



PROBLEMS OF TEACHING WRITING FOR EFL LEARNERS

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ANNOTATSIYA: *Ushbu maqolada chet tili sifatida ingliz tilini (EFL) o'rganuvchilarga yozishni o'rgatishda uchraydigan asosiy muammolar muhokama qilinadi. Yozish murakkab ko'nikma bo'lib, u grammatikani, so'z boyligini, matn tuzilishini va tanqidiy fikrlashni talab qiladi. Odatda uchraydigan muammolar — til bilimining cheklanganligi, ona tili ta'siri, motivatsiya yetishmasligi, g'oyalarning noto'g'ri tashkil etilishi va madaniy tafovutlar. Maqolada ushbu muammolarni yengib o'tish uchun amaliy yechimlar ham taklif etiladi.*

Kalit so'zlar: *Yozish ko'nikmalari, EFL o'quvchilari, grammatika, lug'at boyligi, ona tili ta'siri, o'qitish strategiyalari, yozuv o'qitish, madaniy tafovutlar*

ABSTRACT: *This article discusses the main problems encountered in teaching writing to English as a Foreign Language (EFL) learners. Writing is a complex skill that demands grammar, vocabulary, structure, and critical thinking. Common challenges include limited language knowledge, first language interference, lack of motivation, poor organization, and cultural differences. The paper also offers practical solutions to help overcome these issues and improve writing instruction in EFL contexts.*



Key words: *Writing skills, EFL learners, grammar, vocabulary, L1 interference, teaching strategies, writing instruction, cultural differences*

АННОТАЦИЯ: *В данной статье рассматриваются основные проблемы обучения письму изучающих английский язык как иностранный (EFL). Письмо — это сложный навык, требующий знания грамматики, лексики, структуры текста и критического мышления. Среди распространенных трудностей — ограниченные языковые знания, влияние родного языка, низкая мотивация, трудности в организации текста и культурные различия. В статье также предложены практические решения для преодоления этих проблем и улучшения обучения письму в условиях EFL.*

Ключевые слова: *Навыки письма, изучающие EFL, грамматика, словарный запас, влияние родного языка, стратегии обучения, обучение письму, культурные различия*

INTRODUCTION

In today's globalized world, writing has become an essential communication skill, especially for learners of English as a Foreign Language (EFL). Unlike speaking, which is often more spontaneous, writing requires deliberate planning, accurate language use, and logical organization. It is a productive skill that integrates vocabulary, grammar, coherence, and critical thinking. However, for many EFL learners, writing presents unique challenges due to linguistic, cultural, and psychological barriers. Teachers also struggle to address individual needs and to provide effective writing instruction within limited class time. Therefore, understanding the core problems in teaching writing to EFL students is crucial for improving language education outcomes. This article aims to identify the main



obstacles EFL learners face in writing and suggest practical strategies to address them.

Writing is one of the most challenging skills for learners of English as a Foreign Language (EFL). While speaking, listening, and reading skills often develop faster, writing requires a deeper understanding of language structure, vocabulary, and organization. Teachers face many difficulties when helping EFL learners improve their writing skills. This article will explore the major problems in teaching writing and suggest some strategies to overcome them.

1. Lack of Vocabulary and Grammar Knowledge

One of the biggest problems EFL learners face is limited vocabulary and weak grammar. Without a rich vocabulary, students struggle to express their ideas clearly. Grammatical mistakes often make writing confusing or incorrect, which can discourage learners. Teachers need to emphasize vocabulary building and grammar practice alongside writing instruction.

2. Influence of the Mother Tongue

Many EFL learners transfer structures and expressions from their first language (L1) into English writing. This interference can lead to unnatural sentence structures and misunderstandings. For instance, word

order and punctuation rules differ between languages, causing common mistakes. Teachers must help students notice these differences and practice thinking directly in English.

3. Lack of Motivation and Confidence

Writing can feel like a slow and difficult task, especially when students are not confident in their English skills. Many learners fear making mistakes and avoid writing altogether. Low motivation leads to poor writing practice. To solve this,



teachers should create a positive atmosphere, provide supportive feedback, and give students interesting, real-world writing tasks.

4. Difficulty Organizing Ideas

Good writing is not just about correct sentences; it is also about organizing ideas logically. Many EFL learners find it hard to structure essays, paragraphs, and even sentences properly. They may lack knowledge about how to use introductions, body paragraphs, conclusions, and linking words. Teachers need to explicitly teach different types of writing formats and provide examples and models.

5. Limited Writing Practice

In many EFL classrooms, writing is not practiced regularly because it takes more time to teach and assess than other skills. Without enough writing practice, students cannot develop fluency and accuracy. Teachers should include short and frequent writing activities, such as journal entries, emails, or simple reports, to give students continuous practice.

6. Cultural Differences in Writing Styles

Different cultures have different expectations about writing. In some cultures, indirectness is valued, while in English academic writing, clarity and directness are important. EFL learners might find it confusing to adapt their writing style to meet English-speaking readers' expectations. Teachers should raise awareness of these cultural differences and guide students through appropriate writing conventions.

CONCLUSION

Teaching writing to EFL learners is a demanding but essential aspect of language education. The challenges—such as insufficient vocabulary and grammar, first language interference, lack of motivation and confidence, poor organization, limited practice opportunities, and cultural variations—require



thoughtful and multifaceted teaching approaches. Educators must not only focus on correcting mistakes but also foster a supportive and engaging environment where students feel safe to express themselves. Incorporating real-life writing tasks, providing consistent feedback, using peer reviews, and integrating writing across the curriculum can significantly enhance students' writing abilities. With consistent effort, encouragement, and proper guidance, EFL learners can gradually become confident and competent writers who can use English effectively in academic, professional, and everyday contexts.

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