



Received: 21-11-2024  
Accepted: 02-01-2025

## International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

### Writing challenges

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DOI: <https://doi.org/10.62225/2583049X.2025.5.1.3638>

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#### Abstract

Writing Skill is one of the four Pillars that design and construct the root base of language learning and acquisition, through time, ESL learners neglect to follow the right path towards achieving writing well. Also, according to life pressures instructors' individual differences follow old procedures and methodologies to deliver the information, moreover recent courses designed to spread knowledge slightly not deeply.

Writing requires a systematic, multi-step approach tailored to each individual ESL learner. The first crucial step is to assess the ESL learner's current level of proficiency and identify their specific areas for improvement, whether that be in grammar, vocabulary, or organizational skills. Armed with this knowledge, Instructors can then thoughtfully

introduce targeted lessons and engaging exercises to methodically build the ESL learner's foundational writing abilities. This might involve focusing on the fundamentals, like sentence structure, paragraph development, and the writing process itself.

As the ESL learner gradually progresses, the complexity of the assignments can be increased, encouraging them to express more advanced ideas. Yet throughout this developmental journey, it is absolutely essential that Instructors provide unwavering guidance and constructive feedback. Just as important, they must offer patience, encouragement, and positive reinforcement to consistently boost the ESL learner's confidence and self-efficacy in their writing abilities.

**Keywords:** ESL Learners, Second Language Learner

#### 1. Introduction

Engaging in writing in a language that is not our native tongue can pose significant challenges, and as individuals who are ESL learners, we encounter a variety of obstacles that test both our language skills and our determination to master the art of written expression. Crafting compelling narratives, conveying complex ideas, and finding the right words to articulate our thoughts is an ongoing struggle. We must grapple with the nuances and idiosyncrasies of the English language, and the process of transforming our ideas into written form is fraught with difficulties that can easily constrain our creativity and disrupt even our most meticulously planned writing projects. From unraveling the intricacies of grammar rules to navigating the subjective preferences of readers, ESL learners must confront a multitude of challenges that test our resolve, persistence, and skills. Lacking the advantages of native-level fluency, we must invest considerable effort to develop a strong command of vocabulary, sentence structure, and writing styles that will enable us to produce effective and impactful written work.

In this exploration of the writing experience for ESL learners, we will examine the common hurdles we face when expressing ourselves in a non-native language. By gaining a deeper understanding of these unique struggles, we can better prepare ourselves to write with confidence and poise. Through perseverance and a willingness to learn from our mistakes, we can ultimately create works that captivate, inspire, and leave a lasting impression on our readers - a testament to the power of cross-cultural communication.

The journey of writing is not an easy one, but it is a testament to our resilience, our dedication, and our desire to connect with others across cultural boundaries. Each challenge we overcome, each word we carefully craft, and each piece we share is a triumph of the human spirit, a celebration of the transformative power of language, and a testament to the strength of the human mind to adapt, learn, and grow.

### 1.1 Statement of the problem:

The existed problem that faces ESL learners is crafting coherent, well-structured compositions, requires grappling with a complex web of linguistic, cultural, and cognitive obstacles. The study is fruitful for both ESL learners and instructors. One challenge is developing a strong command of English vocabulary, idioms, and nuanced usage. ESL learners must invest significant time and effort to build a robust lexicon that allows them to convey their ideas with precision and clarity. Idiomatic expressions, colloquialisms, and words with multiple meanings can be especially perplexing.

Mastering the structural conventions of English writing, such as grammar, syntax, and punctuation, also poses a major hurdle. Adhering to complex rules regarding tenses, articles, subject-verb agreement, and sentence formation requires dedicated practice and internalization. A single grammatical misstep can undermine the clarity and flow of the written work.

ESL learners must also overcome challenges related to the organization and rhetorical structure of their writing. Effectively structuring paragraphs, crafting smooth transitions, and developing a logical, coherent argument can be vastly different from the norms of their native language and culture. Bridging these structural gaps requires a keen understanding of English writing conventions.

Additionally, ESL learners often grapple with the challenges of expressing their unique cultural perspectives and experiences in a non-native language. Finding the right words and modes of expression to convey nuanced ideas and emotions can be arduous, as the available linguistic resources may fall short of fully capturing their intended meaning.

Despite these substantial obstacles, ESL learners who persist with determination and a willingness to learn can ultimately develop into skilled, confident writers. With sustained practice, exposure to English writing, and a spirit of openness to feedback, ESL learners can overcome these challenges and create written works that captivate, inform, and inspire readers across cultural boundaries. Instructors have to be well prepared rich in information, flexible in providing lessons, and follow the systematic procedures to implement teaching writing.

### 1.2 Significance of the study:

The study of the writing challenges encountered by (ESL) learners holds significant importance for several reasons:

1. **Improving Educational Outcomes:** Understanding the unique difficulties that ESL learners face in the writing process is crucial for instructors to develop instructional strategies and provide effective support. By identifying the specific linguistic, organizational, and cultural barriers that impede ESL learners, instructors can implement targeted interventions to enhance their writing proficiency and overall academic success.
2. **Fostering Cross-Cultural Communication:** Analyzing the writing challenges of ESL learners' sheds light on the complexities of cross-cultural communication. This knowledge can inform the development of educational curricula and resources that better facilitate the exchange of ideas, experiences, and perspectives between writers from diverse linguistic and cultural backgrounds.

3. **Informing Language Learning Pedagogy:** The study of ESL writing challenges can inform the refinement of language learning pedagogy, curricula, and assessment methods. By understanding the nuanced difficulties encountered by ESL learners, language instructors can design more effective instructional approaches, learning materials, and feedback mechanisms to support the development of writing skills.
4. **Enhancing Inclusion and Representation:** Recognizing and addressing the writing challenges faced by ESL learners can promote greater inclusion and representation in academic, professional, and creative spheres. By empowering ESL learners to overcome these obstacles, we can foster a more diverse and inclusive landscape of written expression.
5. **Advancing Research and Scholarship:** Scholarly investigation into the writing challenges of ESL learners can contribute to the broader field of second language acquisition research. The insights gained can inform theoretical models, guide further empirical studies, and inspire innovative approaches to supporting the written expression of multilingual individuals.

### 1.3 Objective of the study:

1. To organize (ESL learners') structure their writing.
2. To expand (ESL learners') vocabulary and words choice.
3. To Encourage self-confidence of ESL learners towards writing.

### 1.4 Hypotheses of the study:

1. Practicing Writing Skill Improves standards of creative thinking.
2. Overcoming writing challenges prepare creative and qualified writers.
3. Knowing the writing process, such as idea generation, organization, and revision, imposes a higher cognitive load on writers.

### 1.5 Questions of the study:

1. Does Writing literacy have influence on ESL learners' writing drills?
2. Do writing strategies introduce appropriately to develop ESL learners' skill?
3. How can ESL learners deal with writing skill Appropriately?

### 1.6 Methodology:

This study aims to assist ESL learners who face many challenges of writing to express themselves in an organizes thoughts and need to improve this specific skill. The researcher employed a statistical analysis and a descriptive approach to conduct this study.

### 1.7 Tools of data collection:

The researcher has used a questionnaire consisting of 15 items for English language teachers who teach English for ESL learners in different English classes.

### 1.8 The limitations:

The researcher prepared this study for English language teachers at Saudi high schools and some university lecturers who teach in the academic year 2024 – 2025.

## 2. Literature review

### 2.1 Introduction

Writing in a non-native language like English can be incredibly daunting for English as a Second Language (ESL) learners. They face a myriad of obstacles that can make the task of written communication feel overwhelming. One well-documented challenge is the struggle with English grammar. As an ESL learner myself, I can attest to the daunting challenges that come with developing strong writing skills in a new language. The research outlined in this literature review resonates deeply with my own experiences and the struggles I've witnessed among my peers.

Navigating the intricate web of English grammar rules has been a constant battle. Conjugating verbs, maintaining subject-verb agreement, and properly using articles - these seemingly simple linguistic elements have tripped me up time and time again. The gulf between my native language's grammar and the nuances of English has often left me feeling frustrated and discouraged<sup>[3]</sup>.

Expanding my vocabulary has also been a painstaking process. As I strive to articulate my ideas with precision and sophistication, I find myself frequently grasping for the right words. The academic and technical terms required for advanced writing assignments can feel like a foreign lexicon, leaving me to carefully consult dictionaries and thesauruses in search of the perfect expression<sup>[6]</sup>.

The organizational and rhetorical expectations of English writing have also presented a steep learning curve. Crafting a clear thesis, structuring paragraphs with topic sentences, and seamlessly transitioning between ideas - these are skills that do not always translate directly from my home country's writing conventions. I've had to rewire my thought processes and unlearn deeply ingrained patterns to align with the Western academic style<sup>[5]</sup>. Beyond the linguistic hurdles, the cultural differences embedded in writing have been a constant source of bewilderment. The ways in which I'm expected to engage with sources, construct arguments, and address my audience are so vastly different from the norms I've internalized. Adapting to these unfamiliar epistemological and stylistic preferences has required a profound shift in my approach to writing<sup>[3]</sup>.

Throughout this journey, I've also grappled with the emotional toll of these challenges. The self-doubt, anxiety, and lack of confidence that can accompany writing in a second language have, at times, felt crippling. Overcoming these affective barriers has been just as crucial as mastering the technical aspects of writing<sup>[4]</sup>. As I reflect on the research presented in this literature review, I'm reminded that I'm not alone in these struggles. ESL learners around the world are navigating similar obstacles, each with their own unique cultural and linguistic backgrounds. It's a testament to our resilience and determination that we persist, driven by the desire to express ourselves effectively and engage with the academic and professional worlds.

The insights provided in this review offer a valuable roadmap for addressing the multifaceted challenges we face. By understanding the nature of these difficulties and the strategies that can help us overcome them, we can work towards becoming confident and competent writers in our new language. With the right support, guidance, and a willingness to embrace the learning process, I believe that ESL learners can harness the power of writing to share our voices, ideas, and stories with the world.

### 2.2 Cognitive Demands

Writing is a complex cognitive process that requires the coordination of various skills, such as idea generation, organization, grammar, and mechanics<sup>[11]</sup>. Mastering these interrelated components can be cognitively taxing, particularly for novice or struggling writers.

#### 1. Lack of Explicit Instruction:

In many educational settings, writing instruction often focuses on the final product rather than the process of writing<sup>[7]</sup>. This can leave students without the necessary strategies and techniques to effectively plan, draft, revise, and edit their work.

#### 2. Motivation and Confidence:

Writing can feel overwhelming, especially for those who have faced tough experiences or received negative feedback in the past. This can lead to feelings of self-doubt and a lack of motivation, making it harder to improve writing skills. It's important to acknowledge these feelings and find ways to build confidence and enthusiasm for writing<sup>[8]</sup>.

#### 3. Disciplinary Differences:

The specific writing skills and conventions required can vary significantly across academic disciplines and professional fields, making it challenging for individuals to develop a versatile and adaptable set of writing abilities<sup>[8]</sup>.

### 2.3 Attempts at Developing Writing Skills

Researchers and educators have proposed various approaches to address the challenges in developing writing skills. Some of the key strategies and interventions include:

#### 1. Process-Oriented Instruction:

Emphasizing the step-by-step process of writing, including planning, drafting, revising, and editing, has been shown to be more effective than a focus on the final product alone<sup>[7, 9]</sup>.

#### 2. Explicit Strategy Instruction:

Teaching students specific writing strategies, such as outlining, paraphrasing, and peer review, can help them develop a repertoire of tools to improve their writing<sup>[9, 10]</sup>.

#### Feedback and Revision:

Providing timely and constructive feedback, along with opportunities for revision, can help writers identify areas for improvement and refine their skills<sup>[11]</sup>.

#### 3. Disciplinary Integration:

Embedding writing instruction within the context of specific academic disciplines or professional fields can help learners develop writing skills that are tailored to the unique requirements of their field<sup>[12]</sup>.

#### Technological Tools:

Leveraging digital technologies, such as word processors, grammar checkers, and online writing platforms, can assist writers in the various stages of the writing process and provide personalized feedback<sup>[13]</sup>.

#### Fostering Motivation and Confidence:

Implementing strategies to boost writers' self-efficacy, such as providing positive feedback, encouraging risk-taking, and celebrating progress, can help cultivate a growth mindset and a love for writing<sup>[8]</sup>.

Writing skills is a complex and multifaceted endeavor that requires a comprehensive approach involving cognitive, instructional, and motivational elements. By understanding the challenges and leveraging effective strategies, educators, policymakers, and individuals can work towards improving

writing abilities and unlocking the full potential of this essential skill.

### 2.3 Types of Writing:

There are some types of writing according to the subject needed participate in developing in its field together help delivering thoughts and ideas, the meaning of a written piece of subject, ESL learners should follow to achieve their main goal which is to figure out the obvious and hidden meaning of a piece of writing.

#### 2.3.1 Expository Writing:

Expository writing is a type of writing that aims to explain, inform, or describe. The primary purpose of expository writing is to provide information about a topic in a clear, concise, and objective manner. Expository writing is often used in academic and professional contexts to convey complex ideas or to explain a process or concept.

##### 2.3.1.1 Characteristics of Expository Writing:

###### 1. Informative and Explanatory:

Expository writing focuses on informing the reader about a particular topic or explaining concept or process.

###### 2. Objective and Factual:

Expository writing strives to be objective and fact-based, avoiding personal opinions or biases.

###### 3. Logical Organization:

Expository writing follows a clear and logical structure, often using techniques like cause and effect, comparison and contrast, or problem-solution.

###### 4. Clarity and Precision:

Expository writing aims to be clear and precise in its language, using appropriate vocabulary and sentence structure to effectively communicate ideas.

###### 5. Persuasive Writing:

Persuasive writing is a type of writing that aims to convince the reader to agree with the writer's perspective or take a particular action. The primary purpose of persuasive writing is to influence the reader's beliefs, attitudes, or behaviors through the use of logic, evidence, and rhetoric.

### Characteristics of Persuasive Writing

**7. Argumentative:** Persuasive writing presents a clear, well-reasoned argument in support of a particular position or viewpoint.

###### 8. Rhetorical Techniques:

Persuasive writing often employs rhetorical devices, such as appeals to logic (logos), emotion (pathos), and credibility (ethos), to persuade the reader.

###### 9. Convincing Evidence:

Persuasive writing utilizes factual evidence, examples, and expert opinions to support the writer's claims and strengthen the overall argument.

###### 10. Counterargument Addressing:

Effective persuasive writing acknowledges and addresses potential counterarguments or opposing viewpoints, demonstrating the writer's understanding of the issue.

###### 11. Persuasive Language:

Persuasive writing uses language that is designed to sway the reader, often employing emotive language, rhetorical questions, and calls to action.

###### 12. Narrative Writing:

Short stories that tell a fictional tale Example: A mystery story about a detective solving a crime.

\*Personal memoirs or autobiographies.

Example: A memoir recounting a person's experience immigrating to a new country

### 2. Descriptive Writing:

\* Passages that paint a vivid picture using sensory details.

Example: A description of the sights, sounds, and smells of a bustling city market.

\*Character sketches that provide in-depth portrayals.

Example: A detailed character profile of a historical figure.

### 3. Reflective Writing:

\*Journal entries that explore the writer's thoughts and feelings.

Example: A reflective essay on the lessons learned from a challenging experience.

\* Self-assessment reports that examine one's own growth or performance.

Example: A reflective learning log completed at the end of an academic course

### 4. Technical Writing:

\* Instruction manuals for operating machinery or software.

Example: A user guide for setting up a new home security system.

\*Scientific reports documenting the methods and findings of research.

Example: A lab report describing an experiment in a chemistry class.

### 5. Creative Writing:

\* Poems that use figurative language and artistic expression.

Example: A free-verse poem exploring themes of love and loss.

\* Fictional stories that imaginatively construct imaginary worlds.

Example: A fantasy novel about a young wizard attending a school of magic.

These examples illustrate the diverse range of writing types, each with its own unique purpose, style, and intended audience. Writers often blend elements of these approaches depending on the specific context and communicative goals.

## 3. Methodology

### 3.1 Introduction

The study is entitled "Writing Challenges". The following chapter will be devoted to the methodology to investigate the collected data; the researcher has adopted the descriptive method because it has great value in providing facts on which professional judgment can be based. The researcher identified the hypothesis of the study and selected the data instrument which is represented in a questionnaire; first, the data has been collected, second analyzed and discussed.

### 3.2 The Population

This study consists of fifty candidates' males and females that include university lecturers and teachers from schools in various stages of general education. The subjects were randomly selected, and all are English language teachers in the academic year 2024.

### 3.3 Sample

The sample of this study is represented by [50] English language lecturers, who teach the English language in different colleges and their experience ranges from (less than 5 and more than 15) years, however, some of them are 'BA' and 'MA.' holders and others have Ph.D. in ELT.

### 3.4 Questionnaire Validity

Validity is the most important quality to be considered in the development process. Therefore, to ensure the face validity of the questionnaire, certain procedures were conducted and the prepared version of the questionnaire was presented to specialize people, second the questionnaire was modified *regarding* the word of items and restatement of certain items. Finally, the questionnaire was collected, analyzed, scored, and tabulated.

### 3.5 The Questionnaire Reliability

The performance of candidates during tests can be influenced by various factors in the testing environment, such as tiredness, anxiety, and lack of attention. As a result, candidates may obtain scores that are inconsistent across different test administrations. For a questionnaire to be considered reliable, it should produce the same scores when administered to the same group of participants at a later time.

### 3.6 Procedures

To prepare the questionnaire certain procedures were followed. First, the prepared version of the questionnaire was presented to specialized people who have long experience in the field of writing. Second, this questionnaire

which consists of fifteen items were designed. Then, it was distributed among English language teachers' lecturers. The questionnaire was constructed through the following steps:

1. The proposed questionnaire was designed first.
2. The questionnaire is presented to expert people to check face validity.
3. The corrections were made according to the recommendations for the final version of the questionnaire.
4. The questionnaire consists of five options for each item, so a respondent has to tick the suitable one.
5. The questionnaire was distributed among [50] lecturers and teachers of English at various stages.
6. Finally, the questionnaire was collected analyzed, and tabulated.

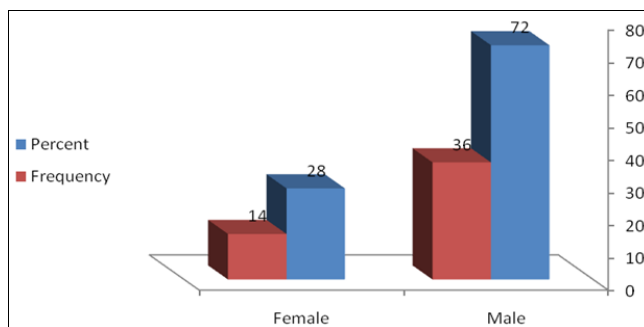
## 4. Data Analysis and Discussion

### 4.1 introduction

The following chapter will be devoted to presenting, analyzing and discussing the results of the collected data using the questionnaire as a tool for data collection. The results of the presented questionnaire will be discussed and interpreted in detail. The following table is a general statistic for English language teachers and lecturers at general schools and some universities in Saudi Arabia.

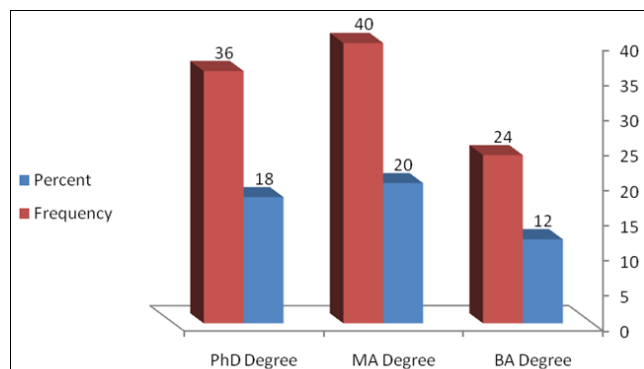
**Table 1:** Sex

Statement	Frequency	Percent
Male	36	72
Female	14	28
Total	50	100



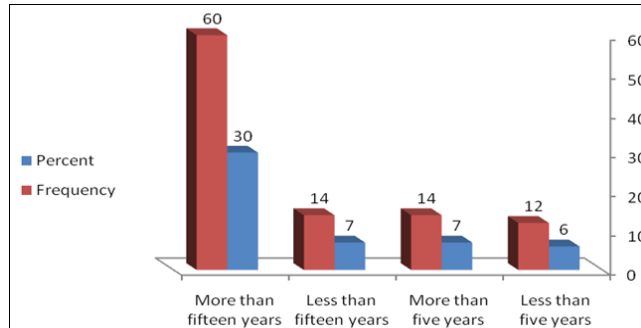
**Table 2:** Academic Qualification

Statement	Percent	Frequency
BA Degree	12	24
MA Degree	20	40
PhD Degree	18	36
Total	50	100



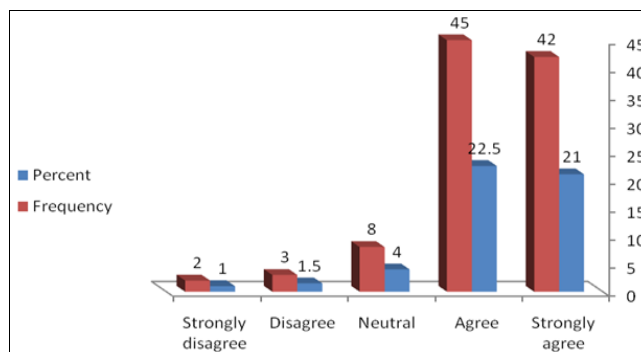
**Table 3:** Years of Experience

Statement	Percent	Frequency
Less than five years	6	12
More than five years	7	14
Less than fifteen years	7	14
More than fifteen years	30	60
Total	50	100



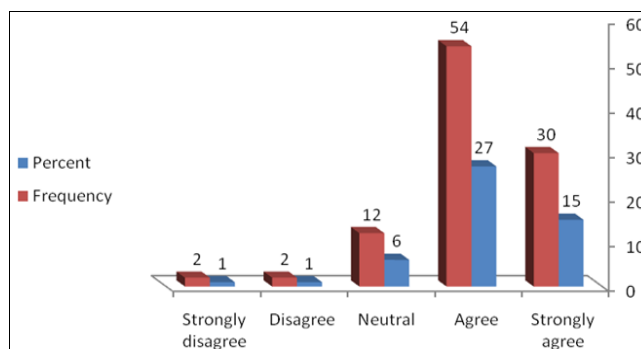
**Table 4:** English courses include illustrations of how to write one paragraphs, passages, and stories

Statement	Percent	Frequency
Strongly agree	21	42
Agree	22.5	45
Neutral	4	8
Disagree	1.5	3
Strongly disagree	1	2
Total	50	100



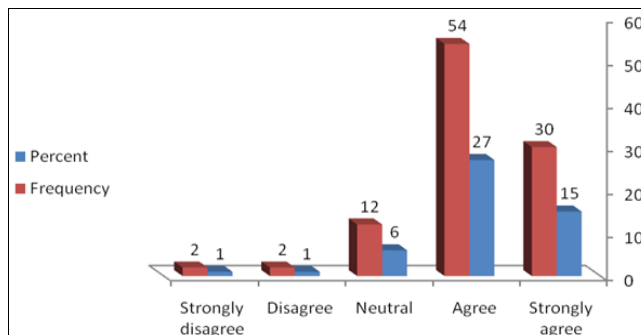
**Table 5:** English courses give clear examples of how to construct good writing

Statement	Percent	Frequency
Strongly agree	18	36
Agree	28	56
Neutral	1.5	3
Disagree	1	2
Strongly disagree	1.5	3
Total	50	100



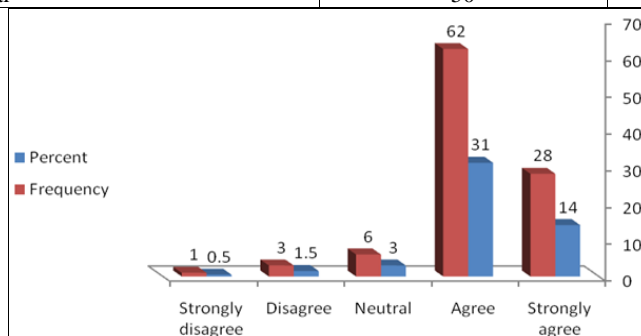
**Table 6:** English courses engage and motivate ESL learners to produce creative thoughts

Statement	Percent	Frequency
Strongly agree	15	30
Agree	27	54
Neutral	6	12
Disagree	1	2
Strongly disagree	1	2
Total	50	100



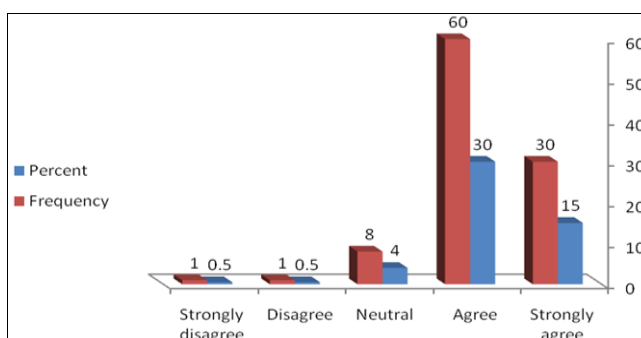
**Table 7:** English courses address diverse learning needs with a variety of subjects

Statement	Percent	Frequency
Strongly agree	14	28
Agree	31	62
Neutral	3	6
Disagree	1.5	3
Strongly disagree	0.5	1
Total	50	100



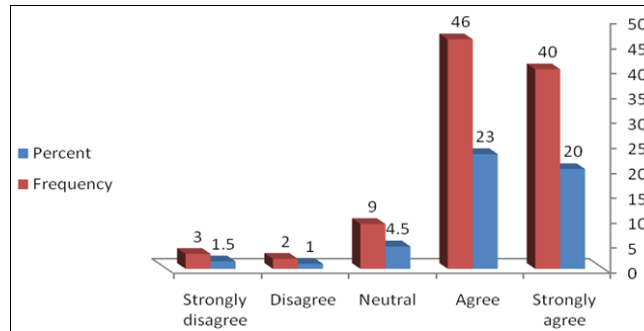
**Table 8:** English courses foster and help ESL learners develop essential skills like critical thinking and problem-solving

Statement	Percent	Frequency
Strongly agree	15	30
Agree	30	60
Neutral	4	8
Disagree	0.5	1
Strongly disagree	0.5	1
Total	50	100



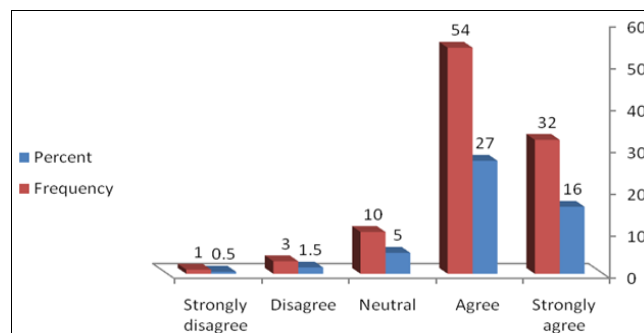
**Table 9:** Instructors help students develop effective writing skills across different genres

Statement	Percent	Frequency
Strongly agree	20	40
Agree	23	46
Neutral	4.5	9
Disagree	1	2
Strongly disagree	1.5	3
Total	50	100



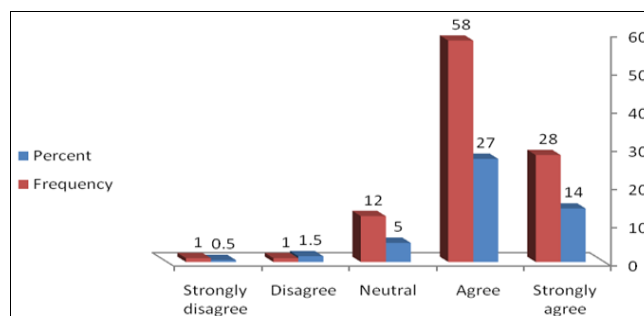
**Table 10:** Instructors clarify and illustrate the rules and sequences of writing

Statement	Percent	Frequency
Strongly agree	16	32
Agree	27	54
Neutral	5	10
Disagree	1.5	3
Strongly disagree	0.5	1
Total	50	100



**Table 11:** Instructors revise ESL learners' work and guide them to improve clarity and flow

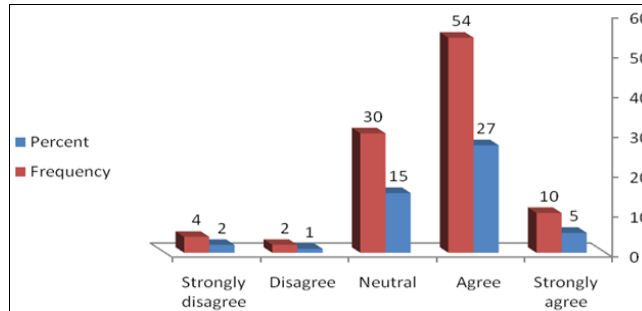
Statement	Percent	Frequency
Strongly agree	14	28
Agree	27	58
Neutral	5	12
Disagree	1.5	1
Strongly disagree	0.5	1
Total	50	100





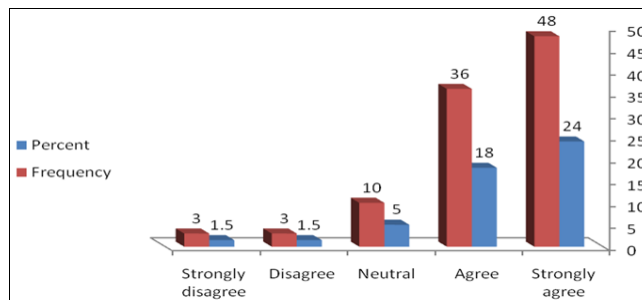
**Table 12:** Instructors manage the time required for multiple drafts and revisions

Statement	Percent	Frequency
Strongly agree	5	10
Agree	27	54
Neutral	15	30
Disagree	1	2
Strongly disagree	2	4
Total	50	100



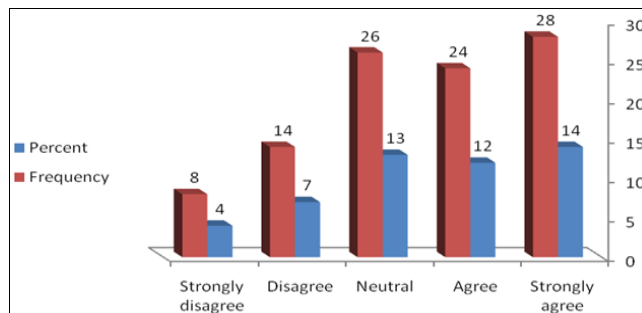
**Table 13:** Instructors tailor the writing style to suit the subject

Statement	Percent	Frequency
Strongly agree	24	48
Agree	18	36
Neutral	5	10
Disagree	1.5	3
Strongly disagree	1.5	3
Total	50	100



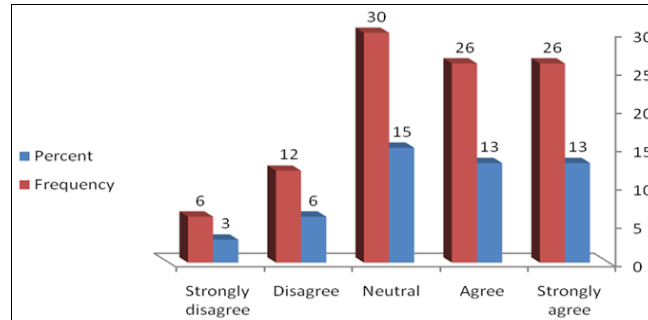
**Table 14:** ESL learners feel confident in their writing abilities and avoid self-doubt

Statement	Percent	Frequency
Strongly agree	14	28
Agree	12	24
Neutral	13	26
Disagree	7	14
Strongly disagree	4	8
Total	50	100



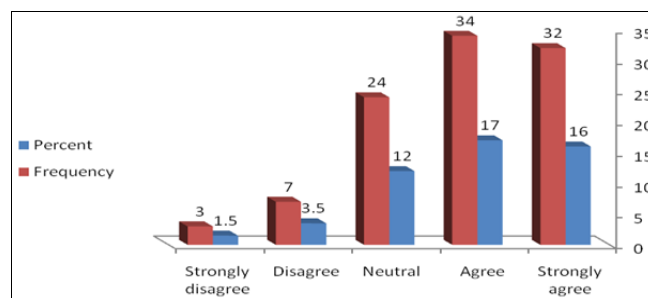
**Table 15:** ESL learners organize thoughts into a clear and logical structure

Statement	Percent	Frequency
Strongly agree	13	26
Agree	13	26
Neutral	15	30
Disagree	6	12
Strongly disagree	3	6
Total	50	100



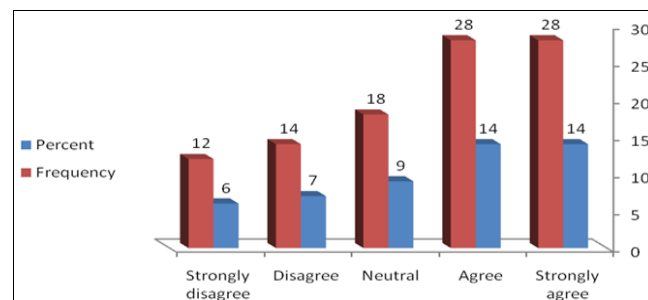
**Table 16:** ESL learners' express ideas in a concise and easy-to-understand manner

Statement	Percent	Frequency
Strongly agree	16	32
Agree	17	34
Neutral	12	24
Disagree	3.5	7
Strongly disagree	1.5	3
Total	50	100



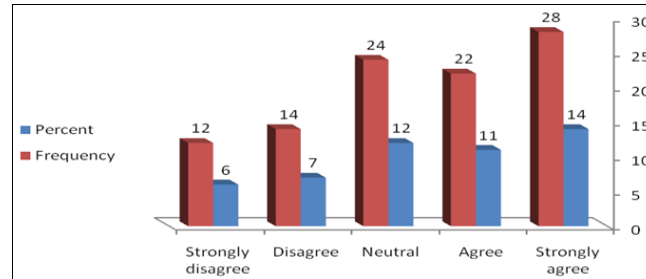
**Table 17:** ESL learners adhere to grammar rules, spelling, and punctuation

Statement	Percent	Frequency
Strongly agree	14	28
Agree	14	28
Neutral	9	18
Disagree	7	14
Strongly disagree	6	12
Total	50	100



**Table 18:** ESL learners transit smoothly between ideas and paragraphs

Statement	Percent	Frequency
Strongly agree	14	28
Agree	11	22
Neutral	12	24
Disagree	7	14
Strongly disagree	6	12
Total	50	100



**Table 19:** Practicing writing skills improves standards of creative thinking

Statement	Regression coefficient (B)	T test	T Sig
Practicing writing skills improves standards of creative thinking	5.23	2.78	0.00
Correlation coefficient (R)	0.88		
coefficient of determination (R <sup>2</sup> )	0.76		
F test	36.1		
F Sig	0.00		

Table (19) indicates that there is a strong direct correlation between the practicing writing skills improves standards of creative thinking, this is demonstrated by the value of the correlation coefficient (0.88) and the value of the regression coefficient (0.76), It is also clear from the analysis that there is a statistical significant relationship between Practicing writing skills improves standards of creative thinking according to t-test and F-test at a significance level of (0.01) and a confidence level of (0.99).

**Table 20:** Overcoming writing challenges prepare creative and qualified writers

Statement	Regression coefficient (B)	T test	T Sig
Overcoming writing challenges prepare creative and qualified writers	2.89	3.16	0.00
Correlation coefficient (R)	0.98		
coefficient of determination (R <sup>2</sup> )	0.96		
F test	23.3		
F Sig	0.00		

Table (19) indicates that there is an Overcoming writing challenges prepare creative and qualified writers, this is demonstrated by the value of the correlation coefficient (0.98) and the value of the regression coefficient (0.96), It is also clear from the analysis that there is a statistically significant relationship between Practicing writing skills

improves standards of creative thinking according to t-test and F-test at a significance level of (0.01) and a confidence level of (0.99).

**Table 21:** Knowing the writing process such as idea generation, organization, and revision, imposes higher cognitive load on writers

Statement	Regression coefficient (B)	T test	T Sig
Knowing the writing process such as idea generation, organization, and revision, imposes higher cognitive load on writers	7.13	4.43	0.00
Correlation coefficient (R)	0.82		
coefficient of determination (R <sup>2</sup> )	0.85		
F test	10.8		
F Sig	0.00		

Table (19) indicates that there is a knowing the writing process such as idea generation, organization, and revision, imposes higher cognitive load on writers, this is demonstrated by the value of the correlation coefficient (0.82) and the value of the regression coefficient (0.85), It is also clear from the analysis that there is a statistical significant relationship between Practicing writing skills improves standards of creative thinking according to t-test and F-test at a significance level of (0.01) and a confidence level of (0.99).

**Chi-square test: First hypothesis, practicing writing skills improves standards of creative thinking**

	English courses include illustrations of how to write one paragraphs, passages, and stories	English courses give clear examples of how to construct good writing	courses engage and motivate ESL learners to produce creative thoughts	English courses address diverse learning needs with a variety of subjects	English courses foster and help ESL learners develop essential skills like critical thinking and problem-solving.
Chi-Square	8.000 <sup>a</sup>	8.000 <sup>a</sup>	9.000 <sup>b</sup>	12.000 <sup>b</sup>	13.000 <sup>a</sup>
Df	3	3	2	2	2
Asymp. Sig.	0.000	0.000	0.000	0.000	0.000
a. 0 cells (0.0%) have expected frequencies less than 0.01. The minimum expected cell frequency is 17.1.					
b. 0 cells (0.0%) have expected frequencies less than 0.01. The minimum expected cell frequency is 15.5.					

**Chi-square test: Second hypothesis, overcoming writing challenges prepare creative and qualified writers**

	Instructors help students develop effective writing skills across different genres.	Instructors clarify and illustrate the rules and sequences of writing	Instructors revise ESL learners' work and guide them to improve clarity and flow	Instructors manage the time required for multiple drafts and revisions	Instructors tailor the writing style to suit the subject
Chi-Square	6.000 <sup>a</sup>	6.000 <sup>a</sup>	7.000 <sup>b</sup>	10.000 <sup>b</sup>	11.000 <sup>a</sup>
Df	3	3	4	4	4
Asymp. Sig.	0.000	0.000	0.000	0.000	0.000
a. 0 cells (0.0%) have expected frequencies less than 0.01. The minimum expected cell frequency is 12.1.					
b. 0 cells (0.0%) have expected frequencies less than 0.01. The minimum expected cell frequency is 12.1.					

**Chi-square test: third hypothesis, knowing the writing process such as idea generation, organization, and revision, imposes higher cognitive load on writers**

	ESL learners feel confident in their writing abilities and avoid self-doubt	ESL learners organize thoughts into a clear and logical structure	ESL learners express ideas in a concise and easy-to-understand manner	ESL learners adhere to grammar rules, spelling, and punctuation	ESL learners transit smoothly between ideas and paragraphs
Chi-Square	9.000 <sup>a</sup>	8.000 <sup>a</sup>	8.000 <sup>b</sup>	14.000 <sup>b</sup>	15.000 <sup>a</sup>
Df	2	3	2	3	2
Asymp. Sig.	0.000	0.000	0.000	0.000	0.000
a. 0 cells (0.0%) have expected frequencies less than 0.01. The minimum expected cell frequency is 11.2.					
b. 0 cells (0.0%) have expected frequencies less than 0.01. The minimum expected cell frequency is 13.5.					

**5. Conclusion and Recommendations**

**5.1 Introduction**

Writing can be a deeply rewarding journey, but it also comes with its fair share of challenges. Pouring your heart into crafting clear and compelling prose takes a lot of time and effort. Many writers know the struggle of staring at a blank page, battling writer's block, and searching for the perfect words. Organizing a flurry of thoughts into a cohesive piece can feel overwhelming at times.

Attention to grammar, spelling, and punctuation is important, but those details can sometimes seem tedious. Finding your unique voice and style is a personal journey that requires practice, patience, and ongoing refinement. Staying motivated and disciplined to push through tough moments is often what separates success from frustration.

Receiving constructive feedback and revising your work is crucial for growth, but it can be hard to hear critiques and make changes. Ultimately, writing is a personal process of discovery that involves both struggle and triumph.

Adapting your writing to fit different genres, audiences, and purposes brings its own set of exciting challenges. It can feel like a delicate dance to balance expressing your true self with meeting the practical demands of the task at hand.

Despite the hurdles that writers encounter, there's a profound sense of satisfaction and pride that comes from crafting something meaningful. When you've invested your heart and soul into your work and refined it into its final form, it's incredibly rewarding. This sense of accomplishment is what keeps writers motivated to push through the struggles time and again.

In a recent study, a questionnaire was used to gather data from fifty English language lecturers across various colleges and schools in Saudi Arabia. The researcher applied different statistical methods to analyze the data and arrive at significant findings.

**5.2 The main findings**

1. SL learners face a daunting challenge when trying to write coherent, well-structured compositions.
2. The study is beneficial for both ESL learners and their instructors. There's valuable insight to be gained on both sides.

3. ESL learners should build a strong command of English vocabulary, idioms, and nuanced usage.
4. Mastering the structural conventions of English writing, like grammar, syntax, and punctuation, also poses a significant challenge. Adhering to all the rules requires dedicated practice and internalization.
5. ESL learners must work to overcome challenges related to the organization and rhetorical structure of their writing. The norms of their native language and culture may be vastly different, requiring a keen understanding of English conventions.
6. Expressing their unique cultural perspectives and experiences in a non-native language can be arduous for ESL learners. The available linguistic resources may fall short of fully capturing their intended meaning.
7. Sustained practice, exposure to English writing, and an openness to feedback, ESL learners can overcome these challenges and develop into skilled, confident writers.
8. Instructors need effectively to teach writing to ESL learners requires being well-prepared, flexible in providing lessons, and following systematic procedures. It's a demanding but rewarding process.

**5.3 Recommendations**

**The researcher recommends the following:**

1. Creating a supportive, low-pressure environment is crucial for ESL learners as they navigate the complex linguistic, cultural, and cognitive obstacles they face when practicing writing. Provide them with ample opportunities to write freely without fear of judgment.
2. Encourage ESL learners to actively seek out feedback from their instructors, peers, and native English speakers. Honest, constructive feedback can be invaluable for their improvement, even if it feels challenging at times.
3. Develop comprehensive vocabulary-building exercises that go beyond just teaching individual words. Introduce common idioms, collocations, and nuanced usage as well. This will help strengthen their overall command of the language.
4. Dedicate significant class time to mastering the structural conventions of English writing, including

- grammar, syntax, and punctuation. Provide targeted instruction and plenty of opportunities for practice. This foundational knowledge is essential.
5. Teach ESL learners strategies for effectively organizing their writing and developing a coherent rhetorical structure. Help them draw connections between the norms of their native language and culture, and the expectations of English writing.
  6. Facilitate discussions and activities that allow ESL learners to explore ways of expressing their unique cultural perspectives and experiences in English. Encourage creativity, open-mindedness, and a willingness to take risks.
  7. Foster a classroom environment that promotes a growth mindset, where mistakes are seen as learning opportunities rather than failures. Celebrate small victories and incremental progress along the way.
  8. Instructors have to ensure thorough preparation, flexibility in lesson planning, and a systematic approach to teaching writing to ESL learners. Continuously seek out professional development opportunities to enhance your skills and stay up-to-date with best practices.

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