having trouble expressing concepts succinctly and effectively, which leads to unclear or perplexing writing.
6. Punctuation issues: improper use of periods, commas, and other punctuation can make a document harder to understand.
7. Time management: the inability to efficiently plan, draft, and edit writing assignments.
8. Lack of confidence: Writing attempts may be hampered by low self-esteem or a fear of producing mistakes.
9. Lack of understanding: a lot of students will struggle with a university essay topic. Their insufficient understanding of the subject is the primary cause. The student's failure to take notes in class or nonattendance at all may be the cause of this challenge. He or she could not even fully comprehend the subject. Anyone will have inadequate knowledge of any subject as a result of this.
10. Plagiarism: When all else fails, many students resort to plagiarism as a last resort when they are anxious to finish their essay at the last minute. Teachers now check every paper for plagiarism, and students who turn in essays that contain passages that have been copied from published works will face severe consequences.

#### **4. Methodology**

**4.1** Because the researcher observed that her students struggled with writing in class and on quizzes and exams, the study took a quantitative approach. This made it possible for the researcher to get a lot of information on the problem from a sizable student sample. Additionally, because the quantitative strategy is quick, targeted, scientific, and approachable, the researcher employed it. The purpose of the study was to answer the questions posed. Using social networking sites

and the random sampling technique, the study sample was acquired. The SPSS 26 program was utilized by the researchers to perform statistical analysis.

**4.2 Participants:** The research explored the difficulties encountered by students at the Applied College of King Faisal University in improving their English writing skills, along with the methods they used to tackle these challenges. Among the 294 participants, 126 were male, making up 42.9% of the total, while 168 were female, comprising 57.1%. The results shed light on the distribution of writing challenges among students and offer an understanding of gender-based variations in addressing these obstacles.

#### **4.3 Methods of Data Collection:**

**Questionnaire:** A structured questionnaire was used to investigate the challenges faced by students of the Applied College at King Faisal University in improving their English writing skills and the strategies they employed to overcome them. The questionnaire comprised 29 items divided into five scales: Linguistic Problems (12 items), Problems Related to Teachers (5 items), Students' Problems According to Motivation and Practice (3 items), Students' Problems in Writing Stages (2 items), and Students' Strategies to Learn English Writing Skills (7 items). This tool provided a detailed framework to analyze both the obstacles encountered and the strategies used by students to enhance their writing abilities.

#### **Reliability Test:**

The reliability analysis of the questionnaire, conducted using Cronbach's Alpha, revealed strong internal consistency across all scales, with values ranging from acceptable to excellent. The Linguistic Problems and Problems Related to Teachers scales showed high reliability with Alpha values of 0.872 and 0.881, respectively. The Students' Problems According to Motivation and Practice scale had an acceptable Alpha of 0.714, while the Students' Problems in Writing Stages

and Students' Strategies to Learn English Writing Skills scales displayed good reliability, with Alpha values of 0.865 and 0.775. The overall reliability of the questionnaire was 0.891, confirming its effectiveness in measuring challenges and strategies related to English writing skills. These findings align with the standards set by Bougie and Sekaran (2016), which consider Cronbach's Alpha values of 0.70 or above as acceptable for social science research.

Table (1): Reliability Statistics

Scales	Alpha Cronbach	No. of Items
Linguistic problems	0.872	12
Problems related to teachers	0.881	5
Students' problems According to motivation and practice	0.714	3
Student's problems in writing stages	0.865	2
Student's strategies to learn English writing skill	775	7
All	0.891	29

## 5. Results

### 5.1. Descriptive Analysis of the Study Data:

The data from the questionnaire reveals detailed insights into the challenges faced by students in learning English writing skills. The majority of students reported difficulties with grammar, with 37.8% agreeing and 23.5% strongly disagreeing that grammar, including tenses (e.g., present simple, past simple), posed a challenge ( $M = 2.61$ ). Similarly, 34% of students found prepositions to be problematic, and 29.9% struggled with the correct use of definite and indefinite articles ( $M = 2.48$  and  $M = 2.49$ , respectively). One of the more significant issues was capitalization, where 48% of students strongly disagreed, and only 11.2% agreed, reflecting the challenge they face in this area ( $M = 1.95$ ). A majority of 28.2% cited difficulties with spelling, while punctuation problems were prevalent, with 41.5% reporting challenges with its usage ( $M = 2.24$ ).

In terms of teaching-related issues, 37.1% of students expressed frustration with the lack of teacher support ( $M = 1.99$ ), and 36.7% stated that earlier education did not adequately teach writing skills ( $M = 2.78$ ). Furthermore, the majority of students reported problems with writing due to a lack of ideas (35.7%) and insufficient reading and writing practice (42.2%) ( $M = 2.56$  and  $M = 2.82$ ). Despite these challenges, students showed strong motivation, with 48% strongly agreeing that they were interested in learning English writing skills ( $M = 3.20$ ).

Regarding strategies to improve, students often used online sources (48.3%) or sought help from professors during office hours (41.8%) ( $M = 3.14$  and  $M = 2.65$ ). The majority (54.1%) engaged in grammar and punctuation review to strengthen their skills ( $M = 2.95$ ), and a significant portion (51.4%) found it helpful to refer to similar pre-written topics for guidance ( $M = 2.96$ ). These findings suggest that while students face significant linguistic and motivational challenges, they are actively seeking strategies to improve their writing. The data highlights that addressing these challenges could greatly benefit students' writing development.

Table (2): Frequency, mean and standard deviation for items

NO.	Items	N (%)	I Don't Agree	I Strongly Disagree	Agree	I Strongly Agree	Mean	SD
1	I face problems writing in English language because I can't do English grammar times (Present Simple Tense, Past Simple Tense, Present Continuous Tense, Future Verbs, Present Perfect Verbs).	N	53	69	111	61	2.61	1.01
		%	18	23.5	37.8	20.7		
2	I have problems writing in English due to my weakness in using prepositions.	N	63	79	100	52	2.48	1.02
		%	21.4	26.9	34	17.7		
3	I have problems writing in English because of my weakness in using definite and indefinite articles.	N	56	88	101	49	2.49	0.98
		%	19	29.9	34.4	16.7		
4	I have problems writing in English because I don't know when to use uppercase and lowercase letters.	N	96	141	33	24	1.95	0.87
		%	32.7	48	11.2	8.2		
5	I have problems writing in English because of my poor spelling.	N	60	83	92	59	2.51	1.03
		%	20.4	28.2	31.3	20.1		

6	I have problems writing in English due to my weakness in using punctuation.	N	67	122	71	34	2.24	0.94
		%	22.8	41.5	24.1	11.6		
7	I have problems writing in English because of my wrong use of the unknown verb.	N	44	72	127	51	2.63	0.94
		%	15	24.5	43.2	17.3		
8	I have problems writing in English because of my mistakes in the compatibility of the verb used with the subject in terms of plural and singular.	N	51	99	90	54	2.50	0.98
		%	17.3	33.7	30.6	18.4		
9	I face problems writing in English because of the similarity of some words in terms of pronunciation and their difference in meaning and writing.	N	42	66	115	71	2.73	0.98
		%	14.3	22.4	39.1	24.1		
10	I have problems writing in English due to my inability to use the appropriate vocabulary in the content.	N	43	87	109	55	2.60	0.95
		%	14.6	29.6	37.1	18.7		
11	I have problems writing in English because of my wrong English sentence order. As the English sentence consists of a subject + a verb + an object with it	N	53	98	91	52	2.48	0.98
		%	18	33.3	31	17.7		
12	I have problems writing in English because I write the topic first in my mother tongue (Arabic) and then I translate it into English.	N	56	76	103	59	2.56	1.02
		%	19	25.9	35	20.1		
<b>Linguistic problems</b>							<b>2.48</b>	<b>0.76</b>
13	I have problems writing in English because of the inappropriate and ineffective teaching methods used by the professor to teach writing skills.	N	101	93	56	44	2.15	1.06
		%	34.4	31.6	19	15		
14	I am having problems writing in English language because of the lack of help from the teacher to me	N	109	112	41	32	1.99	0.97
		%	37.1	38.1	13.9	10.9		
15	I have problems writing in English because the teacher does not know me about my mistakes that I made in the writing job, whether mistakes I made in the test or in the assignments.	N	106	109	51	28	2.00	0.96
		%	36.1	37.1	17.3	9.5		
16	I have problems with the skill of writing in English because the teacher does not explain the writing lessons.	N	108	118	43	25	1.95	0.92
		%	36.7	40.1	14.6	8.5		
17	I have problems with the skill of writing in English because the teacher in the primary and secondary stages did not teach us the skill of writing properly.	N	52	57	89	96	2.78	1.09
		%	17.7	19.4	30.3	32.7		
<b>Problems related to teachers</b>							<b>2.17</b>	<b>0.82</b>

18	I have an interest in learning English writing skills.	N	24	33	96	141	3.20	0.94
		%	8.2	11.2	32.7	48		
19	I have problems writing in English because of my lack of ideas.	N	57	74	105	58	2.56	1.02
		%	19.4	25.2	35.7	19.7		
20	I have problems writing in English because of my lack of practice of reading and writing.	N	40	51	124	79	2.82	0.98
		%	13.6	17.3	42.2	26.9		
<b>Students' problems According to motivation and practice</b>							<b>2.86</b>	<b>0.74</b>
21	I have problems writing in English because I do not know the stages of writing the topic, which are: the pre-writing stage, the stage of writing the draft, the stage of reviewing the topic.	N	45	77	110	62	2.64	0.98
		%	15.3	26.2	37.4	21.1		
22	I face problems in writing in English because I do not know how to write the basic idea of the topic and the ideas supporting the basic idea in addition to the content of the topic and the conclusion of the topic.	N	36	84	108	66	2.69	0.95
		%	12.2	28.6	36.7	22.4		
<b>Student's problems in writing stages</b>							<b>2.67</b>	<b>0.91</b>
23	I search the Internet for ideas and information on the topic I will write.	N	22	23	142	107	3.14	0.85
		%	7.5	7.8	48.3	36.4		
24	Go to the professor in office hours in order to ask for his help in explaining the difficult topics I face in writing skill.	N	36	83	123	52	2.65	0.91
		%	12.2	28.2	41.8	17.7		
25	Use artificial intelligence in order to get the topic I will write.	N	38	67	127	62	2.72	0.94
		%	12.9	22.8	43.2	21.1		
26	I resort to private lessons in order to strengthen my writing skills in English.	N	50	103	88	53	2.49	0.98
		%	17	35	29.9	18		
27	I ask my friends to read my topic in order to give me comments on the topic.	N	29	73	130	62	2.77	0.90
		%	9.9	24.8	44.2	21.1		
28	I review grammar and punctuation marks in order to strengthen my English writing skills	N	21	44	159	70	2.95	0.82
		%	7.1	15	54.1	23.8		
29	First, I look at ready-made topics that resemble the topic I will write, and then I imitate the ready-made topic or take some ideas from it.	N	23	43	151	77	2.96	0.85
		%	7.8	14.6	51.4	26.2		
Student's strategies to learn English writing skill							2.81	0.58

The analysis of gender differences in English writing challenges and strategies, as presented in Table 3, reveals no significant differences between male and female participants across five key areas: linguistic problems, teacher-related issues, motivation, writing stages, and strategies. The mean scores for males and females in each area were similar, with no statistical significance observed (all p-values > 0.05). This suggests that gender does not have a significant impact on English writing challenges and strategies among the respondents.

Table (3): Gender Differences in English Writing Challenges and Strategies

Scales	Gender	Mean	Std. Deviation	T	Sig. (2-Tailed)
Linguistic problems	Male	2.43	0.75	-0.977	0.329
	Female	2.52	0.77		
Problems related to teachers	Male	2.13	0.83	-0.767	0.444
	Female	2.20	0.82		
Students' problems According to motivation and practice	Male	2.82	0.74	-0.778	0.437
	Female	2.89	0.74		
Student's problems in writing stages	Male	2.62	0.92	-0.806	0.421
	Female	2.71	0.90		
Student's strategies to learn English writing skill	Male	2.80	0.60	-0.301	0.764
	Female	2.82	0.57		

## 6. Discussion

The study's findings indicate that both male and female students struggle with their English writing abilities. Grammar is their largest issue as a result of this study's findings. Despite spending a lot of time on grammar, students struggle to follow these rules when speaking and writing in English. They study grammar as rules, but they don't put them into effect in their day-to-day lives. However, I have found that many students at King Faisal University, where I teach English, are unaware of the distinctions between the simple present, simple past, present continuous, past perfect, future tense, present perfect, etc. According to this study, prepositions are the second issue. Foreign language learners find it challenging to understand time and place prepositions, particularly place prepositions, as they are unsure of when to use them.

For instance, I study at a university or I study in a university. The use of definite and indefinite articles (the, a, and an) is the third issue. Since (the) exists in Arabic, students always utilize Arabic, which is their mother tongue, to use it. They make blunders since they are translating from English to Arabic. Students also struggle with "a and an," as they consistently use them with plural nouns and "a" with consonants. For instance, they always say "a eraser" instead of "an eraser. Also, they say "a teachers" instead of "teachers". Even though capitalization is taught in schools and universities and is simpler than grammar, punctuation, and definite and indefinite articles, students still struggle with it because they believe it is not essential. Punctuation is a major issue for students. As an English language instructor, I believe that school and university texts do not emphasize teaching students punctuation principles. Therefore, curriculum designers should pay more attention to punctuation norms. Students often struggle with spelling since we often spell words differently from how we speak them, and we write some letters in words but not pronounce them. For instance, the letter "k" in the word "know" is silent; we write it but do not pronounce it. However, this study's findings indicate that students struggle with writing because their teachers don't help them. Teachers don't have enough time to teach all the English language skills (listening, speaking, reading, and writing), and writing requires time from both students and teachers. The lack of contact hours is the reason of this. King Faisal University's Applied college students only spend three hours a week studying English. This implies that the contact hours should be extended by the English language department. Thus, all English skills can be taught equally by the teacher. Additionally, students struggle with their English writing skills since they lack ideas for the topic they will write about. Therefore, it is the responsibility of the learner to educate themselves by reading texts.



## 7. Conclusion

Many students are interested in learning English and use many resources to do so, despite the fact that it is a challenging language for foreign language learners. For instance, social media, mobile apps, movies, podcasts, and music are all excellent resources for learning English. However, remember that teachers have a responsibility to inspire students to learn by developing excellent teaching techniques. Students play a significant part in language acquisition by using English throughout their lives.

## 8. Recommendations

1. Teachers must to devote more time to teaching writing skills and modify their methods.
2. Students' writing abilities should be strengthened. In addition to regular lessons offered by universities or tutorial centers, individuals can also enrol in online courses.
3. If students make mistakes when writing, they should practise every day.
4. All quizzes and exams should have writing questions, according to teachers.
5. Teachers ought to emphasize writing abilities in the classroom.
6. To concentrate more on English writing skills, the English department at King Faisal University's Applied College should extend the contact hours for English language 101, 102, and 103 courses.
7. Websites and helpful technological resources should be made available to students by English language teachers so they practice writing.
8. To help students learn more English, all subject courses in all departments of the Applied College should be taught in the language.
9. English-writing projects and activities should be a part of the curriculum.

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