# Teaching Writing Skills to EFL Learners: Issues and Concerns

Sharmin Siddiqui
Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia

Md. Mostaq Ahamed
Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia

Gaus Chowdhury
Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia

Anjum Mishu
Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia

Sirajum Monira
Faculty of Languages and Translation, King Khalid University, Abha, Saudi Arabia

*Abstract*—The research examines the approaches employed by the L2 instructors at King Khalid University in Saudi Arabia to help undergraduate learners improve their writing skills. The study focuses on why writing tasks are complex for most L2 learners despite providing them with the necessary input and motivation. A survey and focus group interviews were used as the study methodologies, and two campuses were chosen for the data collection. According to the study, many teachers rely on techniques that need to include the steps necessary for helping learners practice writing. It also indicates that learners rarely show creativity in their writing tasks, and their writing proficiency heavily depends on rote memorization from pre-written materials. Viewing writing as solely a product and expecting to see only the finished product, teachers ignore learners' developmental stages in writing activities, eventually affecting the learners' capacity for creative writing. The study implies that integrating interaction into the product approach is necessary for successful writing classes.

*Index Terms*—EFL learners, genre approach, product approach, process approach, teaching writing skills

## I. INTRODUCTION

For L2 learners at King Khalid University's undergraduate level, writing tasks appear to be anxiety-inducing because they require internal mental processes and skills to consider the different aspects of writing. Their anxiety level significantly maximizes when they need to write for academic purposes. That happens because learners must adhere to several formal writing criteria, including legible handwriting, precise punctuation, accurate spelling, grammar, appropriate word choice, and syntactic structures. Even though many learners are good at speaking English in casual settings when it comes to writing for academic exams, they sometimes struggle. Sometimes L2 learners conflate the rhetorical conventions of their native language with those used in the English language. The conventions, cultural, and social norms of writing in the target language need to be better understood by learners since they tend to borrow the writing styles from their language to the target language. Jhon (2004) remarks that written language looks at how thoughts and oral language are transformed into written language. Teachers should highlight how spoken and written language significantly differ when teaching writing. L2 learners need to know that word choices in written texts occasionally diverge from those used in spoken language. According to Ur (1991), one reason why teaching writing differs from teaching speaking is that the two modes of discourse have some fundamental differences. As spoken language is typically more loosely structured than written language, it can contain clichés, long descriptions, backchannels, and interruptions, all of which should be avoided in formally written documents. Colloquial expressions like broken syntax, asides, slang, and rhetorical figures sneak into L2 learners' writings because they seem unfamiliar with the features of academic writing (Brown, 2014). Many teachers considerably value writing mechanics and encourage learners to write without errors. Therefore, learners are more concerned with achieving perfection rather than reflecting ingenuity and creative thought. That mindset of the teachers prompts the learners merely to memorize and write and thus secure good marks. L2 learners need to write relatively lengthy replies during summative exams, and only a few can do the work. Most learners like objective-style questions since they are easier to complete, less taxing to respond to, and even allow for guesswork. Since teachers are highly cognizant of the learners' general temperaments that most learners detest being asked to think of creative responses to open-ended questions, they typically correspond to the interests and trends of the learners. Due to the present circumstances, many teachers need more support to include

interactive exercises in their instructional strategies that might help learners improve their writing abilities. Because the same teaching approaches are employed repeatedly for all sorts of learners to develop their writing skills, teachers may be held accountable for developing negative anxiety regarding writing activities in their learners' minds.

## II. LITERATURE REVIEW

The conventional way of thinking often rejects the idea that writing is a multistep mental activity. That mindset is in line with the nature of product approaches, which are largely focused on writing mechanics. A student writer must produce writing that is grammatically and linguistically correct (Firkins et al., 2007). Nunan (1991) has mentioned a perennial tension in most aspects of language learning and teaching between language as a process and writing as a product.

Syllabus design is another issue that confirms if the emphasis is given to the product or process approach of writing. Nunan (1991) points out that traditionally, in curriculum practice, a distinction has been drawn between the syllabus designer's activities, which have been focused on the product, and the activities of the methodologies, which have been focused on processes.

The teaching-learning activities through product-based approaches involve learners imitating, copying, and transforming models of correct language (Nunan, 1991). The earliest teaching method was that learners should acquire adequate knowledge about forming or structuring sentences before they write coherent essays or paragraphs. Teachers require learners to revise their work until they can write without errors. Instead of allowing learners to express themselves creatively, it forces them to make numerous revisions to achieve flawless writing.

The notion was challenged when beginners were encouraged to write on paper without being obsessed with the language's correctness. In traditional writing, learners write carefully and thoughtfully in their second language to finish writing tasks flawlessly and receive high marks. The inherent flow of language slows down as a result. Considering the different phases of thought processing, a new method of teaching writing was developed. This method significantly and contentiously downplayed the importance of grammar.

This fresh insight into how learners think while completing their writing tasks draws attention to the significance of process-based approaches to teaching writing. The new approach enables L2 learners to understand a topic before they try to write about it. Process approaches focus on orchestrating and pulling together the different writing components by mobilizing mental effort. It indicates a mental route by which L2 writers process ideas and gather and sort information before and while writing. Tribble (1996; as cited in Badger & White, 2000) suggests that process approaches emphasize the individual writer's innovativeness and focus on developing good writing practices rather than imitating a model. According to Holmes (2012), the focus shifts from the final product itself to the different stages the writer goes through to create this product, and by breaking down the task as a whole into constituent parts, writing can seem remarkably less daunting and more manageable to EFL learners.

Though the process approach is highly appreciated and accepted, it has received many criticisms. Nunan (1991) points out one of these criticisms as the fact that the process approach restricts children to primarily narrative forms, which severely curtails their capacity to master text types like reports, expositions, and arguments that are crucial for academic success in school and beyond. From that point of view, academic writing accentuates the necessity of the genre approach that L2 teachers adopt to teach different writing genres.

Genre approaches are relatively new to ELT (Badger & White, 2000). Genre-based pedagogy views languages as an open, dynamic system where language knowledge is taught explicitly, and genres (types of texts) are used as the starting point for modeling, deconstructing, and understanding language (Badger & White, 2000). More explicitly, genre approaches stress that writing varies with the social context in which it is produced. Different kinds of writing or genres, such as letters of apology, recipes, or dialogue, are used for different purposes. The reality is that most of the L2 learners at the undergraduate level need to become more familiar with the genre-based approach to writing. Hayland (2007) points out that with genre-based pedagogies, teachers can better prepare their learners for participation outside the ESL classroom, where they need to write for occupational, intellectual, or social contexts. Dirgeyasa (2015) adds that learners with little motivation and inadequate competencies appear to benefit from a genre-based approach to teaching and learning writing. Teachers can effectively guide learners to write from dependent to independent steps. However, the genre approach can be considered an extension of the product approach (Badger & White, 2000). The figure below shows the similarities between genre and product approaches.

| (1) | | (1) |
|---|---|---|
| Presenting a written text | | Selecting a particular text's format, style, subject, target audience, and linguistic conventions in response to learners' need |
| **(2)** | | **(2)** |
| Learners model the text by examining its elements, structure, and usage | | Modelling and deconstructing |
| **(3)** | | **(3)** |
| Controlled exercises or drills to practice the text's material (Focus given on accuracy through repetition, memorization, or imitating, typically in isolation) | | Learners and teachers work jointly to construct the text, revise the vocabulary, grammar, and literary devices, and add new terminology |
| **(4)** | | **(4)** |
| Learners (alone) construct the final written product using the knowledge of the structures and lexical material | | Learners work independently to construct a specific type of genre by using their previous knowledge and understanding. |
| | | **(5)** |
| | | Revising and editing |

Figure 1. Similarities Between the Product-Based Approach and Genre-Based Approach

Every approach, while theoretically useful, is neither exceptional nor error-free. Though the product approach is traditionally teacher-centered, most writing classes are still based on mechanistic, product-oriented exercises and drills (Zamel, 1987; as cited in Nunan, 1991). Many language teachers believe that due to the effect of the conventional approach to teaching, learners are more prepared to manipulate the language's form than to create language. Rashid (2008) remarks that no well-defined method or approach to teaching English is followed in teaching writing. The process approach is learner-centered but involves complex processes and inductive ways that are only suitable for some learners. Nevertheless, the process approach, by its pedagogical implications, can hold the interest of most linguists. Many linguists have emphasized the integration of both approaches; many of them have argued for a collaborative approach to encourage every member of a team to contribute to a writing task, and many of them have placed stress on providing L2 learners with models so that they can practice and apply them in an authentic context. According to Pincas (1982), the following objectives should be considered while teaching English writing for communicative reasons.

(1) As opposed to the ready-made, unrealistic school-type composition of traditional education, the spectrum of writing should be broadened to encompass more genuine, practical, and relevant sorts of writing.

(2) It should specifically address the skills needed for effective writing beyond simply reiterating grammar and vocabulary courses.

## III. METHODOLOGY

The mixed methods were applied in the research. A parallel sample of different individuals drawn from the same population was used to carry out the research (Creswell & Clark, 2017). Similar questions were created to address the same concept (Creswell & Clark, 2017). The results were shown in the discussion.

Research Question:

The study has been framed around the following question:

1. How is the writing skill developed at the undergraduate level?

The Participants:

The participants in the study are from non-native English-speaking countries. They speak different languages, including Arabic, Bengali, Urdu, and Hindi. They all have at least five years of teaching experience and high English language proficiency. The study sites were two of King Khalid University's female campuses in Abha City. The two campuses have become noticeable over the past few years regarding academic performance. Both campuses have English Language Centers (ELC), where four English language skills are taught.

The tools used in the research are as follows:

A ten-question, closed-ended questionnaire was prepared to gather quantitative details about the teaching and writing approaches used by the L2 teachers.

Focus groups of the teachers were organized, and their interviews were taken to learn more about the teaching of writing and the teachers' perspectives on writing classes.

Data Collection procedures:

Participants were requested to finish the survey whenever it suited them in the following seven business days; there was no deadline. Thirty L2 teachers completed the surveys and the responses were collected on time as expected.

For the focus group interview, five people were randomly chosen for each of the six groups. The interviews took place in an unstructured manner. Ten oral, open-ended questions were predetermined. Some follow-up questions helped provide in-depth data about the more profound insights into their teaching and writing experiences. The required data were noted down.

## IV. RESULTS AND DISCUSSION

The questionnaires, each of which has preset closed-ended questions, were distributed. The qualitative interviews were held within the same period. The data were collected using the exact sample sizes.

The first structured question that was asked to the teachers was whether they used any technique, method, or approach in teaching writing.

They were given four options: (a) yes; (b) no; (c) sometimes; and (e) others. The table below shows the reply:

TEACHERS' TABLE 1

| Question | Yes | No | Sometimes | Others |
|---|---|---|---|---|
| Do you use any technique, method, or approach when teaching writing? | 46.3% | 3.7% | 50% | 0% |

The table reveals that roughly 46.3% of the teachers chose the first option, 3.7% chose the second, and 50% chose the third. 3.7% of teachers, according to the study, do not use any techniques, methods, or approaches, compared to 50% of teachers who do so occasionally.

TEACHERS' TABLE 2

| Question | Yes | No | Sometimes | Others |
|---|---|---|---|---|
| Do you conduct activities both in and outside of the classroom to help learners improve their writing skills? | 58.7% | 0 % | 41.3% | 0% |

Table 2 shows that 58.7% of the teachers conduct activities (free-writing, guided writing, controlled writing, summarizing, blogging, writing college magazines, etc.), and 38.3% of the teachers sometimes conduct activities to enhance the learners' writing skills.

TEACHERS' TABLE 3

| Question | Yes | No | Sometimes | Others |
|---|---|---|---|---|
| Do you help learners with brainstorming in writing classes? | 25.4% | 23% | 23% | 28.4% |

The third question was whether they facilitate brainstorming among learners in writing classes. Only 25.4% of them indicate they do. However, 23% of the teachers need to engage their learners in brainstorming (time constraints to cover the course's material are the main reason they do not do it). The table shows that 23% of the teachers sometimes conduct the activities, and 38.4% opt for others.

TEACHERS' TABLE 4

| Question | Yes | No | Sometimes | Others |
|---|---|---|---|---|
| Are you very strict about checking grammar? | 87.5% | 0% | 6.25% | 6.25% |

When it came to the fourth question, an impressively high percentage of the instructors chose "yes" (87.5%), and none chose "no" (0%). Only 6.25% of the teachers occasionally check grammar because they place more importance on free writing. Precisely 6.25% of the teachers selected the "other" option. The table shows the strict stance that most teachers take on grammar checks.

TEACHERS' TABLE 5

| Question | Yes | No | Sometimes | Others |
|---|---|---|---|---|
| Do you give learners writing assignments or homework? | 85% | 0% | 15% | 0% |

The table shows that around 85% of the teachers give their learners writing assignments or homework, and 15% of the teachers sometimes do it.

TEACHERS' TABLE 6

| Question | Yes | No | Sometimes | Others |
|---|---|---|---|---|
| Do you discuss the subject before the learners begin writing? | 73.4% | 0% | 26.6% | 0% |

If they discuss the subject with your pupils before they begin writing, it was question number six, and 73.4% of the teachers gave a positive answer.

TEACHERS' TABLE 7

| Question | Yes | No | Sometimes | Others |
|---|---|---|---|---|
| Do you ask the learners for peer correction or assessment? | 73.4% | 0% | 26.6% | 0% |

The table shows that 83.3% of teachers do not ask learners for peer evaluation or correction. 13.4% of teachers ask learners for peer correction at least occasionally, compared to 3.3% of teachers who do so. The percentage shows an insufficient amount of a collaborative approach in a tutored situation.

TEACHERS TABLE 8

| Question | Yes | No | Sometimes | Others |
|---|---|---|---|---|
| Do you ask learners to write about subjects outside their course syllabus? | 6.7% | 83.3% | 13.4% | 0% |

The percentage shows that most teachers (83.3%) do not ask their learners to write anything not on the syllabus. That means they rarely test learners' creative writing abilities and only ask learners to write on the subjects listed in the syllabuses. Only 13.4% of teachers occasionally require learners to write on the spot. 6.7% of teachers instruct learners to write about subjects not covered in the curriculum to improve their writing abilities and creativity.

| | | | | |
|---|---|---|---|---|
| TEACHERS' TABLE 9 | | | | |
| Question | Yes | No | Sometimes | Others |
| Do you hold conferences with learners to go over the writing process? | 16.7% | 66.7% | 16.7% | 0% |

According to the survey, 66.7% of teachers do not regularly confer with learners to help them develop their writing abilities. According to the survey results, 16.7% chose "yes," and 16.6% chose "sometimes".

| | | | | |
|---|---|---|---|---|
| TEACHERS' TABLE 10 | | | | |
| Question | Yes | No | Sometimes | Others |
| When you check or edit a writing script, do you seek creativity? | 84.4% | 0% | 16.6% | 0% |

During the focus group interview, the first question that was asked to the teachers was about the methods they adopt to teach writing. They discussed how they teach writing using different techniques, but their responses lacked clarity. To teach the writing of various types to a variety of learners (slow or advanced learners), most teachers employ the following clichéd strategies:
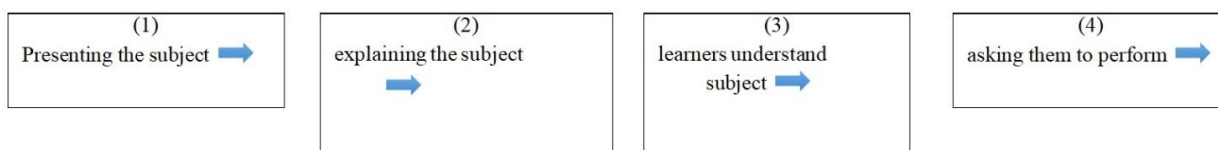


Figure 2.

The second question was if they think considering the audience of writing is vital for learners. According to them, the learners should know the audience of their writing, as it can help them decide what information they should include, how they should arrange it, and what kind of supporting details will be necessary for readers. When asked if they help learners brainstorm in groups and pairs in their writing classes, the teachers replied that they occasionally do it because of each class's time constraint. One of the teachers said, "A large class size, the traditional sitting arrangement, and the pressure of completing the syllabus within the stipulated time do not allow me to do all the things required for writing classes".

Several said, "Writing is an individual work that requires silence for concentration. "Group or pair work may not be effective in this case." In response to the fourth question, whether it is essential to check grammar strictly, most teachers said they strictly check it to teach accuracy in writing. They carefully control learners' writing so they can see the correct language and practice grammatical structures. Most teachers give the learners writing assignments or homework because they believe that will engage them in writing activities at home. Some teachers believe giving learners regular writing assignments may ruin their interest in writing activities. They seemed concerned about the learners' distaste for the extra load and preferred giving less homework. The sixth question focuses on whether or not a writing topic is discussed before learners are asked to write about it. One of the teachers said, "It is important to give some prior ideas to the learners about the topic on which they write." The majority give writing assignments to the learners, using holistic and analytical rubrics to grade their writing assignments. The seventh question was about the problems of asking their learners for peer correction or assessment. In response to the question, one of the teachers said, "The learners do not feel good when we ask them for peer correction." Many learners are culturally oriented to go for something other than that activity. As we are culturally responsive, we usually only make them do it occasionally.

The weak writing skills of many undergraduate learners have ignited a debate about whether or not universities are failing to generate a sufficient number of exceptional learners with considerable writing talents. There is no arguing that teachers significantly impact learners' anxiety and fear about writing activities. Writing is still typically viewed as a one-dimensional activity and a tool for repeating specific lexical and grammatical patterns, in which accuracy is crucial. That conventional view of writing constrains the learners' ability to express themselves creatively. The findings support the notion that the teachers have "trapped our learners with the sentence" and responded to the writing as item checkers rather than as actual readers (Raimes, 1983; cited in Holmes, 2012). Many teachers believe that they can do little with learners' writing skills because it is an individual activity, and the learners will master the skills by themselves by doing writing tasks at home and school. Scrivener (2011) points out that many teachers think teaching writing skills involves mainly setting writing tasks for learners and collecting and marking them. Giving writing assignments and marking them do not ensure learners' progress, as teachers need to pay more attention to the complex in-between activities that learners do independently at home or school to finish their writing tasks. Learners go through a series of mental and physical actions in between the teachers giving writing assignments and marking them. The figure below shows how little teachers contribute at stage 2, even though they still need to help learners structure and express their ideas in that stage.
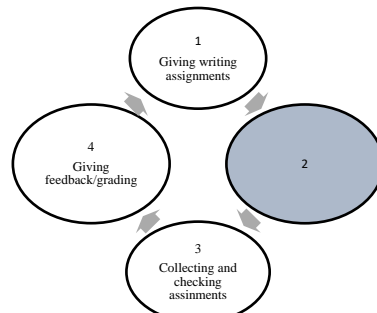
Figure 3.

According to Holmes (2012), even in more recent communicative approaches to language teaching, teachers can still see writing as taboo, threatening to detract valuable classroom time from developing oral communication skills. Teachers emphasize the communicative approach to help learners develop their communication skills, but it often takes more work to use it effectively when teaching writing.

They are obsessed with speaking as the primary form of communication, and the other three skills are less significant for communication. Since they mainly emphasize how to speak English well in formal or informal contexts, many learners develop some level of communicative proficiency in speaking English. In reality, a great deal of interaction is done through writing, which requires the other two skills (reading and listening). The ability equips individuals with the syntactic, semantic, pragmatic, discourse knowledge, and lexical resources necessary for effective communication in writing.

Many learners are unhappy with their writing classes because they are less stimulating, monotonous, and challenging. Most teachers make learners memorize the items from the syllabus and expect them to reproduce the exact things on paper during examinations. If given any topics to write about impromptu, learners need help with their writing assignments. L2 teachers must remember that learners need to write for various reasons throughout their lives, not just for examinations. They seem only to consider that we write a little outside the classroom in a real-life situation where writing takes on a functional purpose. A stumbling block to writing fluency is the requirement for a correct balance of all skills when teaching a specific skill.

Teacher's lesson plans are significant for making writing activities less challenging for learners. These guidelines are based on the course design principles that include considerations of course goals, theories, content, focus, syllabus, materials, methodology, activities, and course evaluation (Raimes, 2002). The material used in writing classes should be relevant to the course goals, objectives, and activities. The academic writing materials selected by the syllabus committee could be of more help to teachers when teaching writing skills. Sometimes it happens because teachers do not follow the guidelines for using those books. Teachers need to work through some details to check the authors' assumptions and the language and rhetorical focus of every writing unit.

## V. CONCLUSION

With increased knowledge of teachers' responsibilities in teaching writing in a second language, attention is now placed more on the mental activity that takes place throughout the different phases of a writing activity than on the end product, which concentrates mainly on retentiveness, repetition, correctness, and polish. L2 teachers must provide learners with a flexible learning environment to practice thinking critically and creatively, generating and expanding ideas, revising and editing, and eventually presenting an end product. Teachers need to become researchers to learn more about learners' issues and difficulties in writing classes and contribute more to their writing development. They will often conduct writing classes that resemble fact-finding exercises, and given the findings, they will use more entertaining, stimulating, and practical approaches to teach them to write. Learners' writing skills develop through educational institutions as they more frequently use writing to communicate what they know about various subject areas. Later, they are expected to use those skills in a broader range of professional settings. That very expectation from learners confers a responsibility on teachers to adopt the correct method of teaching writing.

### A. Research Findings

The study's findings offer convincing evidence that many L2 teachers teach writing in a fragmented fashion rather than adhering to tried-and-true approaches. The L2 learners progress through a selected three-book writing series from level 1 to level 3. The books offer teachers and learners an efficient and realistic approach to acquiring the abilities, strategies, and information required to succeed in writing tasks. The study shows that, though Benjamin Bloom's classification of objectives for learning serves as the basis for the book's design, many teachers, due to their disorganized methods of instruction, only sometimes focus on the transitions from lower- to higher-order thinking skills of learners in writing. The writing classes take learners step-by-step, from writing simple paragraphs to composing essays. At level 1, learners focus more on writing mechanics and sentence structure, which can be taught through a product-based approach. However, teachers can apply a process-based approach when learners move on to more

extended writing pieces, such as descriptive essays, narrative essays, reaction essays, opinion essays, comparison and contrast essays, and cause and effect essays. The study shows that the product approach has been widely used to teach writing. However, it seems L2 teachers continue to explore how to use the process approach, which asks them to help learners in idea generation, organization, development, and editing sequentially before presenting the final draft.

The genre approach to teaching writing is still relatively new. Still, it has recently gained popularity due to its focus on a particular audience and the use of a specific register based on communicative needs in various situations. The issue, according to the teachers, arises when learners confound the registers and other linguistic characteristics of a formal academic genre with those of an informal, casual genre. It has been found that teachers teach writing to learners from various fields, including commerce, law, medicine, and engineering, using the same writing materials chosen and prescribed by the syllabus committee. Only medical learners can access supplementary reading materials supporting their professional development. It still requires unique, customized syllabi that reflect the characteristics of ESP (English for Special Purposes) to use the genre approach to teaching writing.

To teach writing, many teachers suggest applying a communicative approach, and it shows that they are aware of the benefits of instructing English communicatively. However, the way they use their theoretical understanding of CLT to teach writing in an EFL context differs from the fundamental ideas behind the approach. The communicative approach presents some challenges that require teachers with the necessary training and expertise. According to Littlewood (1995), in teaching communicative languages, only functionally focused activities disregard correctness or appropriateness. The only objective is to complete a task or resolve an issue by successfully exchanging meanings. On the other hand, there are activities where learners are required to create forms that are entirely appropriate for the social context, for instance, formality. The fact is that many teachers cannot apply the same principles of communicative language teaching to teaching writing because they want written communication with grammatical accuracy and formal language. In that situation, the structural view of language prevails over the functional view. It is found that producing a coherent, well-written text is highly stressful for learners as the intervening stages in creating text are overlooked. Holmes (2012) states that it is easier for learners to produce highly structured texts after the various pre-writing and drafting stages.

Learners' levels of interest in writing tasks are greatly influenced by the assessment tools teachers use to assess their writing skills. According to the teachers, they are given clear guidelines on how to assess their learners' writing, including whether to concentrate on the result, the mechanics, the content, or a combination of all three. The following rubric, developed by the EFL teachers, provides a clear guideline for assessing learners' writing tasks.

| Rubric for Essay Writing Marks-8 The grading scale will be used in all courses in essay writing. | | | | | |
|---|---|---|---|---|---|
| Score Category | 2 marks | 1.5 mark | 1 mark | 0.5 mark | 0 mark |
| Organization | A clear and concise topic sentence, Maintaining cohesiveness, and cohesion in the introduction, body paragraphs, and conclusion | Little absence of cohesiveness between the introduction, body paragraphs, and conclusion. | Not fully developed topic (a few incomplete, unclear, and incoherent sentences in a paragraph) | Undefined topic with clearly disconnected, irrelevant, and incoherent supporting paragraphs | Off-topic or completely unrelated topic |
| Vocabulary and Structure | Excellent word usage and correct syntactic construction to create a variety of sentences (1-2 spelling/ grammatical errors) | Good vocabulary use, but not much variety in sentence structures (3-5 spelling/ grammatical errors) | Limited usage of relevant vocabulary, a few ungrammatical sentences, and sentence structures (6-10 spelling or grammatical errors) | Inaccurate vocabulary and a majority of incomplete or fragmented sentences. (More than 10 errors) | Completely absence of grammatically correct sentences, comprehensible language, and correctly spelled words |
| Punctuation and Capitalization | Use of capitalization/ punctuation correctly (1-3 errors) | A few punctuation/capitalization errors (4-5 errors) | 6-8 errors | 9-10 errors | More than 10 errors |
| Length | 110-120 words | 90-100 words | 70-80 words | 20-60 words | Less than twenty words Or off-topic |
| Total | 8 | 6 | 4 | 2 | 0 |
| Marks obtained | | | | | |

Figure 4.

However, the rubric's guidelines for essay length do not require learners to write extended essays; as a result, they may only sometimes feel urged to use creative thinking while completing writing tasks. The rubric reveals that teachers penalize learners for using incomplete and incoherent sentences and for their grammatical, punctuation, and spelling errors. Creativity and mechanics are equally essential for producing a well-written text, but creative writing gives learners more latitude regarding terminology, structure, and conventions than other types of writing. However, learners are motivated to learn by rote when technical characteristics are prioritized over their creative faculties. Additionally, the rubric implies that a learner's knowledge of a language can be divided into distinct pieces, and each part of a linguistic knowledge set is assimilated separately and finally integrated. However, the rubric is utilized to assess learners' skills and opposes constructivism. Teachers must remember that learning a language involves more than just memorizing grammar rules and vocabulary. Instead, it also involves actively constructing meaning by connecting what one already knows with what one tries to achieve by applying innovative ideas.

The study's findings suggest that many teachers should explain to learners that when setting writing goals, they should consider the audiences, and domains of writing tasks. Depending on the genres (academic, general, business, casual, and creative) and intended audience, teachers may decide to be very strict, moderately strict, or flexible in how they grade their learners' writing performance.

Additionally, teachers have to explain to learners the differences between formal writing, which adheres rigorously to all norms and conventions, and informal writing, which permits the use of slang and other informal expressions.

The L2 teachers need to be more proactive participants to encourage learners' enthusiasm for writing tasks. They have yet to play a collaborative role in guiding, developing, and arbitrating the learners' decisions about what good writing looks like. It was found that most teachers give writing assignments to L2 learners. Nevertheless, to keep learners interested and challenged, as well as to introduce them to various writing styles, a wide range of writing tasks, including essays, creative writing, journal entries, and research papers, must be assigned. Most teachers still need to incorporate the essential elements for teaching writing, and therefore, the learners need a framework for evaluating their work. For the learners, there needs to be more provision for writing in the classes, but the writing activities have become a low priority for the teachers, as they are mainly concerned with time and syllabus constraints. In addition, penalizing learners' errors in free writing without considering creativity and providing negative feedback on entire essays may ruin their interest in writing activities both in tutored and non-tutored situations.

*B. Implications*

Learners construct a text using a range of neural pathways which implies that they exert tremendous pressure on themselves when writing. Teachers must understand that different learners use different strategies to deal with the strenuousness of writing activities. That means that all learners do not always process information in the same sequence to create a final work; instead, each learner may choose to create and apply his or her method or style to finish a writing task. Interestingly, learners can produce equally excellent work using completely distinct strategies or sequences. That indicates that the approach that may be best for one learner may not be suitable for another. In reality, the quality of the finished result matters most often, not the procedures the learners use to get to the final stage of writing. From that point of view, teachers should not recommend one approach as the ideal one. Every method has benefits and drawbacks; therefore, teachers should not be extreme about any of them. Teachers should advise learners to prioritize writing fluency over errors in writing mechanics while composing the initial draft. Learners can fix those errors in their writing when going through the transitional steps of thinking, revising, editing, rethinking, repeated revising, and final editing. Ur (1991) has pointed out that it can be challenging to determine the kind of teacher intervention that will be most effective when teaching learners to write advanced compositions. Finding out how an individual learner thinks, feels, and behaves during different phases of creating a text can be helpful.

To assess if the learning objectives are being met, L2 teachers must have an exploratory outlook on teaching approaches and activities to teach writing. In light of the experience L2 teachers gained from writing classes, they need to review the pros and cons of the approaches they usually rely on, and if required, they should be willing to switch to more productive ones.

To properly assess the writing skills of learners, teachers should use a variety of writing assessment tools. They can develop rubrics based on criteria to assess writing outcomes by breaking down the writing process into various components, including organization, grammar, and content. According to Malley and Pierce (1995), L2 teachers must evaluate writing procedures and methods and use a variety of writing tests for distinct goals, genres, and subject matters. Effective writing assessment tools that show teachers how a learner's writing skills have improved over time include peer review, writing portfolios, writing prompts, writing conferences, and so on. An L2 teacher may use writing conferences to develop writing skills for a slow learner, as he can closely study him in one-on-one sessions, and consequently, he can discover the weak areas that need to be taken care of. Teachers must allow learners enough time in writing classes to reflect on their writing and learning processes, assess their strengths and weaknesses, create goals, and finally come up with plans on how to get better at writing. In that stage, teachers may ask learners to share their insights and findings in an open discussion so that they can figure out how to adjust and readjust their approaches to meet additional learners' needs. In writing classes, teachers may encounter learners with higher-order cognitive impairments. Those learners need exceptional teacher support to process ideas through several writing phases. Because the writing skills of those learners continue to grow more slowly than usual, teachers have to create an inclusive

teaching and learning environment by integrating Universal Design for Learning (UDL), assistive technology, and differentiated instruction into their lesson plans.

*C. Recommendations*

The development of the writing skills of learners has been a subject to be researched over time. Many L2 teachers have been experimenting with cutting-edge teaching methods but still improving learners' writing skill has remained a challenging issue. The findings underscore teachers' need to go beyond the conventional writing class, which sees learners' writing development as successfully reproducing input. The study encourages to use process techniques, particularly when teaching young adults, and blended approaches (product+process) when teaching young learners. However, further research is still required to determine the most efficient ways to integrate structured steps into a blended approach to teaching writing, to develop extra tasks, and to ensure functional writing classes. Many learners may struggle to complete the various parts of process writing due to cognitive constraints, which are related to learners' good working memory and ability to concentrate when doing cognitive tasks. As the study does not examine the factors that contribute to students' cognitive load during writing tasks or strategies to reduce stress, future research in that area can delve deeper into the issue. When teaching sentence structure and written text organization to learners regardless of their age or skill level, teachers typically choose a deductive method, seemingly neglecting the chance that an inductive approach gives to foster learners' metalinguistic awareness. The study recommends more investigation because both strategies have a lot to offer and might be brain-compatible for learners of all ages and academic levels. When teaching language skills, communicative approach is typically preferred by teachers. However, the approach primarily concentrates on developing learners' communicative competence rather than requiring them to pay close attention to structure, style, or systematic procedures that are required for writing a text. Future research may reveal how to adapt the approach to teach more effectively the unique rhetorical elements of written texts. The study focuses on how the process method changed the roles of teachers and learners in a writing class while also highlighting the necessity for using the product approach due to its success with lower-ability learners. It is crucial to investigate the common teaching strategies employed by L2 teachers, encourage them to adopt different approaches to teaching writing, and facilitate L2 learners' ability to express their creativity in their writing tasks.

REFERENCES

[1] Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, *54*(2), 153-160.
[2] Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). Pearson Education.
[3] Firkins, A., Forey, G., & Sengupta, S. (2007). A Genre-Based Literacy Pedagogy: Teaching Writing to Low Proficiency EFL Students. IV. *English Language Teaching Journal. Hong Kong. www.twghsksk.edu. hk/hp/english/Firkins_Forey___Sengupta. pdf. online* (Retrieved on March 15, 2021).
[4] Hasan, M. K. (2011, April). An approach to teaching second language writing at the tertiary level in Bangladesh. *Private Universities Journal*, *Vol.31*, No.1. Retrieved from www.journal.au.edu/abac_journal/2011/janu2011/103_approaches.pdf (Retrieved on March 15, 2021).
[5] Hatch, E. (1992). *Discourse and language analysis*. Los Angles. University of California.
[6] Hoch, F. (n.d.). *Writing English as a second language: strategies for helping English language learners throughout the writing process.* Retrieved from http://www.learnnc.org/lp/pag es/672 (Retrieved on March 22, 2021).
[7] Holmes, N. (2012, June). *A process-oriented approach facilitates the planning and production stages of writing for adult learners of English as a foreign or second language.* Developing Teacher.Com. Retrieved from www.developingteachers .com/articles tchtraining/processw1/Nicola.htm (Retrieved on June 7, 2021).
[8] Hyland, K. (2007). Genre Pedagogy: Language, Literacy, and L2 Writing Instruction. *Journal of Second Language Writing*, *Vol.16*, no. 1. Retrieved from https://www.sciencedirect.com/science/article/abs/pii/S1060374307000495 (Retrieved on March 21 , 2021).
[9] John, H. (2004, October). *Exercise for improving dialogue.* Retrieved from poewar.com/IL-exercise-for-improving dialogue. (Retrieved on March 20, 2021).
[10] Karim, M., & Irine, T. (2011, January). The nature of teacher feedback in the second language writing classroom: A study on some private universities in Bangladesh. *Journal of the Bangladesh Association of Young Researchers*. Retrieved from www. Banglajol.info/index.php/ JBAYR/article/view/6837 (Retrieved on July 1, 2021).
[11] Littlewood, W. (1995). *Communicative Language Teaching.* Cambridge University Press. The Pitt Building, Trumpington Street, Cambridge CB2 1RP
[12] Malley, J. M. & Pierce, L. V. (1995). Practical Approaches for Teachers. *Authentic Assessment for English Language Teachers*. Virginia. Addison-Wesley Publishing Company.
[13] Nunan, D. (1991). *Language teaching methodology: A textbook for teachers.* Hamel Hempstead, Hertfordshire: Prentice Hall International (UK) Ltd.
[14] Pincas, A. (1982). *Teaching English Writing*. London, Macmillan.
[15] Quader, D. A. (1999). *Learners' perception of the difficulty of learning English: National and regional issues in English language teaching: International perspective.* NCTB, Dhaka, and the British Council.
[16] Rasid, M. H. (2011, January). *English language teaching in Bangladesh.* The News Today. Retrieved www.highbeam.com/doc/1G1-246309811.html (retrieved on June 2 , 2021).
[17] Raimes, A. (2002). Ten Steps in Planning a Writing Course and Training Teachers of Writing. In J. Richards & W. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge Professional Learning, pp. 306-314). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511667190.043

[18] Scrivener, J. (2011). *Learning Teaching*: *The Essential Guide to English Language Teaching*. London: Macmillan Publisher's Limited.

[19] Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.

[20] Ur, P. (1991). *A Course in Language Teaching*. Cambridge University Press. The Edinburgh Building, Cambridge CB2 2RU, UK

[21] Wy, D. (2016). Genre-Based Approach: What and How to Teach and to Learn Writing. *English Language Teaching*, *Vol. 9*, No. 9. Retrieved from https://www.researchgate.net/publication/305394097_Genre-Based_Approach_What_and_How_to_Teach_and_to_Learn_Writing_(Retrieved on Feb 2 , 2022).

[22] Zamel, V. (1982). Writing: The process of discovering meaning. *TESOL Quarterly*, *16*(2), 195-209.

**Sharmin Siddiqui**, an MA in Applied Linguistics and ELT is a lecturer at the Faculty of Languages and Translation at King Khalid University, Abha, KSA. Her fields of interest are applied linguistics and ELT.
ORCID ID: https://orcid.org/0000-0002-3782-5781

**Md. Mostaq Ahamed** is an ex-lecturer in English Language at King Khalid University, Abha, K.S.A, and has MAs in ELT, English Literature, and Education. He is a Cambridge-certified teacher and a Teaching Excellence and Achievement Fellow at George Mason University, Virginia, USA. His fields of interest are applied linguistics, English literature, and ELT.
ORCID ID: https://orcid.org/0000-0001-9016-0179

**Gaus Chowdhury** is a lecturer in the English Language Center at King Khalid University, Saudi Arabia. He did his BA and MA in English Literature from Khulna University, Bangladesh. His research interests include CALL, CLIL, and mobile platform-based language teaching.
ORCID ID: https://orcid.org/0000-0002-3410-6570

**Anjum Mishu** is a lecturer in the Faculty of Languages and Translation at King Khalid University, Abha, Saudi Arabia. She did her BA and MA in English Literature from Khulna University, Bangladesh. Her research interests include the psychoanalytic study of literary texts, integrating literature in ELT, and interdisciplinary studies between psychology and ELT.
ORCID ID: https://orcid.org/0000-0001-9244-2583

**Sirajum Monira** is a lecturer at Applied College for Girls in Abha under King Khalid University, Kingdom of Saudi Arabia. She holds an M.A. in Linguistics from the University of Dhaka, Bangladesh. Her fields of interest are Applied Linguistics and English Language Teaching (ELT).
ORCID ID: https://orcid.org/0009-0002-3953-730X