

WRITING PROBLEMS IN TEACHING ENGLISH AMONG THE EFL/ESL LEARNERS

Navbakhor Abramova

Phd Student, Uzbekistan State World Languages University Tashkent, Uzbekistan

ABSTRACT: Writing skill is an essential skill which includes all knowledge and abilities to express one's ideas through the written word. Most prominently, English writing skill is very much indispensable to stamp an individual signature in the modern world. Nevertheless, teaching and learning to write in English is considered a heavy task. The purpose of this study is to find out the problems in acquiring English writing skill among the students in high school. The study is a descriptive survey conducted on randomly selected students studying at UzSWLU. Various problems were identified in grammar, syntax, spelling, punctuation and in choice of vocabulary. In addition to these problems redundancy of content, mother tongue interference and genre identification were also identified in the study.

KEYWORDS: English writing skill, problems, acquisition, higher education, communicative activity, thematic content, CLT methodology.

INTRODUCTION

Learning English language is very important in the Uzbek context. We cannot imagine a development without this influential language. Learning of skills was discarded when rote learning and memorization took the centre stage. When product was only required the process of learning went in oblivion. Thus learning to communicate in English language especially speaking and writing seemed to be problem for many L2 learners. Writing is a productive skill, a form of literacy, a communicative activity, and sometimes a means through which learners can be assessed. Writing is the most complex method of expression. It is the final skill to be achieved in the order of acquisition. As a method of communication, writing can be used to establish and maintain contact with others, transmit information, express thoughts, feelings, reactions, entertain, and persuade.

Writing skill in English is very crucial in modern times. Having a good writing ability in English is very important in the modern world. Digital era has not reduced the usage of writing in English. Today's corporate world requires candidates who can write and communicate effectively in English. E-mails, Fax, Online Chat, Website updates require an excellent proficiency in English writing to communicate our need and demand effectively. If the communication in English is clear, the chance of success is greater.

Most researchers are investigated the writing problems at higher education. G. Sujatha (2011) endeavored to identify the problems associated with the teaching and learning of writing skills at

the degree level. In the opinion of the teachers, all the students are not able to communicate effectively through writing with the help of the present system of teaching composition. Faulty teaching method, lack of explicitly stated objectives, defective methods of assessment, insufficient materials are the major reasons for the ineffective writing among the students. Over-crowded classes, lack of motivation, heavy syllabus are also identified as the problems. There also exists a gap between expected outcome and achieved competence. In the studies conducted abroad, Sheeba Sardar Ali & Dr. Laxmi Ramana (2018) concentrated on the problems of the teacher and the taught. It is found that the teachers usually encounter confusions regarding the standard of the students, causes of the writing problems and the solutions to overcome the writing problems faced by the students. Lack of vocabulary and grammar skill is the problem that occurs during the class activity. The study found that the students in remote area are not supported in any way and hence the teachers also found it difficult to teach the students in remote area where most people think English less important for their children.

Muhammad Fareed et.al. (2016) investigated the problems undergraduate ESL learners' writing skill and the factors that hinder their writing. Focus group interview and writing samples were conducted to study the problems. In the thematic content analysis it is revealed that insufficient linguistic proficiency (includes grammar, syntax and vocabulary), writing anxiety, lack of ideas, reliance on L1 and weak structure organization. These are influenced by various factors including untrained teachers, ineffective teaching methods, examination system, lack of reading and writing practice, large classrooms, low motivation and lack of ideas. Nadeem Anwar & Nazir Ahmed (2016) investigated the problems faced by the second language learners in writing. According to the researchers, writing is more difficult than speaking because the former is more formal than the latter. Writing skill cannot be developed without being proficient in the vocabulary and grammar of that language. For being a good writer, one has to be a good reader. Students' learning of the writing skill is depended on the approaches (product, process, eclectic and genre) their teachers select to teach writing.

Fawzia Al Seyabi & Victoria Tuzlukova (2014) investigated the gaps in English language teaching and learning at universities. The problems examined were the concern in writing a correct sentence in English, putting the ideas together in a coherent way, choosing the right vocabulary to express ideas, having ideas about the given topics and deciding how to start a paragraph. Data regarding writing problems suggest that majority of the students struggle with lexical and content aspects of writing.

Tri Windiyati (2010) studied on the problems faced by English teachers in teaching writing. It also intended to find out how the teachers coped and managed their problems in order to help the students to write better. There were various problems in these teachers in teaching. They were in relation to teaching preparation, teaching techniques and the textbook used. They had strategies to overcome it. They made preparations before they taught. They made only lesson plans and a semester program for one year in the early semester. In the process of teaching writing, the techniques used by the teachers were almost same for every meeting. They rarely used other techniques because of their lack of knowledge on the techniques of teaching writing.

They got difficulties in using appropriate techniques for the students who had low ability and interest in writing and in choosing an activity that could encourage the students to write better. Assefa Zeru Tedla (2007) explored the issues involved in the teaching of expository writing. The objective of the study is to examine the factors involved in the development of the necessary writing skills. The study focuses on the adequacy of the syllabus, the nature of the teaching materials currently in use, the effectiveness of the writing tasks and the nature of problems encountered in implementing CLT methodology in the writing course. Questionnaires were used as the tool for students and teachers. Interview was also used to collect information from the students and teachers besides classroom observation. The study revealed that there are limitations in the adoption of CLT principles and procedures. There are also several constraints in teaching expository writing. It emerged from the study that the students lacked the requisite skills and practice in writing expository compositions.

Taking all the consideration, a good and fluent writer in English language can create wider connections with a wide range of population. Acquisition of this language skills have become a necessity for the survival in the modern era. There were some lacunae in the acquisition of these skills especially, writing skill as it is considered a herculean task by many teachers and learners. The aim of the present study was to find out the underlying problems students in high school encounter in English Language writing. Findings of the study revealed several problems in grammar, syntax, spelling, punctuation and in choice of vocabulary. In addition to these problems redundancy of content, mother tongue interference and genre identification were also identified in the study. The findings of the study will be a yardstick to measure the level of achievement in English language writing in high school.

REFERENCES

1. Alimov, A.M. (2019). The role of interactive methods in the development of students' written competence. *Bulletin of the Uzbek State University of World Languages*, (4), 45-50.
2. Assimakopoulou A. D . (2003). Foreign languages in the context of culture: cross-cultural communication for educational purposes. MGLU publishing house.
3. Beam, I. L. (2006). Culture of foreign language communication. Flint.
4. Guseva, V. A. (2011). Introduction of interactive forms and teaching methods into the system of the Russian language school course. Dissertation for the degree of candidate of pedagogical sciences.
5. Konstantinova, N. A. (2018). Development of students' written communication in English lessons using interactive teaching methods. *Bulletin of the Nizhny Novgorod University. N. I. Lobachevsky*, (4), 226-232.