

Appendix 6: Learn a second language

Learn a second language not a big deal as some people think. I will talk about three things. How to learn it, how to practice it, and how does learning a second language effect on the mind. Lets take the English language for example.

First of all, how to learn English. The first thing you learn the letter and grammar. The second thing writing and listing, writing might be the most important subject in English. In writing you will learn how to write a paragraph an essay. In listing you will listen to conversation to develop your listening skills.

Second, how to practicing English to be a good learner in English you have to practice it a lot and there are some ways to practice English by watching movie, reading story, listeing to the news and try to speaking as much as you can.

third, the effect of learn a second language in the mind. Learn other language can improve youmental ability, refreshing your mind you will not forget things eisaly ether if you get older.

at the end, I encourag you to learn any other language because if you learn it you thinking will change defferntly.

First of all, you have to consider that learning a second language is not easy. You have to practice every day. You can study in college however, I prefer online learning.

Second, learning a second language could be fun. You will learn new thing about the culture of the language that you would like to learn. and maybe that will benefit you in live.

Third, learning a second language will do you no harm. You will communicate with the people who spoke the language and they may respect you more.

Finally, consider learning a second language cause that will help you in many ways. In my opinion learning a second language espesly English is very important.

Appendix 5: Enhancing appearance

Enhancing appearance is more important it reflects our image in society. For example when you apply to a job you need to be clean and well dressed to show how respectful you are.

Enhancing appearance could happen in a certain events. for example family meatings, weddings, job interview, going out with friends and more.

One of my relative got accepted in ARAMCO but he got refuse because he showed up in a dirty clothes and he smiled terrible they saw that he disrespect the interviewer and he didn't take it seariously.

In conclusion, Enhancing appearance is important if you in a job interview or wedding we need to Enhance the natural appearance to show how respectful we are.

Appendix 3: Why they risk

From the title, you may ask whom are they. Well they are the people do daring and dangerous things. To cover this question answers. I used a statistics, I read in NY TIME'S Magazine. It says that 90% of the people do it to get famous, 10% of the people do it to impress someone in mind, and 10% do it for fun.

What they do. Well there are a lot of things they do. Like jump from building to another, jump in caves falls, walk on fire, eat stones. and in some cases the nurt then self just for what they have in mind.

I meet one of those people once in a restaurant. The man was a young. He was healthy and normal, while he was a glass eater he eat glass like a cup of glass or mirror made of glass. I asked him why you do that. he said for fun and fun always. I said this is not fun at all. He told me I already do it just to get famous I really don't enjoy it a lot.

I told him if you gonna risk just to get famous I think you need to slow down, and think in the other side. I meant his health he said that he will.

I think that all people like him should do the same.

Appendix 4: Learning a second language

There are a lot of reasons to learn a second language. For example, jobs these days requires a two known language or if it doesn't require you will have a better chance than the people with one language.

Appendices

Appendix 1: Essay Writing: Choose ONE topic.

- A. Write an essay on the motives or reasons that push people change or enhance their natural appearance. Support your writing by using the supporting materials learnt so far (examples, facts, anecdotes, and/ or statistics)
- B. Write an essay on why people do daring and dangerous things.
- C. According to you, what are the things that a learner has to consider when learning a second language? Write an essay in which you state these considerations.

Appendix 2: Changing Appearance

In the present day, fashion is important thing. People change their appearance because of many reasons.

First of all, the person have to wear a new clothes, have a new haircut.

Because the people will not accept your old clothes.

Second, people like to wear their clothes like the fashionest. Everyone of us like to look like the fashionest.

Third, in our modern life people start to wear whatever they want, and no one will judge them. Actually, in our country Saudi Arabia, 50% of people start to wear jeans and T-Shirt insted of our traditional clothes.

In my opinion, time is changed, people changed, the whole world is changed. So you have to change with them.

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problems of the language, students should be familiar with the marking codes made by their teacher, so that they can mark other students' writing in class. With guidance of the teacher, students can work with the syntax, vocabulary and mechanics of the language more naturally and more effectively. The teacher can spare some time to work with individuals with specific problems.

Conclusion

This study analyzes the difficulties of writing encountered by students at the English Language & Translation department at the College of Languages & Translation. It presents suggestions in which approaches of writing might help students to overcome such problems. It was obvious that all students revealed problems in writing with correct syntactical structure, mechanics, and vocabulary. The most common problems were choice of words, omission of vocabulary, incorrect verb usage, and spelling errors. Some activities were suggested for improvement. Although, a number of problems and mistakes revealed in the writing samples of students, it would be beyond the scope of this study to suggest exercises for every mistake students' made in their writing works. However, remedies were suggested for the kind of difficulties mentioned above. Further, collaboration of students can be beneficial as they encourage comments and feedback for each other's writing. Students seemed more receptive to learning and participate effectively when they receive positive feedback. In addition, with encouraging comments and praise from the teacher, students require positive reinforcement after they have struggled to write something. [Elumalai](#), and [Jesudas](#) (2014) point out that teachers may apply the process writing approach which they believe is better for Arab learners. Also, they recommend that the curriculum designers, teacher educators and material designers may focus on providing strategies based on using the process writing approach in EFL domain.

sentences. This might be because students have learned a lot of grammatical rules but they do not know how to use them accurately. The students already learned English for at least nine years of intensive English grammar and language skills, so it is believed that their understanding of syntax and grammar should be so good enough that they found no difficulty in overcoming language errors. But it seemed that they did not have enough practice in using what they have learned. A number of suggestions might be useful to students to overcome their problems in the writing skill. They can be summarized as follows:

- Students need to benefit effectively by doing exercises in correction of ungrammatical sentences taken directly from their work.
- Reading exercises for example, can be a better way to learn grammar, vocabulary and punctuation.
- It is important to provide students with lots of written works to eventually have the nuts and bolts of the language for practice.
- Teachers need to encourage their students to do extra activities in reading and writing skills.
- A suggestion by Hedge (1998: 56) which may benefit students having problems with syntax, vocabulary, grammar and mechanics is by having them correct their own work.
- Students can do peer reviewing of their classmates, and can be shown examples of revisions of other students' writing. Peer editing would enable students to become better at spotting grammatical errors, and to get a better feeling for what they have done.
- Hedge (1998: 56) points out that "experience shows that it helps students to get the idea of revision if they can actually see how another student has marked up a script for revision".

In respect of the list of problems shown in students' writing tasks, it is necessary, to draw the students' attention to their errors, making them look for language flaws in their own work, for example: misuse of tense or word formation, word choice, punctuation marks, capitalization, and spelling. To work on these

Student Composition # 4 – Enhancing Appearance (see appendix 5)

Comments:

The student focuses on one certain idea that appearance reflects our picture in the society. The main idea is short and ambiguous. He provided few reasons to convince the readers about his topic. The content has many mistakes in syntax and mechanics.

Suggestions:

It is important for students to acknowledge their problems if they want to develop their writing skill. Students then can overcome their problems by practicing their mistakes more and more. Further, they need to learn how to use connectors such as; as well as, too, in addition, also, and, etc., as these connectors help them to connect ideas and make their paragraphs more cohesive.

Student Composition # 5 – Learn a Second Language (see appendix 6)

Comments:

The content, organization and illustration of ideas are generally good. The writer provides introduction and conclusion. The numbering of ideas is incorrect as he uses the second point twice. There are many spelling mistakes and punctuation marks. However, the writer tries his best to convince the reader to learn another language.

Suggestions:

The student's ability in writing skill is fine. He could easily improve himself with more practice in the skill. He uses a good technique in developing ideas and urging others for something.

Findings and Suggestions:

By looking at the writing tasks of students, there was a number of problems the students faced, especially that of syntax. In addition, grammar was another problem for them. It seemed that they memorized a list of words, but when it came to put them into practice they just ignore how to spell, and how to form correct

Student Composition #2 – Why they risk (see appendix 3)

Comments:

This student needs to learn how to organize his ideas and then develop them into sentences to a paragraph. Yet he presents only one idea and develops it into a story. Also, he made lots of mistakes regarding the spelling, structure, and word formation.

Suggestions:

Once communicative idea is given by the teacher to the topic, students then can participate in elaborating this idea with more ideas. A topic word or phrase is written on the board, for example, “challenges and risks”, and students contribute ideas associated with the class. After completing this technique, students might have the chance to write freely for a short period of time to develop and expand on some ideas of the challenges they would like to discuss. They would be encouraged to write about their attitudes, feelings, likes and dislikes, and to make suggestions about the class without hesitating or thinking too much. Students would be reminded that grammar and spelling are important, trying to reach for the first time. This would help students to increase the quality and minimize writing errors.

Student Composition #3 – Learning a second language (see appendix 4)

Comments:

The content in this piece is acceptable. The ideas and points are well developed. The writing piece is only five paragraphs. The writer attempts to organize his ideas and shows coherence within paragraphs. The work of writing is organized well with an introduction and conclusion, and shows cohesiveness and fluency in writing, but with some spelling mistakes.

Suggestions:

The writer needs to work further in order to improve syntax, mechanics, and word use. Further, over practice of writing will help the writer to minimize his writing difficulties.

Analysis of Data:

Problems of Writing and Suggestions

After receiving all of the assignments, the writing tasks were verified according to each selected topic. Twelve students had selected the first topic, three students chose the second topic, while nine students selected the third one. By correcting all of the assignments received, they revealed similar problems of word order, vocabulary, cohesion, and mechanics.

Student Composition # 1 – Changing Appearance (see appendix 2)

Comments:

This writer chose to write an essay on the motives or reasons that push people change their appearance which shows the writer has some information about the reasons, but may not know exactly how to organize his ideas. Most of the content is appropriate; the writer mentions a few reasons. However, the content is inappropriate for motives. For example, the main idea is missing. The introduction is inappropriate. Once he has a basic idea of the appropriate content and organization, he will have more confidence and direction in organizing his work. "In order to appreciate the skills needed for successful crafting it is useful to look at finished pieces of writing and to see how ideas are put together and developed" (Hedge 1998: 89). The writer needs to show coherence within the ideas presented, as well as, reasons have to be clear without ambiguity. Further, there were many spelling mistakes. The technique of writing looks informal.

Suggestions:

Reformulation is a technique described by Hedge (1998) which could be helpful in this situation. Students' problems of writing could be shown, underlined, or referred to with a code of symbols. To help students, the topic can be rewritten by the teacher and distributed to the class. Students could work in groups to identify changes and the reasons for them. They can then revise their own work to counteract the tendency to write in long lists, the teacher might use an exercise in organizing general and supporting statements (Hedge 1998). An exercise in cohesion in which short sentences can be combined would be helpful for this student.

the second semester of the second year of a five-year program. There were twenty four students in that level. Students were taught the different steps for writing during the semester, and they already studied the writing skills (1 &2) for the previous semesters. Before the end of the semester students were asked to write about one of three topics given to them by the teacher and they were asked to submit their pieces of written work for evaluation and comments. Students were given one week for this assignment (see Appendix 1 for further instructions).

Further, they were told that the writing tasks will be used for research purposes. In addition, they were told that a bonus of two marks will be added to their final mark in order to encourage them to do the task to the best of their knowledge. After submitting their assignments, five pieces of written work have been selected randomly from each topic for analysis of writing; two pieces from the first topic, one piece from the second one, and two pieces from the third one.

Analysis of Writing:

To analyse the samples of the writing tasks, the researcher has based his observations on categories for evaluating writing, as described in Brown (2001:357 adapted from J. D Brown 1991).

Category	Content	organization	Discourse	Syntax	vocabulary	Mechanics
Explanation	<ul style="list-style-type: none"> -Use of description and expression - Development of ideas - Appropriate subject matter 	<ul style="list-style-type: none"> - Introduction, conclusion - Appropriate length - Logical sequence of ideas 	<ul style="list-style-type: none"> - Introduction, conclusion - Appropriate length - Logical sequence of ideas 	<ul style="list-style-type: none"> - Fluency, cohesion 	<ul style="list-style-type: none"> - Proper use of word forms, word order 	<ul style="list-style-type: none"> - Spelling and punctuation

changes might be added on their first draft. It should be noted that revisions are considered as an important and natural part of the writing process, and that is a vital factor which helps them improve their writing skills. Sometimes, students need to make a second draft of their work as that might help them to provide time for further clear ideas.

Teacher' Feedback

The teacher, as a guide or facilitator, should keep in mind that feedback has to be student-centred. The teacher's remark has to be positive on students' writing along with error correction, as it helps to encourage and promote student confidence. Brown (2001) confirms that the teacher should offer guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for the students' opinion, and he must not impose his own thoughts on student writing.

Methodology:

Purpose of the Study:

The study is an explanatory research which is a type of research conducted for a problem in which the reasons have not been clearly defined. Explanatory research was useful to determine the best research design, data collection method and selection of subjects. Also, it helps to identify the problem, describe it and suggest some solutions.

Qualitative Study:

The study is a qualitative study as the aim of this research was to describe some of the different problems students have when writing compositions in English as well as to determine and analyse the techniques that teachers use when teaching English composition.

The Process:

The students who participated in this study were studying the essay and summary writing course, and they were in the intermediate level at the English Language & Translation Department at the College of Languages & Translation at King Saud University in Riyadh. They were English majors students in

Drafting and Revision

As soon as students have selected their topics, the process approach could be involved, followed by the drafting and revising phases. Brown (2001: 348) outlines the skills and strategies pertaining to the process of drafting and revision:

- Getting started – letting ideas flow smoothly from mind to written word.
- Optimal monitoring of one's writing (vocabulary, punctuation, editing and grammar is not important at this stage).
- Peer reviewing – being open to comments and suggestions from classmates.
- Using instructor's feedback – teacher guides student for further revision.
- Editing – for grammatical errors.
- Read aloud – Students read their virtually complete final draft to classmates and make corrections on cohesion, syntax, vocabulary, and punctuation.
- Proof reading – have others read work to double check for publishing quality.

Peer Editing:

As soon as students finish their first draft, peer editing can take place as this will allow them to see how others view their ideas, which may be different from those they have tried to express. Brown (2001: 353) states, "peer editing is a true sharing process. Not only do you get feedback from your classmates, but you also give feedback to them."

Revision

Brown (2001: 354) assures that "all good writers go through several steps of revision because they want their writing to be the best it can be". It is important for students to understand that revision of their work can reflect upon suggestions made by their colleagues and the teacher, and then decide for themselves what

Surveys on Writing Interest:

In order to let students write freely, it is important to ask students to write about things that are of interest to them and teachers should be aware of students' views on writing. Students could be asked at the beginning of the course to write a list of what they think is important to learn and write about it. Hedge (1998) suggests that teachers need to give students the opportunities to write about topics of their interest and relevant to their lives, and to participate in various writing activities which will let them feel that their writing has value. Teachers need to help students by integrating writing with content at every level of instruction and develop the ability to communicate effectively in different contexts.

The teacher can be considered as a coach. He encourages students to develop their own ideas, and offer their own critical analysis. The role of the teacher is like a facilitator, and not an authoritative director and arbitrator. (Brown 2001).

Pre-writing

Brown (2001) points out three fundamental stages which process writing approaches are structured around. They are prewriting, drafting and revision. Further, Brown lists several ways in which ideas can be merged in the prewriting stage.

- Reading a passage, a poem or a story
- Scanning or skimming a passage
- Brainstorming
- Making lists or charts
- Clustering or mind maps (building on one word using free association)
- Posing thought provoking questions
- Free writing

- 3) Help students realize the importance of revision.
- 4) Help students create their own methods for prewriting, drafting and rewriting.
- 5) Invite peer feedback.
- 6) Provide students with feedback during the composing process and on the final product.
- 7) Provide time for student/teacher conferencing throughout the compositional process.

Brown (2001) says the process approach might be considered as an attempt to take advantage of the nature of the written code which makes it different for conversation as it requires planning and a number of steps before the final draft. He asserts the importance of giving students the time to think while they write. Also, he describes writing as a thinking process.

To generate more ideas, organizing electronic communication for student groups and providing communication and authoring tools empower students to engage in electronic collaboration and activities (Watson 2002). Introducing overt communication design into writing classes enables general strategies known to be effective, as self-editing with guidelines and scaffolded practice (Girill 2014).

In a study by Jimenez (2013) and others suggest that for English writing composition, students and teachers should study the writing techniques in a deeply way in order to manage the main ones in practice and theory, using new and different methodology in class. Further, teachers and students must have a previous knowledge in writing with the purpose of having a better performance in the composition field.

Generally speaking, in Saudi Arabia, insufficient time for teaching writing, improper teaching aids, overcrowded classrooms, traditional pedagogy and students' weak academic backgrounds have been reported to be some of the factors affecting students' writing skills (Haider, 2012), (Hyland, 2003).

Two main approaches are known in teaching writing skill in classrooms. They are the product approach and the process approach. Nunan (1991: 86) differentiates the two approaches as follows:

"Broadly speaking, a product-oriented approach focuses on the end result of the learning process – what it is that the learner is expected to be able to do as a fluent and competent user of the language. Process approach, on the other hand, focuses more on the various classroom activities which are believed to promote the development of skilled language use".

The product approach can be exemplified in writing as a five-paragraph expository essay with an introduction and a thesis statement, three supporting main body paragraphs and a conclusion. Nunan (1991: 87) suggests that students are "engaged in imitating, copying and transferring models of correct language". Nunan believes that students should have mastered sentences before they can write a coherent paragraph.

Teachers traditionally tend to be more concerned with the end result of a composition. Brown (2001) confirms that teachers began to become aware of the advantages of seeing learners as creators of language. As a result, the communicative approach to language was adopted, and students began to be regarded as thinkers and creators of language, instead of the traditional view as empty glasses to be filled with knowledge. A process approach to writing had taken place as teachers became more interested in the process itself. But Nunan (1991: 87) says that "the focus in the first instance is on quantity rather than quality, and beginner writers are encouraged to get their ideas on paper in any shape or form without worrying too much about formal correctness."

Shih as cited in Brown (2001: 335) suggests what the process approach might help to do:

- 1) Have students become aware of their personal composing process.
- 2) Have students become focused on the writing process as well as the end product.

at King Saud University in Riyadh, Saudi Arabia. The study shows the main factors for students poor writing quality so as to determine their possible solution. It also identifies the English writing methods and techniques used by the students with the purpose of determining its effectiveness. It also analyse some of the students writing works in English in order to propose strategies and techniques to improve students' writing skills.


Research Questions:

- 1- What are the main writing skill difficulties that affect the Saudi students' performance in their learning of the English writing in the English Language & Translation department at King Saud University in Riyadh?
- 2- What are the techniques and methods that can be applied to help students to overcome their writing difficulties and improve their performance in the writing skill?

Literature Review:

Writing is the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential (Dar & Khan, 2015), (Hyland, 2003), (Mahboob, 2014). Kellogg (2001) opines that writing is a cognitive process that tests memory, thinking ability and verbal command to successfully express the ideas; because proficient composition of a text indicates successful learning of a second language. (Geiser & Studley 2002), (Hyland, 2003), (McCutchen, (1984), (Nickerson, Perkins, and Smith 2014).

Therefore, learning how to write has gained considerable importance for the last two decades due to two factors: its use as a tool for effective communication of ideas, and the extensive research work carried out in this area to examine various issues faced by second language writers (Dar & Khan, (2015), (Graham & Perin, 2007), (Haider, 2012) (Hyland, 2003). Student writers face various writing problems at different stages of their learning. Generally, these problems can be classified into linguistic, psychological, cognitive and pedagogical categories. (Haider, 2012), (Hyland, 2003).



Languages and Translation department at King Saud University encounter in their learning of the writing skills. Further, comments and suggestions will be given for classroom activities which are believed to help in solving some of the problems students face with writing in English.

Statement of the Problem:

The writing skill difficulties are one of the most significant problems that affect students of foreign language learning, and Saudi students in particular. Most students encounter numerous writing difficulties such as errors in their assignments, write run-on sentences and create incoherent paragraphs. For this reason, it is important to say that acquiring the writing skills involve many requirements that students must put into practice to avoid difficulties and complications at the moment of writing essays or report papers. Besides, not only self-strategies influence students' performance, but also the effectiveness of the techniques and methods that students follow in their English writing courses. One technique might be useful with some students but fails with others, so writing needs to persist and teachers must take into account other techniques and strategies if they want their students to develop effective writing skills. Therefore, in order to help students to overcome their writing difficulties, it was necessary to carry out an investigation, showing the writing skill learning difficulties faced by students, whether these difficulties are for writing reports, essays and summaries, or the skills that they are able to apply when asked for writing compositions, giving feedback for students and teachers on weaknesses of their work. Suggestions for effective techniques and practical activities will be given for teachers and students. If students want to improve their writing skills, only in this way they will have good results and they will notice the difference in their writing compositions and assignments.

Significance of the Study:

The study identifies the difficulties of the writing skill encountered by the Saudi students who were studying the essay and summary writing course in the department of English Language & Translation in the College of Languages & Translation

Introduction

Writing as a skill represents a daunting task for many students who are studying English as a foreign language. This problem might also apply to their first language as well. Writing is considered so difficult for many people. Harold Rosen cited in Hedge (1988: 5) points out this difficult situation in which any writer can find himself:

“The writer is a lonely figure cut off from the stimulus and corrective of listeners. He must be a predictor of reactions and act on his predictions. He writes with one hand tied behind his back, being robbed of gesture. He is robbed too of the tone of his voice and the aid of clues the environment provides. He is condemned to monologue; there is no one to help out, to fill the silences put words in his mouth, or make encouraging noises”.

Rosen (1998) stresses that writing does not have the same broad range of possibilities for expression like speech, and a writer must find his own way for this handicap. He adds that speakers can at any point go back and change or clarify their ideas if questioned. Tricia Hedge (1998: 5) states the requirements of effective writing:

“Effective writing requires a number of things: a high degree of development in the organization of ideas and information; a high degree of accuracy so there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers”.

Nunan (1991) points out the importance of being aware of the differences between spoken and written language when administering suitable classroom procedures and activities.

It is known that most students find acquiring the writing skills problematic. It is important for teachers to understand and know the difficulties in order to prescribe classroom work that will help them to overcome such problems. This research is an attempt to highlight the problems and difficulties the Saudi students at the

Evaluation and Suggestions Concerning Students to Overcoming English Writing Difficulties in the Classrooms

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الملخص:

تهدف هذه الدراسة إلى دراسة أهم الصعوبات التي يواجهها الطلاب في قسم اللغة الإنجليزية بكلية اللغات والترجمة بجامعة الملك سعود في الرياض بالمملكة العربية السعودية عند دراستهم لمهارة الكتابة. ولتحقيق ذلك الهدف، تم اختيار جميع الطلاب الذين يدرسون مهارة الكتابة في المستوى الرابع وعددهم ٢٨ طالبًا للمشاركة في الدراسة بحيث يقوموا بالكتابة عن موضوع من ثلاثة مواضيع تم تحديدها لهم. وقد تم بعد ذلك جمع البيانات وتصحيحها وتحليلها وفقًا للمشكلات الشائعة في الكتابة مثل البنية اللغوية، وميكانيكية اللغة، والمفردات. أظهرت النتائج أن مشكلات الكتابة الأكثر شيوعًا لدى الطلاب هي اختيار الكلمات، وإغفال المفردات، والاستخدام غير الصحيح للكلمات، والأخطاء الإملائية. وقد اقترحت الدراسة بعض الأنشطة والتمارين لتحسين أداء الطلاب. كما تقترح الدراسة أيضًا أن التعاون بين الطلاب سيكون مفيدًا، حيث أن التعليقات المشجعة تحفز الطلاب وتزيد من ردود الفعل تجاه كتابات بعضهم للآخرين. كما توصي الدراسة بأن يركز مصممو المناهج ومدربو المعلمين على تقديم استراتيجيات جديدة تعتمد على استخدام أسلوب كتابة العملية في مجال تدريس اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: مهارة الكتابة - صعوبات الكتابة - الطلاب - المشاكل - طرق

التدريس - استراتيجيات الكتابة.

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Abstract:

This study aims to shed light on the difficulties of writing faced by students at the English department at King Saud University in Riyadh, Saudi Arabia. To achieve this, the entire class of the writing skill of ٢٨ students was given an assignment of writing in certain topics. Data were collected, corrected, and analyzed according to the common problems in writing such as syntax, mechanics, and vocabulary. The most common problems of the writing skill for students were choice of words, omission of vocabulary, incorrect verb usage, and spelling errors. Some writing strategies and activities were suggested for improvement. The study also suggests that collaboration of students can be beneficial as they encourage comments and feedback for each other's writing. Also, the study recommends that the curriculum designers, teacher educators and material designers may focus on providing strategies based on using the process writing approach in EFL domain.

Key words: writing skill – writing difficulties – students – problems – writing approach – writing strategies.





**Evaluation and Suggestions Concerning
Students to Overcoming English Writing
Difficulties in the Classrooms**

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