

# A Cross-Cultural Analysis of English Writing Errors: Insights From Indian and Saudi Arabian Learners

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**Abstract**—English is a widely used medium of communication globally. In countries like India and Saudi Arabia, English is incorporated into academic curricula to achieve higher global recognition and inclusivity. This study conducts a comparative analysis of undergraduate students from these two countries to gain better insights. The sample comprises 500 students, 250 from each country, who completed a structured questionnaire. The findings reveal that Indian students face greater challenges in writing error-free English compared to their Saudi counterparts. Mediation analysis indicates that social influence and intention significantly and partially mediate the occurrence of semantic and grammatical errors based on the students' national origins. Technical difficulties are identified as the most influential factor in causing these errors, both directly and indirectly, emphasizing the need to address this issue irrespective of the students' country. The comparative analyses undertaken in the study highlight the differences in the difficulties existing in English writing. Language plays a vital role in both countries, and the suggested measures along with the highlighted points from the students could effectively contribute to further improving its status. The study is holistic in nature, where the instances of difficulties are validated through statistical processes and have established a more effective method of analogy. Future research can extend this study by incorporating additional factors, such as the role of technology in generating a detailed investigation method about the influence of social factors. This approach can be further enriched with a qualitative investigation to add to the current body of knowledge.

**Index Terms**—English writing errors, India and Saudi Arabia, cross cultural comparison, academic writing, undergraduate students

## I. INTRODUCTION

The English language is one of the most widely used mediums of communication across the world. This language, despite not being the primary native language of many countries, is widely used for communicating on a personal and professional level (Lucas et al., 2021). According to the reports by Dyvik (2024), English is spoken by around 1.5 billion people across the world. Estimating the current wave of social media and online presence, the reports by Petrosyan (2024) also exhibit English as the most popular language of web content, with 52.1% of the total website using it for communication. The statistics above clearly show that English is the most widely used language, not only in traditional forms of communication but also in the modern technological world.

It is considered to be one of the essential criteria when aiming for the development of a particular nation. Countries such as India and Saudi Arabia include the language as a part of their academic requirements in order to attain higher levels of global recognition and inclusion.

However, there are several challenges that exist in the smooth integration of the English language into the students, especially when the nations have a high inclination towards their vernacular medium (Belhiah, 2020). In India, there are 22 official languages and about 1652 other dialects that are spoken by the people in the country (Jolad & Agarwal, 2024). In such a situation, it becomes difficult for the students, especially at their undergraduate levels, to attain accuracy in English writing. As the two nations are highly incorporating English language requirements into their academic curriculum for long-term benefits of the nation, it is important to understand the issues that are hindering the process. In this study, an investigation among the undergraduate students would be done to locate the exact areas of English writing errors and identify the potential methods of overcoming them.

This study aims to address three research questions:

1. **RQ1:** What common errors do undergraduate students in India and Saudi Arabia make in English writing?
2. **RQ2:** What are the causes of these English writing errors among undergraduate students in India and Saudi Arabia?
3. **RQ3:** Are there differences in the causes and effects of English writing errors between undergraduate students in India and Saudi Arabia?

The study will analyze individual groups of students based on their country of origin and will further investigate these differences at a comparative level for better understanding.

## II. REVIEW OF LITERATURE

The literature on English learning as a second language identifies several critical areas. These include the interference of the first language, socio-cultural factors, pedagogical shortcomings, and the attitude of learners (ÇAPAN, 2021; Liando et al., 2023). Errors arising from these circumstances can be categorized into grammatical, lexical, syntactic, or mechanical errors. Grammatical errors include mistakes in tense, verbs, articles, or sentence formulation (Oguan & Del Valle, 2022). Lexical errors, such as word choice, often occur due to the different connotations used in English compared to native languages. Direct translation from native languages to English leads to syntactic errors, affecting sentence formation (Talosa & Maguddayao, 2018). Additionally, mechanical errors, including spelling, punctuation, and capitalization, often accompany these types of errors (Crossley, 2019).

In the field of second language acquisition, writing is one of the most challenging aspects (Javadi-Safa, 2018). It requires an equal level of ability in grammar, sentence structure, and word usage (Hafner & Ho, 2020). Numerous studies have identified frequent grammatical and semantic errors in the writing of non-native English speakers (Grey, 2023; Suraprajit, 2021). Commonly reported errors include incorrect use of tenses, subject-verb agreement, and prepositions, as well as issues related to word choice and sentence formation. Spahiu and Kryeziu (2021) noted that the complexity of English grammar often makes it difficult for learners from different linguistic backgrounds to progress without errors. Furthermore, second language learners often rely on direct translations from their native language (Ajaj, 2022), leading to awkward phrasing and increased semantic errors.

For Indian and Saudi Arabian learners, these challenges are influenced by their native languages, which have distinct grammatical rules that differ significantly from English, causing further confusion (Mukherjee & Bernaisch, 2020). Indian learners face greater complexities in managing the complex syntax and verb forms of English (Jagaiah et al., 2020; Tsimpli et al., 2024), while Saudi learners struggle more with proper word order and the use of articles (Al-khresheh & Alruwaili, 2024; Sharma, 2022) due to the absence of such usage in the Arabic language.

The role of effective teaching methods in reducing the accounts of such errors has been put forward by many researchers. Communicative language teaching has been established as an important method of overcoming such issues (Claudia Ho, 2020). Here the focus on meaning building and fluency is attempted rather than going for accuracy (Dos Santos, 2020). It helps the learners to express their ideas and refine their lexical and grammatical errors eventually in the course of time. The role of social factors has also been highlighted substantially in such studies. The socio-educational Model highlights the role of motivation and attitude in the process of learning (Rock et al., 2021; Rock & Danaee, 2024). It can shape the engagement levels of the learners and help in a fast learning process.

The current literature acknowledges the necessity of various factors to enhance the learning process of a second language. However, there is a scarcity of studies that draw a comparative analysis between two nations with strong socio-cultural backgrounds. Therefore, this study aims to build on the existing literature and examine the similarities and differences between the two countries.

### III. RESEARCH METHODOLOGY

The study here has designed a methodological framework based on the concept of the research onion provided by Saunders et al. (2009). This method of designing the framework includes incorporating layers based on the requirements of the study. The primary research design here is based on a cross-sectional design where data has been collected at a single point of time. It includes a quantitative approach based on the monomethod technique, where only a singular form of collecting data has been implemented. The study here is based on a survey method and follows a deductive approach based on the philosophy of positivism. This methodological framework has facilitated the consideration of relevant approaches to achieve results that are free from error and bias.

As discussed, the main objective of this study is to identify and compare the errors occurring among students from India and Saudi Arabia when writing in English. Therefore, the study's population includes undergraduate students from various educational institutes in both countries. There are no prior conditions on the cause of the study among the students, but they must write in English for examination purposes. The judgment sampling technique allows the researcher to include respondents aged 18 to 25 years who are in their undergraduate studies. This age criterion helps maintain the experience levels of the respondents.

To conduct advanced statistical tests like multiple linear regression and meet Krejcie and Morgan's (1970) minimum sample size requirement of 384 for an infinite population, a total of 500 students will be evaluated. This includes 250 respondents from India and 250 from Saudi Arabia for primary data collection.

A structured questionnaire, designed based on previous literature, was used for data collection. The data collection process was primarily conducted online, with each respondent taking approximately 5-7 minutes to complete their responses. Respondents were informed about the confidentiality and privacy of their responses and assured that the data would be used solely for the purpose of the study.

The detailed comparative analysis using statistical tools is provided in the next section of the study.

### IV. DATA ANALYSIS AND INTERPRETATION

The responses collected from the students were scrutinized before being included in the final data collection process to remove any incompetent responses that could affect the results. A total of 500 complete data sets were used in the data

analysis. The questionnaire was designed in two broad sections, using a 5-point Likert scale. The first section includes 12 items representing the different issues faced by students when writing in English. The second section includes 13 statements identifying the underlying causes of these issues. As a comparative method of investigation, the study uses descriptive analysis with mean scores based on the students' country of origin. These results generate a comparative cause-and-effect relationship among the students when writing in English.

A. *Understanding the Effects*

TABLE 1  
DESCRIPTIVES OF EFFECTS

	Country	N	Mean	Median	SD	Minimum	Maximum
It is difficult for me to write down my ideas	India	250	3.73	4.00	1.427	1	5
	Saudi Arabia	250	2.16	2.00	1.219	1	5
I don't have enough vocabulary to express my ideas	India	250	4.00	5.00	1.132	2	5
	Saudi Arabia	250	2.22	2.00	1.111	1	5
Most of my problems in writing are related to grammar and sentence structure	India	250	3.82	4.00	1.332	1	5
	Saudi Arabia	250	2.86	3.00	1.436	1	5
Verb conjugations are not understandable for me. (past/present)	India	250	3.54	4.00	1.608	1	5
	Saudi Arabia	250	2.54	2.00	1.264	1	5
I mix up sentences	India	250	3.27	4.00	1.600	1	5
	Saudi Arabia	250	2.91	3.00	1.259	1	5
I can connect sentences and ideas together (use and, but, because)	India	250	3.99	5.00	1.358	1	5
	Saudi Arabia	250	2.78	3.00	1.080	1	5
Punctuation marks are a real problem for me	India	250	3.84	4.00	1.252	1	5
	Saudi Arabia	250	3.06	3.00	1.436	1	5
I always have a lot of spelling mistakes in writing	India	250	3.46	3.00	1.380	1	5
	Saudi Arabia	250	2.91	3.00	1.296	1	5
I get feedback individually from my teacher	India	250	3.64	4.00	0.645	3	5
	Saudi Arabia	250	3.49	3.00	1.243	1	5
I benefit from revising my mistakes in writing as a group in class	India	250	4.82	5.00	0.388	4	5
	Saudi Arabia	250	2.62	2.00	1.240	1	5
I want to enhance my skills in the future	India	250	5.00	5.00	0.000	5	5
	Saudi Arabia	250	2.62	2.00	1.369	1	5
I am ready to learn further to work on these areas	India	250	5.00	5.00	0.000	5	5
	Saudi Arabia	250	3.52	4.00	1.315	1	5

The mean score analysis of the 12 sets of statements representing the different issues among students, based on their country of origin, reveals interesting results. Firstly, the highest score of 5 is observed for two items in the scale, but only among the Indian students. Here, 100% of the Indian students agree on wanting to enhance their English writing skills in the future and are ready to further learn in these areas. In contrast, the scores for the Saudi Arabian students on the same items are comparatively lower, with a score of 2.62 for wanting to enhance their English writing skills in the future and 3.52 for being ready to learn further.

For the Saudi Arabian students, the highest score is 3.49, where the majority agree about not receiving individual feedback from their teachers. The lowest score for the Saudi Arabian students is 2.16, indicating that the minimum number agree they have difficulty writing down their own ideas. The score for the same item among Indian students is relatively high at 3.73.

Indian students rated themselves higher with a score of 4.09 for having a lack of vocabulary to express ideas, compared to Saudi Arabian students with a score of 2.22. This shows that vocabulary limitation is perceived as a greater issue among Indian students. Similar responses are seen in cases of grammar and sentence structure (3.82), verb conjugation (3.54), mixing up sentences (3.27), difficulty in connecting sentences and ideas (3.99), and spelling mistakes (3.69), where the difference in the mean scores among the Indian and Saudi Arabian students is quite high. For issues with punctuation marks, Saudi Arabian students scored 3.65 against 3.85 for Indian students, showing almost similar levels of difficulty.

Overall, based on this comparative analysis, Indian students reported higher levels of difficulties in various aspects of writing. This evidently suggests that they are experiencing more challenges in English writing skills compared to their Saudi Arabian counterparts.

### B. Decoding the Causes

TABLE 2  
DESCRIPTIVES OF CAUSES

	Country	N	Mean	Median	SD	Minimum	Maximum
Lack of conversation in the English language.	India	250	5.00	5.00	0.000	5	5
	Saudi Arabia	250	3.34	3.00	1.165	1	5
Rare reading in English.	India	250	4.82	5.00	0.388	4	5
	Saudi Arabia	250	2.61	3.00	1.063	1	5
Interference of vernacular language.	India	250	4.91	5.00	0.290	4	5
	Saudi Arabia	250	2.37	2.00	0.932	1	5
Carelessness in writing	India	250	3.73	4.00	0.871	2	5
	Saudi Arabia	250	2.47	2.00	1.076	1	5
Translation from the first language.	India	250	3.63	4.00	1.377	1	5
	Saudi Arabia	250	2.56	2.00	1.140	1	5
Over generalization and incomplete application of rules.	India	250	3.90	5.00	1.385	1	5
	Saudi Arabia	250	3.14	3.00	1.323	1	5
The difference between the native language and English.	India	250	4.00	5.00	1.369	1	5
	Saudi Arabia	250	3.34	3.00	1.165	1	5
Inadequate application of primary language and writing mechanics.	India	250	3.62	4.00	0.880	2	5
	Saudi Arabia	250	2.61	3.00	1.063	1	5
Lack of immediate and sufficient written corrective feedback.	India	250	4.26	5.00	1.062	2	5
	Saudi Arabia	250	2.37	2.00	0.932	1	5
Inadequate time for writing.	India	250	3.99	4.00	1.053	2	5
	Saudi Arabia	250	2.47	2.00	1.076	1	5
Memorization of topics.	India	250	3.38	3.00	0.893	2	5
	Saudi Arabia	250	2.56	2.00	1.140	1	5
Unwillingness to learn.	India	250	2.17	2.00	0.570	1	3
	Saudi Arabia	250	3.14	3.00	1.323	1	5
Teaching approach doesn't foster learning because it is outdated.	India	250	3.10	3.00	1.241	1	5
	Saudi Arabia	250	3.34	3.00	1.165	1	5

The previous results from the comparative analysis can be well acknowledged from the cause analysis in the above table. For Indian students, the most evident cause of their higher difficulty levels in English writing is the lack of conversation (5.00). This issue is comparatively lower among Saudi Arabian students (3.34), though the mean score remains high on a 5-point scale. The level of engagement in reading English among Indian students is also significantly lower (4.82) compared to Saudi Arabian students (2.61). Moreover, the use of vernacular language in India (4.91) is much higher than in Saudi Arabia (2.37). Interestingly, Saudi Arabian students display more reluctance to learn (3.14).

A common cause where both groups of students show nearly equivalent levels of acceptance is outdated teaching approaches, with Indian students scoring 3.10 and Saudi Arabian students scoring 3.34. This similarity suggests a shared factor contributing to English writing errors among the students.

The results highlight notable differences in writing difficulties between Indian and Saudi Arabian students. Indian students generally report more difficulties across most dimensions, particularly in vocabulary, grammar, and the interference of vernacular language. In contrast, Saudi Arabian students experience relatively fewer issues overall but report more reluctance to learn and challenges related to outdated teaching approaches. This investigation clearly demonstrates the need to design targeted interventions for both groups to help improve their English writing proficiency.

C. Estimating the Cause and Effect Relationship

To correlate and understand the impact of the causes on the different effects generated, this study will first extract the underlying factors in the two scales using Principal Component Analysis (PCA). A varimax rotation will be applied to maximize the factor loadings, considering items scoring more than 0.4, as per Hair et al. (2006).

TABLE 3  
PCA EXTRACTION

	Component					
	1	2	3	4	5	6
It is difficult for me to write down my ideas	0.740					
I don't have enough vocabulary to express my ideas	0.620					
Most of my problems in writing are related to grammar and sentence structure	0.850					
Verb conjugations are not understandable for me. (past/present)	0.832					
I mix up sentences	0.756					
I can connect sentences and ideas together (use and, but, because)	0.768					
Punctuation marks are a real problem for me	0.448					
I always have a lot of spelling mistakes in writing	0.676					
I get feedback individually from my teacher				0.582		
I benefit from revising my mistakes in writing as a group in class				0.784		
I want to enhance my skills in the future		0.787				
I am ready to learn further to work on these areas		0.644				
Lack of conversation in the English language.			0.617			
Rare reading in English.			0.711			
Interference of vernacular language.			0.843			
Carelessness in writing					0.456	
Translation from the first language.					0.731	
Over generalization and incomplete application of rules.					0.604	
The difference between the native language and English.			0.524			
Inadequate application of primary language and writing mechanics.					0.792	
Lack of immediate and sufficient written corrective feedback.					0.605	
Inadequate time for writing.					0.663	
Memorization of topics.					0.844	
Unwillingness to learn.						0.888
Teaching approach doesn't foster learning because it is outdated.						0.850

Note. 'varimax' rotation was used

A total of six items were extracted when considering the respondents from India and Saudi Arabia together. The first factor, comprising 8 items, represents the effects in the form of semantic and grammatical errors. This is followed by 2 items where the extracted factor is social influence, referring to the social support and influence received in developing writing skills. The next two items represent the intention to work on English writing skills in the future.

In the cause analysis, the first factor holds four items representing the impact of vernacular effects on English conversational and writing scopes, referred to as the factor of native touch. The next factor includes 7 items representing technical difficulties related to the English language, leading to writing difficulties. Lastly, two items correspond to the factor of unwillingness, based on personal and teaching method issues, creating a challenge for addressing English writing errors.

As these factors were extracted, the sampling adequacy tests conducted as part of the data structure validation process reported an overall KMO of 0.788 and a p-value in Bartlett’s test of less than 0.05. With the samples considered adequate, these factors representing the causes and effects of English writing errors are further investigated.

Firstly, a correlation analysis is estimated to ensure the existence of potential relationships among the extracted factors.

TABLE 4  
CORRELATION MATRIX

		Semantics & Grammatical Errors	Social Influence	Intention	Native Touch	Technical Difficulties	Unwillingness
Semantics & Grammatical Errors	Pearson's r	—					
	p-value	—					
Social Influence	Pearson's r	0.539	—				
	p-value	<.001	—				
Intention	Pearson's r	0.517	0.512	—			
	p-value	<.001	<.001	—			
Native Touch	Pearson's r	0.633	0.616	0.666	—		
	p-value	<.001	<.001	<.001	—		
Technical Difficulties	Pearson's r	0.816	0.538	0.457	0.716	—	
	p-value	<.001	<.001	<.001	<.001	—	
Unwillingness	Pearson's r	0.255	<b>0.031</b>	<b>-0.006</b>	<b>0.009</b>	0.186	—
	p-value	<.001	<b>0.495</b>	<b>0.901</b>	<b>0.836</b>	<.001	—

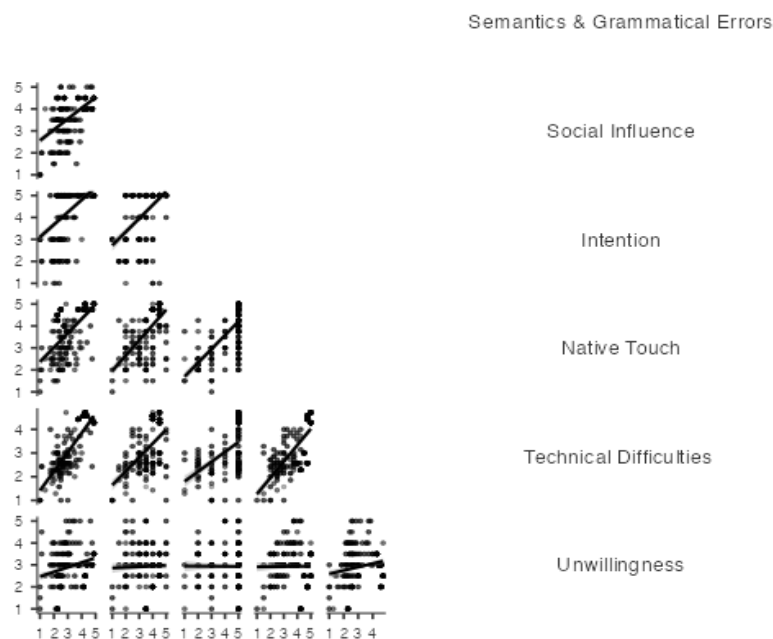


Figure 1. Correlation Matrix

The matrix in Figure 1 shows significant correlations among the majority of the cause and effect factors, with p-values less than 0.05 (except for unwillingness in relation to social influence, intention, and native touch). Moderate to strong levels of correlation are observed, with coefficient values ranging mainly between 0.5 and 0.8. To investigate these relationships further for students from India and Saudi Arabia, multiple linear regressions are initiated below.

There are three factors representing the effects observed in students: the semantic and grammatical errors they generate, their ability to manage these errors under social influence, and their intention to learn. To understand the impact of the three causal factors—Native Touch, Technical Difficulties, and Unwillingness—the model considers semantic and grammatical errors as the dependent variables, with social influence and intention as mediators. Since the primary effect of experiencing English writing errors is in the form of semantic and grammatical errors, this is deemed the dependent variable. Social influence and intention to learn serve as mediators, either enhancing or reducing the impact. Therefore, the following model considerations are taken into account. As observed in Table 5, the mediation model takes into account the differences between responses based on the respondents' country of origin, whether India or Saudi Arabia, when formulating the model.

TABLE 5  
MEDIATORS MODELS

	m1	Social Influence ~ Native Touch + Technical Difficulties + Unwillingness + Country
	m2	Intention ~ Native Touch + Technical Difficulties + Unwillingness + Country
<b>FULL MODEL</b>		
	m3	Semantics & Grammatical Errors ~ Social Influence + Intention + Native Touch + Technical Difficulties + Unwillingness + Country
<b>INDIRECT EFFECTS</b>		
	IE 1	Native Touch ⇒ Social Influence ⇒ Semantics & Grammatical Errors
	IE 2	Native Touch ⇒ Intention ⇒ Semantics & Grammatical Errors
	IE 3	Technical Difficulties ⇒ Social Influence ⇒ Semantics & Grammatical Errors
	IE 4	Technical Difficulties ⇒ Intention ⇒ Semantics & Grammatical Errors
	IE 5	Unwillingness ⇒ Social Influence ⇒ Semantics & Grammatical Errors
	IE 6	Unwillingness ⇒ Intention ⇒ Semantics & Grammatical Errors
	IE 7	Country ⇒ Social Influence ⇒ Semantics & Grammatical Errors
	IE 8	Country ⇒ Intention ⇒ Semantics & Grammatical Errors
<b>SAMPLE SIZE</b>	N	500x

TABLE 6  
INDIRECT AND TOTAL EFFECTS

Type	Effect	Estimate	SE	95% C.I. (a)		β	z	p
				Lower	Upper			
Indirect	Native Touch ⇒ Social Influence ⇒ Semantics & Grammatical Errors	-0.00109	0.00652	-0.01386	0.01169	-0.00112	-0.167	0.868
	Native Touch ⇒ Intention ⇒ Semantics & Grammatical Errors	0.10360	0.02316	0.05821	0.14899	0.10683	4.474	<.001
	Technical Difficulties ⇒ Social Influence ⇒ Semantics & Grammatical Errors	0.01183	0.00624	-3.97e-4	0.02406	0.01177	1.896	0.058
	Technical Difficulties ⇒ Intention ⇒ Semantics & Grammatical Errors	-0.00964	0.00925	-0.02776	0.00849	-0.00959	-1.042	0.007
	Unwillingness ⇒ Social Influence ⇒ Semantics & Grammatical Errors	0.02428	0.01033	0.00402	0.04453	0.02028	2.349	0.019
	Unwillingness ⇒ Intention ⇒ Semantics & Grammatical Errors	0.00985	0.01008	-0.00991	0.02961	0.00823	0.977	0.009
	Country ⇒ Social Influence ⇒ Semantics & Grammatical Errors	-0.11562	0.04597	-0.20571	-0.02553	-0.05614	-2.515	0.012
	Country ⇒ Intention ⇒ Semantics & Grammatical Errors	-0.04935	0.03112	-0.11034	0.01164	-0.02396	-1.586	0.113
Component	Native Touch ⇒ Social Influence	-0.01126	0.06742	-0.14340	0.12089	-0.01271	-0.167	0.867
	Social Influence ⇒ Semantics & Grammatical Errors	0.09651	0.03647	0.02503	0.16798	0.08811	2.646	0.008
	Native Touch ⇒ Intention	0.62820	0.08233	0.46684	0.78956	0.59260	7.630	<.001
	Intention ⇒ Semantics & Grammatical Errors	0.16492	0.02986	0.10638	0.22345	0.18027	5.522	<.001
	Technical Difficulties ⇒ Social Influence	0.12261	0.04510	0.03422	0.21100	0.13359	2.719	0.007
	Technical Difficulties ⇒ Intention	-0.05844	0.05507	-0.16637	0.04950	-0.05318	-1.061	0.289
	Unwillingness ⇒ Social Influence	0.25154	0.04927	0.15496	0.34812	0.23021	5.105	<.001
	Unwillingness ⇒ Intention	0.05973	0.06017	-0.05820	0.17766	0.04566	0.993	0.321
	Country1 ⇒ Social Influence	-1.19804	0.14801	-1.48813	-0.90795	-0.63717	-8.094	<.001
	Country1 ⇒ Intention	-0.29927	0.18074	-0.65350	0.05497	-0.13294	-1.656	0.098
Direct	Native Touch ⇒ Semantics & Grammatical Errors	-0.07684	0.05737	-0.18929	0.03560	-0.07924	-1.339	0.180
	Technical Difficulties ⇒ Semantics & Grammatical Errors	0.68587	0.03660	0.61413	0.75761	0.68227	18.738	<.001
	Unwillingness ⇒ Semantics & Grammatical Errors	0.17584	0.04063	0.09621	0.25547	0.14693	4.328	<.001
	Country1 ⇒ Semantics & Grammatical Errors	-0.11892	0.12653	-0.36691	0.12908	-0.05774	-0.940	0.347
Total	Native Touch ⇒ Semantics & Grammatical Errors	0.02567	0.05657	-0.08520	0.13654	0.02647	0.454	0.650
	Technical Difficulties ⇒ Semantics & Grammatical Errors	0.68807	0.03784	0.61391	0.76223	0.68445	18.185	<.001
	Unwillingness ⇒ Semantics & Grammatical Errors	0.20997	0.04134	0.12894	0.29099	0.17544	5.079	<.001
	Country1 ⇒ Semantics & Grammatical Errors	-0.28389	0.12418	-0.52727	-0.04050	-0.13785	-2.286	0.022

Note. Confidence intervals computed with method: Standard (Delta method)

Note. Betas are completely standardized effect sizes

The mediation model generated above represents the direct and indirect effects among the relationships. The direct estimates for technical difficulties (0.68587,  $p < 0.001$ ) and unwillingness (0.17584,  $p < 0.001$ ) show highly significant responses. However, for Native Touch (estimate: -0.07684,  $p = 0.180$ ) and country-wise differences (estimate: -0.11892,  $p = 0.347$ ), no significant effects are observed.

Moving on to the indirect effects where social influence and intention act as mediators, some interesting alterations are noted. For social influence, technical difficulties show marginally significant indirect effects on semantic and grammatical errors, compared to their high significance in direct effects. Unwillingness and Native Touch do not exhibit any significant indirect effects. However, in the case of country-wise differences, social influence plays a significant mediating role in reducing errors.

For the variable of intention, Native Touch estimates (estimate: 0.10360,  $p < 0.001$ ) become significant, indicating a higher likelihood of semantic and grammatical errors mediated by intention. In the cases of technical difficulties and unwillingness, no significant differences are observed.

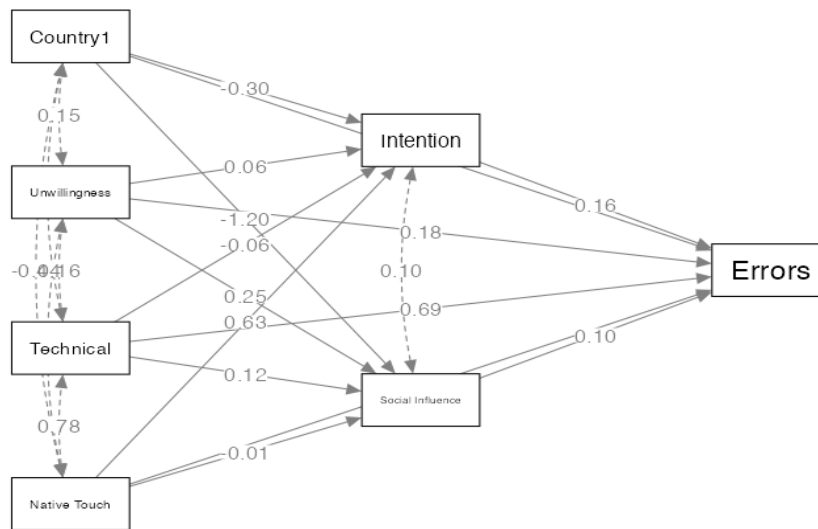


Figure 2. Mediation Model

## V. DISCUSSION AND IMPLICATIONS

The importance of the English language in India and Saudi Arabia has been well documented by numerous researchers. The role of English in various aspects of students' lives is critical, serving as the medium of instruction in most educational institutions and as a key component of communication in society. With both countries playing prominent roles on the global stage, particularly due to the presence of multinational companies, proficiency in English has become an essential requirement for students' future career prospects.

This study takes a comparative approach, employing rigorous statistical methods to address key issues through a cause-and-effect relationship framework. The mean score analyses clearly display the differences in opinions between students from India and Saudi Arabia. Difficulties in writing English are more pronounced among Indian students, which aligns with findings from previous studies (Anderson, 2024; Srivani et al., 2022). Saudi Arabian students, on the other hand, face specific challenges, particularly in maintaining English conversations and differentiating it from their native language, as supported by Almusharraf (2021) and Alqurashi and Althubaiti (2021). However, overall, Indian students exhibit higher levels of difficulties in this area.

The detailed mediation analysis shows that both social influence and intention have significant partial mediation effects on causing semantic and grammatical errors among students from Saudi Arabia and India. Technical difficulties have the strongest impact on these errors, both directly and indirectly, making it a crucial factor to address regardless of the students' country of origin. Unwillingness also significantly contributes to errors, although its indirect effect through social influence is more impactful and must be addressed accordingly. While Native Touch is not observed to have a significant direct impact, it can be regulated to some extent through intention. Most importantly, country differences play a crucial role, especially through social influence, indicating that students from one country benefit more from social support in reducing grammatical errors compared to the other.

The results generated here suggest several implications that could be beneficial in the future. Language support programs across the two countries should have different objectives to fulfill. For instance, in India, the most prominent problem is writing mechanics and vocabulary building. Therefore, language support programs must focus on the technical aspects first and then move on to conversational skills. In Saudi Arabia, the primary issue with English is the lack of conversation due to the high interference of native languages in daily life. In this situation, a conversational practice and bilingual support-based approach might be effective.

The impactful role of social influence must be addressed by developing a culture of peer review practices, collaborative writing exercises, and social learning environments so that students can learn from each other.

## VI. CONCLUSION AND FUTURE OUTLOOK

The comparative analyses undertaken in this study highlight the differences in English writing difficulties between students from India and Saudi Arabia. Although English is important in both countries, the proposed measures and highlighted points for students can lead to significant improvement. The study is holistic in nature, with instances of difficulties validated through statistical processes, providing a more effective method of analysis.

Future research can extend this study by adding factors such as the role of technology intervention in investigating social influence. Additionally, the approach can be further enriched with qualitative investigations to add to the current body of knowledge.

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