

## **Determining Writing Difficulties of Iraq EFL Students in a Secondary School**

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### **Abstract :**

Writing in the English language as a foreign language has increased in popularity, and many researchers have found indications to support the hypothesis that most students struggle with writing because it needs more multipart thinking skills. Writing in English is considered challenging for students who learn English as a foreign language. Writing is vital to their academic performance and contributes to their social and emotional development. Therefore, this research aims to fill the gap by examining EFL secondary school students' English writing difficulties. The study's objectives were appropriately addressed by implementing interview and survey sessions. An interview session was conducted with the English language teacher of the specific class, which included 32 students. The results indicate that the primary challenges encountered by the students are tied to their inadequate vocabulary, interference from L1, and inability to spell words accurately. As a result, the teacher implemented numerous beneficial strategies throughout instruction and learning to enhance the student's English writing abilities. The results of this study have significant pedagogical implications for the comprehension of students who struggle with writing in the English language at the lower level of education.

**Keywords:** (EFL secondary level school, writing difficulties, writing in English)

## تحديد صعوبات الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية في العراق

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### الملخص:

لقد زادت شعبية الكتابة باللغة الإنجليزية كلغة أجنبية، وقد وجد العديد من الباحثين دلائل تدعم الفرضية القائلة بأن معظم الطلاب يواجهون صعوبات في الكتابة لأنها تتطلب مهارات تفكير متعددة. تعتبر الكتابة باللغة الإنجليزية تحديًا للطلاب الذين يتعلمون الإنجليزية كلغة أجنبية. الكتابة ضرورية لأدائهم الأكاديمي وتساهم في تطويرهم الاجتماعي والعاطفي. لذلك يهدف هذا البحث إلى سد الفجوة من خلال دراسة المشكلات الرئيسية التي يواجهها طلاب المدارس الثانوية في الكتابة باللغة الإنجليزية. تم إجراء جلسات استبيان ومقابلات لتناسب هدف الدراسة. تم جمع البيانات من صف مكون من ٣٢ طالبًا، وجلسة مقابلة مع معلم اللغة الإنجليزية لذلك الفصل. تشير النتائج إلى أن الصعوبات الرئيسية متجذرة في ضعف إتقان الطلاب للمفردات، وعدم القدرة على تهجئة الكلمات بشكل صحيح، وتأثير اللغة الأم. وبالتالي، لتحسين مهارات الكتابة لدى الطلاب باللغة الإنجليزية، قام المعلم بتطبيق بعض التدابير العلاجية خلال جلسات التعليم والتعلم. تحمل النتائج دلالات تربوية هامة لفهم معاناة الطلاب في الكتابة باللغة الإنجليزية في المستويات التعليمية الأدنى.

الكلمات المفتاحية: (طلاب المرحلة الثانوية، مشاكل الكتابة، الكتابة في اللغة الإنكليزية).

### Introduction

Language plays a vital role in communication and human intelligence expression. It allows us to convey complex ideas, emotions, and knowledge, making it a key pointer of intellectuality (Saleh, 2018).

Hyland (2019) mentioned that one way to think about writing is as marks on a page or screen, a logical grouping of words, clauses, and sentences under a set of rules.

Alsamadani (2010) said that L2 writing is more difficult because it is a complicated process that requires producing writing form while considering the appropriateness of culture, the acceptability of semantics, and the precision of syntax.

According to Rao (2017), Writing provides learners with various opportunities to learn new methods of expressing themselves in a foreign language.

### **Theoretical background**

Writing is a crucial language production skill and one of the most critical and challenging aspects of learning a foreign language. It requires the writer to focus and be aware of the whole thing, in addition to writing abilities like sentence structure and syntax (Farooq, 2012).

McMahan et al. (2016) demanded writing that was determined to explain feelings, entertain, inform, and persuade readers.

Alfaki (2015) also observed the students' cognitive issues, such as paragraph development, organisation, and spelling.

Pablo and Lasa ten (2018) stated that EFL learners might experience lexical, syntactical, and morphological difficulties as influenced by their native language.

Moreover, Ganz (2012) discovered that the students pointedly met several difficulties leading to their limited fluent speaking performance, like a lack of vocabulary emphasis on grammar structure, limited in-class speaking opportunities, and an out-of-class English speaking situation.

Other frameworks for EFL students' writing difficulties were also recognised. Ahmed (2010) stated that Egyptian students faced problems with coherence and cohesion in writing essays.

The writing problems are caused by the students and the teachers who use some uninteresting teaching writing techniques.

### **The statement of study**

Iraqi EFL students need help with their writing abilities, particularly in the secondary stage, even though English was mandatory in the country's educational system from the elementary to secondary levels. These issues impact the pupils' English language skills. This study identifies these concerns and offers strategies to address them in Iraqi schools.

According to the literature review, it is necessary to recognise the explanations behind the challenges that may hinder students' learning writing skills in the English language. That directed the researcher to do this research, and it was noted that English teachers complain that students lack enough vocabulary, knowledge, and confidence to participate in writing activities. So, the researcher needed to investigate the challenges of teaching writing skills from the intermediate-stage EFL students' point of view. She assumes that exploring these challenges may assist in suggesting ways to overcome these challenges.

### **The definition of terms**

**Writing Difficulties:** Dumais (1988) states that writing in the English language is meant to fill the gap between the capability to explain thoughts, Opinions, and feelings and the capacity to express identical things in written English forms. In this study, writing difficulties refer to the challenges faced by secondary EFL students in Al-Batol public schools.

### **Limitations of the study**

The study had the following limitations:

The study's sample was limited to 32 English–language secondary–stage students at Al–Batol school in the Alrassafa 3 Directorate of Education in Baghdad during the second semester of the academic year 2023/2024.

The instrument of the study was only a questionnaire

### **Review of Literature**

Teaching writing skills has long been regarded by foreign language instructors and learners as the most difficult of the four language skills. Writing is essential to learning a language despite being a stimulating ability. Writing is a crucial language production skill. However, even at the postsecondary level, it is one of the most critical and challenging aspects of the learning process for foreign language learners.

(Dixon & Nessel 1983).

Students learning other languages also struggle cognitively when writing. Punctuation, capitalisation, spelling, content, and organisation issues are among them. Students find it challenging to employ punctuation and capitalisation effectively in their writing since there are no standard guidelines for these elements (Croll & Willson, 1995; Gowere et al., 1995).

Writing is seen as one of the most compound skills in English, and many EFL teachers find it very challenging to teach this skill to their students. This problem may be caused by EFL teachers' methods or students' poor writing backgrounds (Khoii & Tabrizi, 2011).

Al–Khsawneh (2010) also supported the above assertion. He stated that the students recognised the teaching method adopted by their teachers and the environment as the leading causes of their difficulties and weaknesses in writing English. He also defined the need for more writing practice in educational institutes as contributing to the problem of writing for EFL learners.

## Related Study

Many studies have shown the challenges that students face in writing skills in the English language, such as the following, and these studies are arranged chronologically:

Hammed and Salman (2022) conducted a study that examines the issues that secondary students have faced when using cohesive devices. To achieve this purpose, a descriptive method was adopted, and 150 students and 150 instructors from the secondary school in the Diyala Governorate participated in the survey during the 2021–2022 school year. The researcher used the statistical tool (SPSS) to examine the data. The tool comprised a questionnaire with 28 items and personal data for teachers and 25 things for pupils. According to the study, secondary school pupils struggle to practice lexical and grammatical coherent strategies in their writing. The study also suggested that English professors encourage their pupils to use various coherent strategies in their writing.

**Al-Majdawi and Shamkhi (2022)** intend to categorize the challenges that EFL Iraqi students encounter when composing essays at the secondary school level and the errors that these students commit in their writing. The quantitative research methodology was implemented to collect data from fourth-class secondary school students in five schools in Wassit Province. The self-research exam of the study tool entails the development of a sample for students to compose compositions to evaluate their writing deficiencies. The results indicate that students struggle to master grammatical structures during writing. The teacher also found that students' writing composition is influenced by their reliance on instructors who assign them pieces, time, and vocabulary to learn.

**Mohamed & Zouaoui (2014)** state that English as a Foreign Language (EFL) students face several challenges in essay writing, highlighting the need to understand better the learning needs to improve the quality of their English compositions. In a study

at Widya Gama Mahakam University in Indonesia, thirty–three English Department students participated through essay analysis and responses to open–ended questionnaires, aiming to identify common difficulties in essay writing. Additionally, thirty–nine writing instructors took part in semi–structured interviews to share their perspectives on the encounters of teaching essay composition. Findings showed that students primarily struggled with grammar, cohesion, and coherence. Minor issues, including organisation, diction, and spelling, also surfaced in their writing. Given the complex nature of essay writing, students expressed a need for more focused guidance from their instructor.

Saadi (2019) conducted a study to identify the challenges faced by secondary school students in M'Sila when writing paragraphs in English. Using a descriptive approach, the research utilized a questionnaire to gather data. The target group consisted of 60 third–year students from ABDELMADJID ALLAHOUM HIGH SCHOOL, with nine classes at this level. The findings revealed that students in M'Sila's secondary schools struggled significantly with writing compositions in English and had not yet developed strong writing skills.

### **The Purpose and Questions of the Study**

The objective of the research was to ascertain the challenges encountered by EFL students in secondary school writing and to ascertain the assistance provided by the instructor to enhance their writing abilities. Consequently, the research questions can be articulated as follows:

1. What do EFL secondary school students face with primary English writing difficulties?
2. What types of support do teachers provide to assist students improve their English writing skills?

### **The Significance of the Study**

The study intended to explore the challenges EFL students face in Iraq. The results of this study will give insights into writing difficulties faced by secondary-stage EFL students in the Al-rassafa3 Directorate of Education. This may help teachers realize the sources of these writing difficulties and develop ways to solve them. The findings of this study also assist curriculum developers in reconsidering the instructions provided in the curriculum to select writing tasks, strategies, and methods of evaluating writing. In light of the findings of this study, secondary-stage EFL textbook authors may also reconsider writing texts, tasks and activities used at present and develop them to suit secondary-stage students and teachers best.

### **Commentary on previous studies**

This review of previous studies presented many investigations of EFL students' difficulties when they practice writing English in schools and universities. Hammed & Salman (2022), Mohamed, & Zouaoui (2014), Saadi (2019). All the instruments used in the earlier studies varied between questionnaires and interviews. The present study is similar to those studies in that it used a questionnaire and interview as an instrument. It is similar to previous studies investigating vocabulary, spelling, grammar, and punctuation difficulties.

### **The Method of Study**

This section describes the study's population and sample, the research design, the research

instrument, the validity and reliability measures, and the study's procedures.

### **The Population and sample of the study:**

The study population consisted of (26) secondary-stage students in Al-Batol school /Baghdad AL-Rsafa 3 Directorate of Education during the academic year 2023/2024



## The study design

The research utilizes both quantitative and qualitative methods. The researcher from Farooq (2012) quantitatively adopted a questionnaire to collect data on six aspects of writing difficulties in English and an interview with teachers.

**Table 1: Aspects of Difficulties in Writing (Farooq, 2012)**

Constructs	Statements
Vocabulary	<p>a. Writing is a challenge for me due to my limited vocabulary.</p> <p>b. I employ a variety of straightforward terms in place of challenging vocabulary words.</p> <p>c. I utilize various words to convey similar meanings.</p>
Spelling	<p>a. I struggle with spelling unfamiliar words.</p> <p>b. I take a period to remember the correct spelling.</p> <p>c. I always get low scores because of weak spelling.</p>
grammar	<p>a. I often need help with adequately using tenses in my writing.</p> <p>b. I regularly need help comprehending a sentence structure in English.</p> <p>c. Grammar mistakes affect my conveyance when writing an essay.</p>
Punctuation	<p>a. I need clarification about the punctuation in writing.</p> <p>B. My sentences do not make complete sense because of the incorrect use of commas.</p> <p>c. The cause of weak writing performance is the wrong habit of using punctuation marks.</p>

Rhetorical problems	<p>a. I am not good at describing past actions in writing.</p> <p>b. I feel disorderly, though, mentioning things I have previously revealed in writing.</p> <p>c. I have difficulties with the coherence of a paragraph.</p>
L1 interference	<p>a. I write essays in the English language the same way I do in my mother tongue.</p> <p>b. I always think of a sentence in my mother tongue and then change it to English.</p> <p>c. I occasionally employ mother tongue vocabularies when I cannot find a particular expression in the English language.</p>

The qualitative approach involves interviewing the teacher. The teacher's observation of the student's English writing problems and the type of provision made to improve the students' writing skills were used to measure information.

### **Validity reliability:**

The questionnaire was distributed to a jury of 9 EFL experts (7 and 2 school supervisors) to approve its validity. Those experts were kindly asked to comment on the questionnaire items' clarity, accuracy, comprehensiveness, and relevance. The main suggestions they provided were moving some items from one item to another, rewriting some items so that they reproduce challenges, and fixing some language mistakes. Those observations were utilized to write the second version of the questionnaire.

The questionnaire research was distributed to a pilot study of 10 EFL teachers from the study population to measure Cronbach's Alpha correlation coefficient.

The results were considered suitable for conducting the study.

## Data Analysis:

To ascertain which factor influenced the students' writing challenges, the questionnaire data was statistically analysed and computed using the means of the items in each aspect. Based on Farooq's (2012) characteristics, the traditional content analysis approach was used to analyse the interview material qualitatively.

## FINDINGS AND DISCUSSION

Examining the challenges experienced in The students' ability to address challenges in all aspects of their English as a foreign language writing is demonstrated by their essay writing.

### The result of the first question

What do EFL secondary school students face with primary English writing difficulties?

The means were intended to answer the first question. Findings are presented in Table 2,3.

**Table (2) presents the analysis of the difficulties based on the six aspects test.**

Determining Writing Difficulties of Iraq EFL Secondary School Students

Aspects	Means
Vocabulary	1.8
Spelling	1.23
Grammar	0.87
Punctuation	0.45
Rhetorical	1.5

Problems	
L1 Interference	<b>1.11</b>

The analysis shows that vocabulary is the highest obstacle to writing in English (M=1.8). This supports earlier results that vocabulary is always a problem in students' writing (Ganz,2012). Rhetorical issues (M=1.5) were the second significant difficulty addressed by the student's English writing, which aligns with Saadi's (2019) findings.

The third main difficulty tackled by the students in writing the English language was spelling (M=1.23). The fourth difficulty tackled by the students in writing the English language was L1 Interference (M=1.11). The fifth difficulty tackled by the students' writing in English was Grammar (0.87). This study is consistent with (Croll & Willson, 1995; Gowere et al., 1995). This is followed by punctuation (M=0.45),, this study is consistent with (Croll & Willson, 1995; Gowere et al., 1995).

Table 3 shows a detailed analysis of each of the aspects surveyed. The score on each statement of the questionnaire showed the features contributing to the students' problems in writing an essay in the English language.

**Table 3: Writing Difficulties Based on Aspects**

<b>Vocabulary</b>	
<b>No Statement</b>	<b>Mean</b>
<b>1. Writing is challenging for me because I have a limited vocabulary.</b>	<b>1.14</b>
2. I employ a variety of straightforward terms in place of challenging Vocabulary words.	<b>2.64</b>
<b>I utilize various words to convey similar meanings ..3</b>	<b>1.6</b>
<b>Spelling</b>	

<b>4. I struggle with spelling unfamiliar words.</b>	<b>1.36</b>
<b>5. I take a period to remember the correct spelling.</b>	<b>1.70</b>
<b>6. I get low scores because of weak spelling.</b>	<b>0.65</b>
<b>Grammar</b>	
<b>7. I often need help with adequately using tenses in my writing.</b>	<b>0.53</b>
<b>8. I regularly need help comprehending a sentence structure in English.</b>	<b>0.84</b>
<b>9. Grammar mistakes affect my conveyance in writing an essay.</b>	<b>1.23</b>
<b>Punctuation</b>	
<b>10. I frequently need clarification about the punctuation in writing.</b>	<b>0.30</b>
<b>11. My sentences do not make complete sense because of the misuse of commas.</b>	<b>0.10</b>
<b>12. The cause for weak performance in writing is the wrong habit of punctuation marks.</b>	<b>0.94</b>
<b>Rhetorical Problems</b>	
<b>13. I'm not good at describing past events in writing.</b>	<b>1.65</b>
<b>14. I feel disorderly, though, mentioning things I have previously revealed in writing.</b>	<b>0.55</b>
<b>15. I need help with the coherence of a paragraph.</b>	<b>0.44</b>
<b>L1 Interference</b>	
<b>16. I write essays in the English language in the same way I do in my mother tongue.</b>	<b>0.56</b>
<b>17. I always think of a sentence in my mother tongue and then change it to English.</b>	<b>2.33</b>
<b>18. I occasionally employ mother tongue vocabularies when I cannot find a particular expression in the English language.</b>	<b>0.44</b>

Vocabulary is frequently cited as the most significant obstacle for students when writing in English. Students understand that lacking the required vocabulary is the root cause of their writing difficulties. A teacher verified this in an interview. The researcher emphasised that although students need topics for their writing, they cannot convey their ideas adequately due to their restricted vocabulary.

The analysis, as revealed in Table 3, shows that students employed specific strategies to assist them in overcoming problems in vocabulary. They stated that they ‘use simple words to change the difficult ones’ ( $M=2.64$ ), and ‘use different words to express the similar meanings’ ( $M=1.6$ ). Nevertheless, as stated by the teacher, the ‘simple words’ and ‘different words’ that the students utilised in writing were in their L1. While the students could not think of the words they needed in English, they tended to revert to their first language and use those words in their writing.

Spelling is closely related to vocabulary, so it is not surprising that it ranks as the third most significant challenge students face in writing. According to Croll and Willson (1995) and Gowere et al. (1995), spelling issues are a common problem for students. This can be particularly challenging when students encounter unfamiliar words. The analysis revealed that students struggled with spelling new words, with an average score of  $M = 1.36$ .

The lack of information about spelling rules and their exceptions can confuse English as a Foreign Language (EFL) students. The teacher has requested that students consistently apply spelling rules because the pronunciation of words often differs from their spelling. As a result, writing lessons frequently turn into spelling lessons, as students need to be retaught the rules to recall the correct spelling of words. This observation aligns with the analysis that indicated that demonstration students took time to remember the specific spelling of words ( $M=1.70$ ). Furthermore, this supports Alfaki’s (2015) finding that spelling mistakes are common among students, alongside issues with capitalisation and punctuation.

Punctuation skills are among the weakest areas in this research concerning students' writing challenges. While students know improper punctuation can negatively impact their writing performance, only a tiny percentage felt they had not mastered punctuation ( $M=0.30$ ) and believed that their lack of punctuation skills affected their ability to convey meaning in their writing ( $M=0.10$ ).

The analysis indicates that L1 interference is students' fourth primary challenge in writing tasks. It reveals that L1 significantly influences students' writing. Most students reported that when composing an essay in English, they first think of a sentence in their mother tongue and then translate it into English ( $M=2.33$ ). This claim is supported by the teacher's interview, which noted that students often conceptualise their writing in their native language before translating it into English. This translation process occurs at both the sentence and word levels, resulting in English sentences that reflect Arabic language structures. Furthermore, the teacher highlighted that L1 interference is evident in students' spelling of English words. This finding aligns with the research conducted by Al-Khsawneh (2010) and Khoii & Tabrizi (2011), who suggested that the problem may stem from EFL instructors' teaching methods or students' inadequate writing background.

One more difficulty the students were challenged by was grammar. They perceived their inability to articulate their thoughts in writing was impaired by their inadequate comprehension of English grammar ( $M=1.27$ ). This is not unexpected, given that recent research has shown that grammar remains a substantial challenge for EFL students at higher levels (Hammed & Salman, 2022). The form of sentences, subject-verb agreement, parts of speech, and tenses were the most prevalent grammatical issues

that the pupils encountered, according to the teacher. The L1 interference was one of the significant variables contributing to the grammatical issues. As previously mentioned, the pupils would employ the L1 structure when writing in English, resulting in incorrectly structured sentences. Furthermore, pupils frequently required assistance constructing their writing with the appropriate verb tenses and subject-verb agreement due to the absence of these notions in their native language. Similarly, the pupils would encounter difficulties in employing the proper parts of speech, including gender pronouns and articles, due to the absence of these ideas in their first language. According to Mohamed and Zouaoui (2014), the results of EFL students suggest that they need help with coherence, cohesion, and grammar, which may influence the construction of sentences and grammatical structures.

Additionally, the research indicates that the students had to confront some rhetorical issues in their writing. The outcome reveals that students encountered difficulties in explaining prior acts ( $M=1.65$ ), connecting thoughts ( $M=0.55$ ), and writing paragraphs ( $M=0.44$ ). It may be essential to note that the difficulties were derived from the problems offered after examining these rhetorical challenges. The students could not articulate and organise their thoughts in writing due to their insufficient vocabulary and proficiency in English structure, spelling, and syntax. Similar challenges encountered by EFL students were also underscored in research conducted at a higher level. These studies indicated that the pupils required assistance with grammar, paragraph organisation, cohesiveness, coherence, diction, and vocabulary misspelling (Mohamed & Zouaoui, 2014).

### **The second question's results:**

What types of support do teachers provide to assist students improve their English writing skills?



The analysis has revealed that the central aspect of good writing in English among students is the need for more vocabulary. Lack of a proper English vocabulary hinders students' creativity and may cause them to repeatedly use the exact words in their writing (Ganz,2012). Additionally, good writing also requires good grammar. Hammed and Salman (2022) Propose that pupils will encounter difficulties with writing if they cannot learn the fundamentals of these two variables. The teacher in this study believed that grammar and vocabulary should be addressed before other factors, including rhetorical issues and L1 interference. This is because one of the two primary subjects is addressed: the resolution of spelling and punctuation issues. The grammar classes can unintentionally address additional concerns related to rhetorical challenges and L1 interference.

The teacher devised two distinct methodologies to enhance the kids' vocabularies. Building the vocabulary is the initial step. The teacher would introduce a new term to the pupils each day, and the students were required to record the word's meaning and sample sentences in their vocabulary notebook. Students must retain the meaning, spelling, and context of the terms. The teacher would implement exercises predicated on the vocabulary used during the week after each week. The activities included spelling bees, word games, and spelling tests. The student's vocabulary could be expanded and facilitated by these activities. This parallels Mohamed and Zouaoui's (2014) results, which state that writing skills can be boosted by practising spelling among language students. The second technique was associated with the writing activity itself. The teacher would present vocabulary associated with the topic before the writing task.

The teacher claims that after introducing the students to the appropriate vocabulary for the subject, they could use it in their writing without using words in their mother tongue. Giving students the words they need for their writing would improve their

performance. Research has also shown that students can write better after being given vocabulary boosts and pre-teaching (Al-Khsawneh, 2010).

The teacher thought that grammar rules should be taught explicitly, even though the program states that English language instruction should be interactive, communicative, and incidental. This is because not all students can infer the rules when grammar is taught indirectly. Consequently, grammar subjects like subject-verb agreement and tenses were taught obviously to confirm the students' comprehension. After that, drills, grammar games, and competitions were support activities. Provision of grammar is considered a product approach that can influence the complete written products (Croll & Willson, 1995; Gowere et al., 1995) and the mastery of grammar can affect one's ability in writing (Hammed & Salman, 2022). The teacher's struggle corresponds with other research that found grammar exercises assist students in improving their writing. All these are indirectly related to the teacher's specific support for the students in refining their grammar skills.

Regarding the rhetorical challenges, the teacher provided the students with enhanced support by offering them detailed and sequential guidance on writing. This entailed assisting them in crafting an outline before commencing the essay writing process. She will help the students compose the paragraphs once they have established a framework for their essays. This encompassed the utilization of writing mechanics, including the incorporation of linkers and discourse markers, along with the content that delved into the core themes and corroborative details. The instructor also presupposed that the students required an awareness of their writing abilities. Feedback is crucial for improving students' academic writing abilities (Hyland, 2019). Therefore, the teacher would provide feedback on the student's work in writing or orally. This might support the development of students' writing skills.

## **conclusion**

Writing skills are essential to language acquisition, particularly when learning a language not one's native tongue. This study explored the challenges EFL students face in their writing practices at the secondary school stage. The findings revealed that students' primary difficulties in writing English stemmed from a need for more vocabulary and grammatical knowledge. Additional issues included punctuation errors, interference from their first language (L1), and rhetorical and spelling challenges, all contributing to writing problems. Teachers supported students by enhancing their grammar and vocabulary while guiding them to improve their writing abilities. The study concluded that writing difficulties in English typically emerge at the early stages of language learning. Nevertheless, practical research has often emphasized these issues at the advanced stage of education. This research suggests a potential shift in focus, urging researchers to address these challenges at the foundational level of learning so that problems like grammar and L1 interference can be resolved earlier rather than at more advanced stages.

### **Recommendations:**

Teachers should urge students to read enough in different fields to get vocabulary and practice writing using other styles.

1. The activities of the activity book 'English for Iraq' should be adapted to suit the various strategies in writing skills.
2. EFL teachers should consistently provide direct modelling and guided practice. They encourage all types of correction (self-correction, peer- and teacher-correction).
3. Teachers should consider that Students lack knowledge of the correct use of writing mechanics and use remedial plans and extra lessons to help them become better writers.

The number of students in the class should be minimized to give teachers and students more chances to learn writing skills.

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