

## MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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## STUDYING THE NEEDS OF HIGH SCHOOL STUDENTS IN DEVELOPING WRITING SKILLS IN ENGLISH

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### ABOUT ARTICLE

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**Abstract:** Writing proficiency is a critical skill for L2 English learners, particularly in academic settings where English is the medium of instruction. However, learners who struggle with English confront several obstacles, such as grammatical mistakes, a small vocabulary, and issues with punctuation, organization, and consistency. These challenges impair their capacity for clear communication and strong academic performance. This research examines the complex nature of L2 learners' writing difficulties and highlights the need of using specialized teaching techniques to solve these problems. In order to promote language development, this study emphasizes the necessity of a well-rounded strategy that incorporates writing-for-learning and writing-for-writing assignments. Teachers may foster inclusive settings that help kids succeed academically and write more effectively by addressing particular issues and using focused interventions. Future studies should investigate cutting-edge teaching strategies for successfully improving L2 writing abilities.

### INTRODUCTION

L2 English learners with low English competence have a number of challenges while attempting to adjust to an English-only environment, according to many studies [1]. The phrase

"linguistic challenges" refers to a broad spectrum of difficulties that arise in the study of language and natural language processing. Language hurdles, translation difficulties, dialect discrepancies, and communication breakdowns brought on by linguistic disparities are a few examples of these difficulties in academic contexts [2]. The problems that students have when attempting to understand, communicate, and perform well in academic courses taught in English—especially when it is not their first language—are referred to as academic language-related skills obstacles. These difficulties may include problems with academic language skills in an English-medium setting as well as problems with reading, writing, speaking, listening, and critical thinking [3].

One of the crucial and highly regarded competencies that plays a significant role in the effective facilitation and the comprehensive development of second language (L2) acquisition and learning processes is the intricate and multifaceted skill of writing, which serves as a foundational element in enabling learners to articulate their thoughts, express their ideas, and engage with the complexities of language in a structured and coherent manner [4].

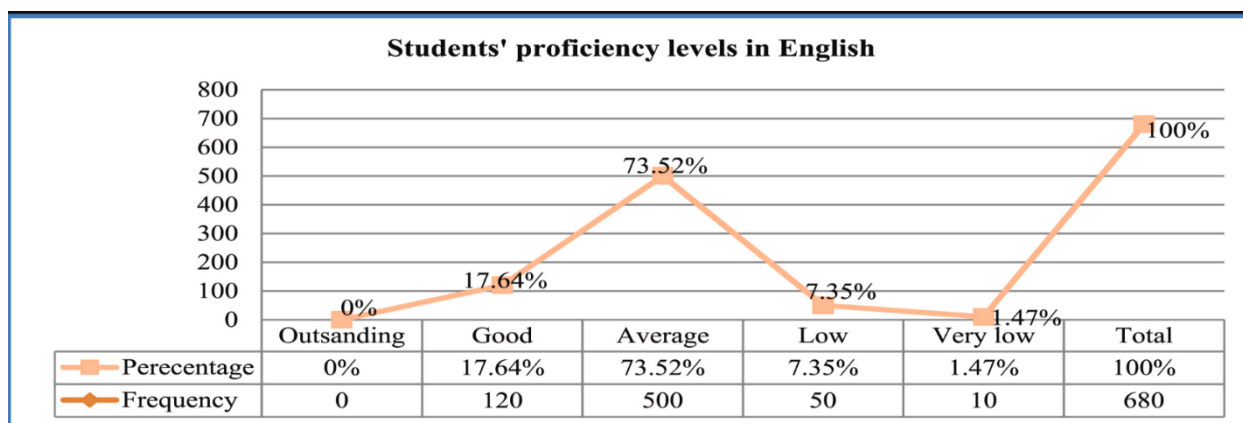
#### **MAIN PART**

Many students face major obstacles that make it difficult for them to write thoughts down in a clear and cohesive manner. These issues can take many different forms, from grammar mistakes and poor phrase constructions to trouble rationally arranging ideas and arguments [5]. These challenges are not only technical; they frequently reveal deeper problems with language skills, cultural backgrounds, and educational experiences. In order to successfully mold their instructional techniques and support systems, instructors must have a thorough understanding of the unique nature and prevalence of these issues [6]. Many students face major obstacles that prevent them from communicating effectively in writing. These difficulties cover a broad spectrum of problems, such as grammatical mistakes, syntactical complications, and trouble arranging thoughts logically [7]. Writing allows people to successfully convey their thoughts and ideas by converting spoken language into written words. It is a sophisticated mode of communication in which the subtleties of language and syntax express not just words but also the more complicated feelings and intricacies of human expression. People may explore and express their feelings, ideas, and opinions via writing, which enhances their language proficiency and interpersonal communication abilities [8].

Seifert asserts that writing is an art that seeks to reveal deep truths and insights, going beyond simple factual accuracy. Good writing offers readers insightful viewpoints and significant substance while capturing their attention on an intellectual and emotional level. Essentially, writing is a creative process as well as a technical ability that enables people to

share ideas, communicate clearly, and make significant contributions to conversations and the exchange of knowledge [9]. Students are taught to write for a variety of purposes, both within and outside of the classroom. First of all, individuals have more "thinking time" when they write than when they try to have impromptu conversations. Whether they are engaged in study or activation, this gives them additional opportunities to process language, or think about it. It is useful to distinguish between writing for learning and writing for writing when considering [10] For the former, writing serves as a practice tool or aide-memory to assist pupils work with the language they have been learning. For instance, we may assign a class to compose five sentences utilizing a certain structure or five of the recently learned terms or phrases. Such writing exercises are intended to provide pupils with reinforcement. Those who require a combination of tactile and visual stimulation will find this very helpful. When we ask kids to compose sentences in advance of another task, that is another type of writing-for-learning. Writing serves as an enabling activity in this case. Writing-for-writing, conversely, is aimed at enhancing the students' competencies as writers. In other terms, the primary objective of activities of this nature is to ensure that students improve their writing proficiency, irrespective of the specific genre of writing in question. There exist compelling 'real-world' justifications for encouraging students to compose various forms of communication, such as emails, letters, and reports. While writing-for-learning endeavors typically emphasize the language itself as the central focus, writing-for-writing encompasses an analysis of the entire text. This encompasses not only the appropriate use of language, but also considerations of text organization, formatting, stylistic choices, and overall efficacy. It is evident that the manner in which we structure our students' writing assignments—and the manner in which we provide guidance and corrections—will vary, contingent upon the specific type of writing they are engaged in [11].

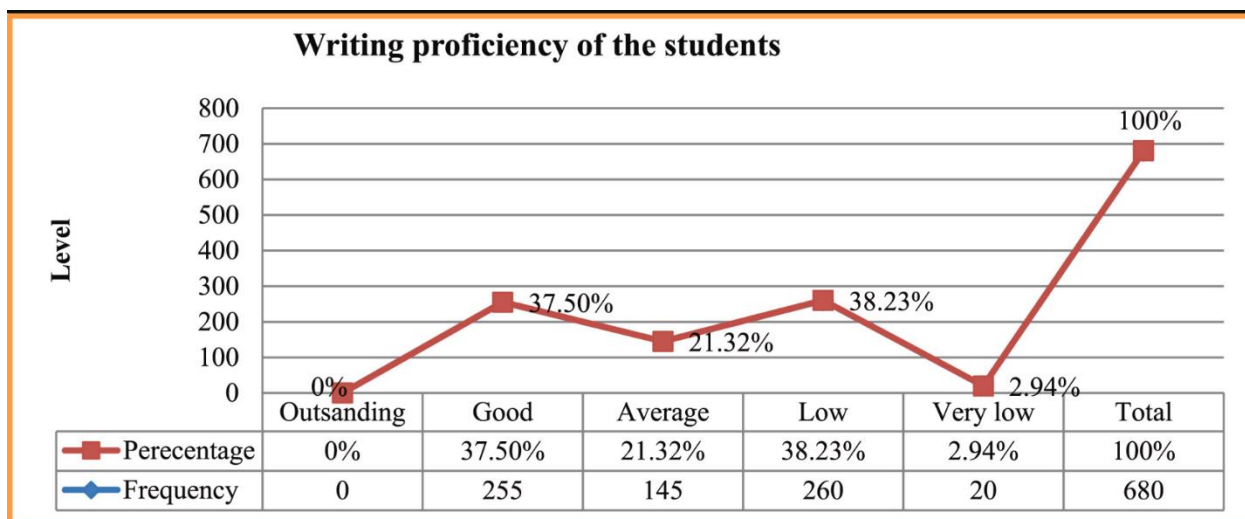
According to the study of Tamirat Taye, the five different levels of students' English proficiency—outstanding, good, medium, poor, and very low—are determined by the data shown in Fig. 1. The following is the distribution among these categories: No student exhibits exceptional competence (0 percent), 120 students (17.64 percent) exhibit acceptable proficiency, 500 students (73.52%) fall into the ordinary proficiency group, 50 students (7.35%) have poor proficiency, and 10 students (1.47%) have extremely low proficiency. This distribution highlights the notable differences in pupils' linguistic proficiency [12].



**Fig. 1. Students' proficiency levels in English**

Significant exposure to a variety of language situations and chances for real-world language use are necessary for attaining exceptional skill in a second language; these elements may be absent from traditional school environments. On the other hand, formal education and meaningful language use help kids in the good competence group communicate effectively in both academic and everyday settings [13].

A variety of respondents' self-perceptions are shown by the evaluation of students' English writing abilities in Figure 2. None of the pupils thought they were proficient in "Outstanding" ways. Rather, most people rated their competence as "Good" (37.50%) or "Low" (38.23%), while a lesser percentage rated it as "Average" (21.32%). A small percentage of pupils (2.94%) did not indicate their level of proficiency. This diversity draws attention to the challenges that many students face in achieving greater competence levels [6]. According to researchers, students must be aware of their ability levels in order to learn effectively, and customized interventions are essential to accommodate varying competence levels and foster an inclusive learning environment. Additionally, the replies' distribution highlights the necessity of a thorough assessment strategy that incorporates both objective measurements and students' self-evaluations [13]. A comprehensive image of students' writing skills may be obtained by utilizing a variety of assessment techniques, such as instructor feedback, peer evaluation, and self-assessment [14]. Given that a sizable portion of students self-reported as having "Low" competence, this method helps overcome the shortcomings of self-reporting alone. Teachers can better understand students' abilities, modify treatments as necessary, and encourage successful skill development in accordance with professional guidelines by utilizing a variety of assessment techniques [15].



**Fig. 2. Writing proficiency of the students**

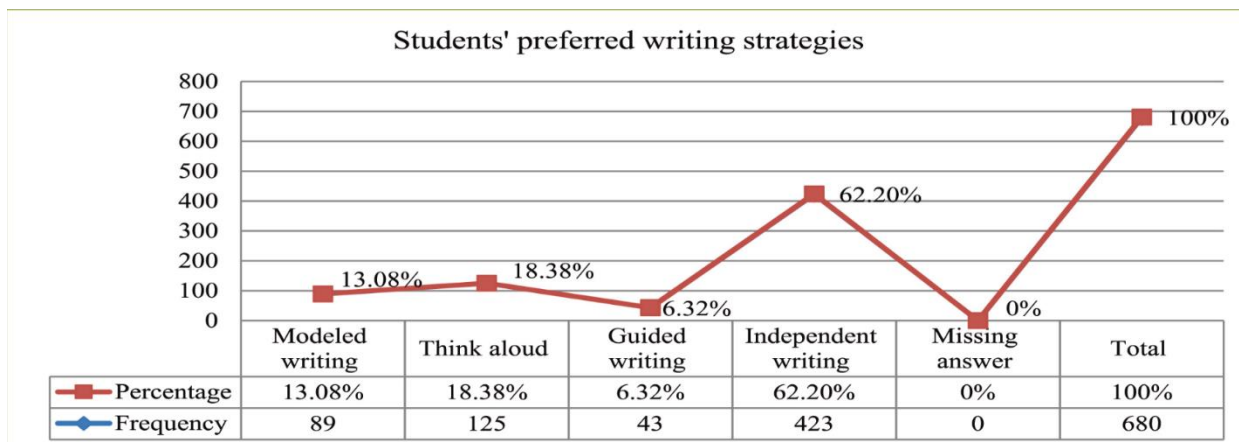
Table 1's study of the writing difficulties faced by the students identifies a number of crucial areas that require focused assistance. According to academic perspectives, grammar plays a critical role in promoting clear and effective communication, as evidenced by the large percentage of students (29.41%) who named it as a key challenge [16]. In addition to improving text's readability, proper grammar also raises the standard of writing overall, making concepts easier for readers to understand and more engaging. Through targeted education, grammatical problems may be addressed, enabling pupils to write more properly and confidently. The most common difficulty, impacting 36.76 percent of pupils, was vocabulary. According to academics, having a strong vocabulary is essential for improving writing abilities since it allows pupils to express themselves clearly and elegantly. The depth and clarity of pupils' writing can be enhanced by interventions that increase their vocabulary since they will be able to select words that more accurately convey nuances and subtleties [17].

**Table: 1. Students' writing challenges.**

| Aspects of difficulties | Frequency | Percentage |
|-------------------------|-----------|------------|
| Grammar                 | 200       | 29.41 %    |
| Vocabulary              | 250       | 36.76 %    |
| Punctuation             | 50        | 7.35 %     |
| Spelling                | 59        | 8.67 %     |
| Coherence               | 51        | 7.50 %     |
| Organization of writing | 70        | 10.29 %    |
| Total                   | 680       | 100 %      |

Even though it is used less frequently (7.35%), punctuation is still essential for correctly communicating ideas in written communication. In order to ensure that sentences are clear and logical, scholars like as [24] stress the need of proper punctuation [18]. Teachers may assist students in improving the organization and flow of their writing, increasing its efficacy and impact, by providing tailored instruction to address punctuation issues. Furthermore, almost

86 percent of pupils said that spelling was difficult. This supports academic claims that spelling ability is essential to both good writing and general literacy. In addition to improving pupils' written work's professionalism, targeted spelling education increases their self-assurance in their ability to communicate clearly [19].



**Fig. 3. Students' preferred writing strategies**

A wide range of methods for approaching the writing process are shown in Figure 3. A preference for modeled writing was indicated by 13.08 percent of survey respondents, which is consistent with academic viewpoints that favor the use of clear examples and models to facilitate effective learning [20]. By enabling students to watch and imitate writing styles, model writing is an effective teaching method that improves their comprehension of how to handle the writing process. On the other hand, a sizable fraction of students (18.38%) stated that they have used think-aloud techniques when writing. Students' understanding of the cognitive advantages of expressing their ideas in writing is reflected in this method [21]. A smaller but significant portion (6.32%) preferred guided writing as their main tactic. This choice is consistent with academic perspectives that highlight the value of guided support in developing students' writing abilities and offering focused help [22]. It suggests that students appreciate methodical direction while negotiating the challenges of writing assignments [6].

### CONCLUSION

The difficulties L2 English learners encounter in honing their writing abilities are complex and include linguistic, intellectual, and cognitive elements. As a crucial part of learning a second language, writing competency calls on students to handle challenging assignments involving grammar, vocabulary, coherence, and organization. The results show that students' writing skills vary widely, with grammar and vocabulary being the most difficult to master. Spelling and punctuation problems are less common but still crucial for clear communication.

The dispersion of students' self-reported writing ability and proficiency highlights the necessity of specialized teaching methods that take into account different skill levels. When

paired with holistic assessment techniques like instructor feedback, peer review, and self-assessment, customized treatments like focused grammar and vocabulary training may offer a thorough evaluation.

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