



WRITING CHALLENGES EXPERIENCED BY EFL TEACHERS AND STUDENTS

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ABSTRACT Writing in English as a Foreign Language (EFL) is an essential skill in today's globalized world, crucial for academic success and professional communication. However, despite its significance, many EFL students face a variety of challenges that hinder their ability to produce high-quality written work. Simultaneously, EFL writing instructors encounter difficulties in designing effective teaching methods and assessing students' progress. This paper explores the primary challenges in EFL writing instruction, focusing on both students' struggles with the writing process and teachers' instructional difficulties, and offers potential solutions to improve the teaching and learning experience.

Key words EFL writing, EFL students, EFL teachers, Challenges, Eclectic approach

ANNOTATSIYA Ingliz tilida yozish ko'nikmasi bugungi globalizatsiyalashgan dunyoda muhim ko'nikma bo'lib akademik muvaffaqiyat va professional muloqot uchun zarurdir. Biroq, uning muhim ahamiyatiga qaramay, ko'plab ingliz tilini chet tili sifatida o'rganuvchi talabalar (EFL) yuqori sifatli yozma ish yaratish qobiliyatiga to'sqinlik qiladigan turli xil qiyinchiliklarga duch keladi. Shu bilan birga, ingliz tilida yozish bo'yicha o'qituvchilar samarali o'qitish usullarini ishlab chiqish va talabalarning rivojlanishini baholashda qiyinchiliklarga duch kelishadi. Ushbu maqola talabalarning yozish jarayonidagi qiyinchiliklari va o'qituvchilarning ta'limdagi muammolariga e'tibor qaratadi, shuningdek, ingliz tilida yozish bo'yicha o'qitishdagi asosiy muammolarni o'rganadi va o'qitish va o'rganish tajribasini yaxshilash uchun potentsial yechimlarni taklif qiladi.

Kalit so'zlar Yozish ko'nikmasi, Ingliz tilini chet tili sifatida o'rganayotgan talabalar, ingliz tilini chet tili sifatida o'qitadigan o'qituvchilar, qiyinchiliklar, eklektik yondashuv

АННОТАЦИЯ Письменная речь на английском языке как иностранном (EFL) является важным навыком в современном мире, который имеет решающее значение для академического успеха и профессиональной коммуникации. Однако, несмотря на его значимость, многие студенты сталкиваются с различными трудностями, которые мешают им создавать качественные письменные работы. В то же время, преподаватели

английского языка как иностранного сталкиваются с трудностями при разработке эффективных методов обучения и оценке прогресса студентов. В данной статье рассматриваются основные проблемы в преподавании письменного английского языка, с акцентом на трудности студентов в процессе написания и проблемы преподавателей в обучении, а также предлагаются возможные решения для улучшения процесса обучения и учебного опыта.

Ключевые слова Письменная речь, Студенты, изучающие английский как иностранный язык, Преподаватели английского языка как иностранный, трудности, Эклектический подход

INTRODUCTION

In today's globalized world, English has become the lingua franca of international communication, academic discourse, and professional settings. As such, proficiency in English writing has become a vital skill for students worldwide, especially those pursuing higher education or entering global job markets [5]. For English as a Foreign Language (EFL) learners, writing presents one of the most complex language skills to acquire. Writing in a second language not only requires knowledge of grammar, vocabulary, and syntax, but also the ability to organize ideas coherently, adapt to genre-specific conventions, and produce text in a culturally appropriate manner [11]. Despite its significance, many EFL learners face considerable challenges in mastering writing, making effective instruction of this skill both crucial and challenging.

The challenges faced by EFL students in writing are multifaceted. Linguistically, students often struggle with vocabulary limitations, grammar errors, and issues related to sentence structure, which can impede their ability to express their thoughts clearly [4]. Moreover, cognitive challenges such as organizing ideas, maintaining coherence across paragraphs, and developing a logical flow of arguments often overwhelm students, leading to poorly structured and difficult-to-understand writing [8]. In addition to these linguistic and cognitive challenges, EFL students may face motivational issues, including low self-confidence or negative past experiences with writing, which can further hinder their progress [6].

Teachers of EFL writing are also confronted with their own set of challenges. EFL classrooms often comprise students of varying proficiency levels, making it difficult for teachers to meet the diverse needs of all learners [16]. Teachers also face challenges in providing effective, individualized feedback, especially in large classes, where personal interaction is limited. The subjective nature of writing assessment adds another layer of complexity, as grading writing assignments often involves making nuanced judgments about language proficiency, content quality, and coherence [17].

This paper seeks to explore the various challenges faced by both EFL students and teachers in writing instruction. By examining the linguistic, cognitive, motivational, and cultural barriers that students encounter, as well as the instructional difficulties faced by teachers, this

study aims to provide a comprehensive understanding of the obstacles in EFL writing classrooms. Additionally, the paper will propose pedagogical strategies and approaches designed to mitigate these challenges, with the goal of enhancing both teaching effectiveness and student writing proficiency in EFL contexts.

METHODOLOGY

This study aims to examine the challenges encountered by both EFL students and teachers during writing instruction. To explore these challenges comprehensively, a qualitative research design was employed, which included a review of the existing literature and the analysis of studies related to the challenges in EFL writing. The methodology of this study involved two key components: (1) a systematic literature review of relevant articles related to the challenges in EFL writing instruction and (2) a content analysis of the challenges highlighted in these studies. Research questions are:

1. What are the common challenges faced by EFL students?
2. What are the common challenges faced by EFL instructors?

RESULTS AND DISCUSSION

EFL learners face numerous challenges in writing instruction, including linguistic difficulties, organizational problems, and cultural factors [7]. Common issues include grammatical errors, limited vocabulary, and punctuation mistakes [1]. These challenges stem from various sources, such as insufficient linguistic knowledge and lack of motivation [3]. Additionally, EFL writing teachers encounter obstacles like large class sizes, time constraints, and limited experience in teaching L2 writing [14]. To address these challenges, researchers suggest implementing effective teaching strategies, enhancing students' linguistic knowledge, and integrating advanced technologies like AI [3]. Other recommendations include providing targeted interventions, developing support strategies [7], and considering local needs when designing writing instruction [14]. By understanding and addressing these challenges, educators can better support EFL learners in developing their writing skills and achieving academic success.

Table 1

Challenges in writing experienced by EFL students

	Author	Title	Year	Challenges and Outcomes
1.	F. Fadhly [7]	Enhancing the Academic Writing of EFL Learners: An Analysis of Effective Strategies through Meta-Synthesis	2022	<ul style="list-style-type: none"> - EFL learners face challenges in academic writing related to linguistic difficulties, organizational and coherence problems, cultural and sociocultural factors, feedback and revision, and motivation and self-efficacy. - The study provides recommendations for educators to develop targeted interventions and support strategies to help EFL learners overcome these challenges and succeed in academic writing.
2.	Ilona Leki [14]	Material, Educational, and Ideological Challenges of Teaching EFL Writing at the Turn of the Century	2001	EFL writing instruction faces material, educational, and ideological challenges, including class size, time constraints, and the need to justify the investment and resist center-imposed methods.

3.	Anas Hashem Alsariera, Mohammad Yousef Alsarairah [3]	Advancing EFL Writing Proficiency in Jordan: Addressing Challenges and Embedding Progressive Strategies	2024	Jordanian EFL students faced significant challenges in their writing, primarily due to a lack of grammatical and lexical knowledge. - Insufficient linguistic knowledge, especially in grammar and vocabulary, was the primary obstacle hindering their writing proficiency.
4.	Paryshan H. Ahmed [1]	Major Writing Challenges Experienced by EFL Learners in Soran University	2019	-Major writing challenges faced by EFL learners at Soran University include difficulties with grammar, organizing ideas, punctuation, and vocabulary. - Specific challenges in essay writing include incorrect grammar, interference from first language, limited vocabulary, issues with punctuation, and problems with word order. - The study suggests that teachers should consider the identified writing challenges and provide more writing practice sessions as a pedagogical implication.
5.	S. Karim, Tengku Nor Rizan Tengku Mohamad Maasum, Hafizah Latif [12]	Writing challenges of Bangladeshi tertiary level EFL learners	2018	- Bangladeshi EFL learners faced challenges in all three stages of paragraph writing, with the writing stage being the most difficult. - The most challenging sub-stages were using idioms, appropriate vocabulary, and antonyms, while brainstorming was the least difficult. - Writing comparison and contrast paragraphs was the most difficult type, followed by cause and effect and listing paragraphs.
6.	Nawzar M. Haji [9]	Major Writing Difficulties Faced by Kurdish Learners of EFL in Academic Writing Classes	2022	-Kurdish learners of EFL faced difficulties with writing anxiety, mechanics of writing (grammar, punctuation, spelling), word choice, and negative language transfer in their academic writing.

EFL teachers face numerous challenges when teaching writing skills. These include large class sizes, time constraints, and lack of teacher experience in L2 writing instruction [14]. Students' linguistic competence, native language interference, and motivation also pose difficulties [10]. The curriculum, lack of vocabulary, weak grammar competence, and issues with coherence and cohesion further complicate writing instruction [2]. External factors such as class conditions and available teaching aids contribute to these challenges [10]. Teachers also face ideological challenges, including justifying the investment in L2 writing instruction and the need to make writing relevant to students' personal goals [14]. To address these issues, teachers and educational authorities must work together to improve ELT, particularly in writing instruction [10].

Table 2

Challenges in writing experienced by EFL teachers

	Author	Title	Year	Challenges and Outcomes
	Kuni Hikmah Hidayati [10]	Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers	2018	-Internal factors that challenge Indonesian EFL teachers in teaching writing include linguistic competence, native language interference, motivation, and reading habits of the learners. - External factors that challenge Indonesian EFL

				teachers in teaching writing include class conditions, availability of teaching aids, and time constraints.
	Khaled Alostath [2]	Teachers Perception of EFL Students Poor Writing Skills: The Challenges, Causes, and Remedies	2021	EFL teachers face challenges in writing instruction due to students' lack of vocabulary, motivation, grammar competence, and coherence, as well as curriculum-related problems.
	Tirtha Karki [13]	Writing Instruction in Secondary Schools: Unraveling Practices and Challenges	2019	EFL teachers face challenges like large class sizes, low proficient learners, pressure to complete curriculum, lack of training, and insufficient resources during writing instruction.
	M. Maggi, Diego Christian Cajas Quishpe[15]	IDENTIFICATION OF CHALLENGES IN TEACHING WRITING TO ECUADORIAN EFL STUDENTS	2020	-Teacher-related factors that make teaching writing challenging include their teaching practices. - The research findings can help teachers and administrators improve the teaching of writing in their institutions.
	Hameda Hussein Almrabett	The Challenges that English Writing Teachers Face in Teaching Writing at the University Level in Libya	2020	-Teacher-centered methods are a major problem that affects the way of teaching English writing at the university level in Libya. - Unsystematic teaching materials are a major problem that affects the way of teaching English writing at the university level in Libya.

Challenges Faced by EFL Students

Students struggle with linguistic issues such as limited vocabulary, grammar errors, and sentence structure, often compounded by first language interference. Cognitive difficulties in organizing ideas and maintaining coherence, along with writing anxiety and low self-confidence, further hinder their progress. Specific tasks like comparison and contrast writing are particularly challenging, and cultural differences in academic writing conventions also pose barriers.

Challenges Faced by EFL Teachers

Teachers face challenges due to students' lack of vocabulary, low motivation, and grammar competence, compounded by large class sizes and time constraints. External factors such as limited resources and institutional pressures to follow teacher-centered methods also hinder effective instruction. Additionally, the lack of sufficient professional development in writing instruction further complicates teachers' efforts.

To address the challenges faced by both EFL students and teachers, it is essential to adopt an eclectic approach to teaching writing. An eclectic approach combines elements from different teaching methods, allowing teachers to select strategies that best suit the diverse needs of students and the constraints of the classroom. This approach is particularly effective in EFL writing instruction, where students' linguistic, cognitive, and motivational needs vary widely.

Using an eclectic approach, teachers can tailor their instruction to the needs of their students, making writing instruction more adaptable and effective.

CONCLUSION

This study has examined the various challenges faced by both EFL students and teachers in the context of writing instruction. Through an in-depth literature review, key themes and issues were identified that affect both groups in their efforts to improve EFL writing skills. The

challenges faced by both EFL students and teachers are multifaceted and interconnected. By understanding and addressing the specific barriers that students and teachers encounter in the writing classroom, it is possible to develop more effective pedagogical strategies and create an environment that fosters improvement in writing proficiency.

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