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**DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**RESEARCH PROJECT**

**“CHALLENGES IN THE WRITING SKILL OF ENGLISH AS A FOREIGN LANGUAGE”**

Research report before obtaining the undergraduate degree in National and Foreign language Pedagogy, English Major

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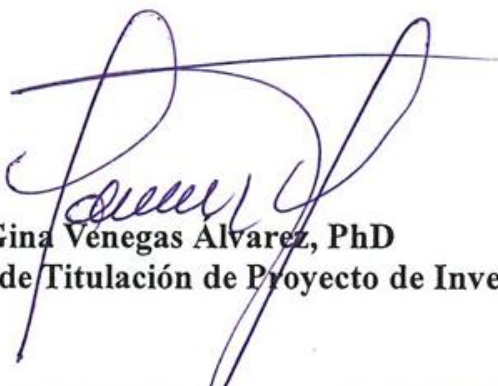
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En calidad de Tutor del Trabajo de Investigación sobre el título: “CHALLENGES IN THE WRITING SKILL OF ENGLISH AS A FOREIGN LANGUAGE”, de Cuenca Castellano Dayana Suggeidy y Quinga Oña Nicole Stefania, de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, considero que dicho Informe Investigativo cumple con los requerimientos metodológicos y aportes científico-técnicos suficientes para ser sometidos a la evaluación del Tribunal de Validación de Proyecto que el Consejo Directivo de la Extensión Pujilí de la Universidad Técnica de Cotopaxi designe, para su correspondiente estudio y calificación.

Pujilí, Febrero de 2025

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## **GRATEFULNESS**

*First of all, I would like to thank God for giving me the strength, wisdom and perseverance to reach the goal of this important stage of my life. To my mother and father, for their unconditional love, for their constant support and for being my most exemplary role models. And to all the people who, in one way or another, helped in the completion of this work. To all of them, my deepest thanks*

*Dayana Cuenca*

## **GRATEFULNESS**

*First of all, I would like to thank God for allowing me to complete another stage of my life, thanks to my parents who have been my livelihood and support throughout this process, for never abandoning me, thanks to my sisters who have given me words of support.*

*Nicole Quinga*

## **DEDICATION**

*I dedicate this work to my mother Lic. Irlanda, the woman who supported me in all my steps during my life, who showed me that everything is possible with hard work, I love you mami, to my father Patricio, the man who was always there to comfort me during my hard moments, to my brother Mathew and sister Stefania who always showed me that I can always do a little more despite the fatigue, to my beautiful kitty Reina who always accompanied me the nights and early mornings of tireless work, to my sweetheart Andy who always helped me when I had problems, to the women in my life, to Msc. Patricia Mena and Msc. Gabriela Ruiz, for showing me that perseverance always bears fruit, for being my guardian angels, for showing me the right path. Finally, I dedicate this work to me to show me that everything is possible.*

*Dayana Cuenca*

## **DEDICATION**

*I dedicate this work to my mother and my father who have done the impossible to give me their support, to my sisters who have always been there for me with words of encouragement, I would also like to dedicate this work to my life partner, the being I love the most in this life, my little Zeus; who has accompanied me during all these years of career who I have seen grow, and who has made me very happy.*

*Nicole Quinga*

# TECHNICAL UNIVERSITY OF COTOPAXI

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

**THEME:** “CHALLENGES IN THE WRITING SKILL OF ENGLISH AS A FOREIGN LANGUAGE”

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## ABSTRACT

Writing is a fundamental skill in learning a foreign language, as it enables students to express and communicate their ideas effectively, and its mastery is important for academic and professional advancement. The problem of this research is what are the challenges in the writing skill of English as a foreign language from students' perceptions in the third and fourth semester of the National and Foreign Languages Pedagogy at the Technical University of Cotopaxi. The research aimed to describe the challenges in the writing skill of English as a foreign language from students' perceptions in the third and fourth semester of the Pedagogy of National and Foreign Languages at the Technical University of Cotopaxi. This research used a mixed approach, qualitative and quantitative, with a descriptive data analysis. The technique used was the survey, and the instrument was a questionnaire composed of 15 questions evaluated on a Likert scale. The participants were 66 third and fourth semester students with an age range of 17 to 29 years, selected by means of cluster sampling. The questionnaire has three categories: the first category collected data related to organizational challenges in writing, the second category focused on vocabulary challenges, and the third category collected data related to challenges with grammar, which was applied using Google Forms. This research highlights helpful information for students; by identifying and analyzing these challenges, it seeks to contribute to the improvement of writing skills among students; proficiency in this skill is essential for their academic and professional performance. The findings reflected that attaining active vocabulary, understanding the English language, knowing and mastering grammar, and communicating coherently in English are the challenges encountered.

**Keywords:** Challenges, English Language, Writing skill.

# UNIVERSIDAD TÉCNICA DE COTOPAXI

DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN  
INGLÉS

**TEMA:** “DESAFÍOS EN LA HABILIDAD DE LA ESCRITURA DEL INGLÉS COMO LENGUA EXTRANJERA”

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## RESUMEN

La escritura es una destreza fundamental en el aprendizaje de una lengua extranjera, ya que permite a los estudiantes expresar y comunicar sus ideas con eficacia, y su dominio es importante para el progreso académico y profesional. El problema de esta investigación es cuáles son los retos en la habilidad de escritura del inglés como lengua extranjera desde la percepción de los estudiantes de tercer y cuarto semestre de la carrera de Pedagogía de los idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi. Esta investigación tuvo como objetivo describir los desafíos en la habilidad de escritura del inglés como lengua extranjera desde la percepción de los estudiantes de tercer y cuarto semestre de la carrera de Pedagogía de los idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi. Esta investigación utilizó un enfoque mixto; cualitativo y cuantitativo, con un análisis descriptivo de datos. La técnica usada fue la encuesta y el instrumento un cuestionario compuesto por 15 preguntas evaluadas con escala de Likert. Los participantes fueron 66 estudiantes de tercer y cuarto semestre con un rango de edad de 17 a 29 años, se los seleccionó por medio del muestreo por conglomerados. El cuestionario cuenta con tres categorías: la primera categoría recogió datos relacionados con los retos de organización en la escritura, la segunda categoría se centró en los retos de vocabulario, y la tercera categoría recogió datos relacionados con los retos con la gramática, el cual fue aplicado mediante Google forms. Esta investigación destaca información útil para los estudiantes, mediante la identificación y el análisis de estos desafíos, pretende contribuir a la mejora de la destreza de escritura de los estudiantes, la competencia en esta habilidad es esencial para su rendimiento académico y profesional. Los hallazgos reflejaron que alcanzar el vocabulario activo, comprender la lengua inglesa, conocer y dominar la gramática y comunicarse coherentemente en inglés son los desafíos encontrados.

**Palabras claves:** Desafíos, Idioma Inglés, Habilidad de escritura.

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## 1. GENERAL INFORMATION

**Theme:** Challenges in the writing skill of English as a Foreign Language

**Starting Date:** October, 2024

**Ending Date:** February, 2025

**Place of Research:** Technical University of Cotopaxi - Cotopaxi

**Sponsoring Faculty:** Pujilí Campus

**Sponsoring Major:** National and Foreign Language Pedagogy: English

**Research Group:**

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**Knowledge Area:** Education

**University Research Line:** Education, communication, and design for human and social development

**Extension Subline:** Didactic, curricular and inclusive pedagogical practice in the areas of knowledge.

## 2. PROBLEM STATEMENT

The Challenges in Writing Skill in English as a Foreign Language (EFL) refers to an opportunity for self-improvement that learners face when developing their ability to write in English in an educational setting where English is not the primary language of communication. However, students of EFL often face challenges when generating, structuring, and expressing their ideas in coherent texts that reflect linguistic and cognitive demands. Certain areas, such as vocabulary, grammar, and organization, must be mastered to facilitate writing in English.

In the Ecuadorian context, the resources available for learning English as a foreign language (EFL) in universities present significant limitations that influence writing challenges. Many institutions lack specialized materials, effective platforms, and solid information sources. Although some universities offer tutoring and support to students, these are not always available or are insufficient. Teacher training and institutional policies also vary, affecting the quality of teaching and feedback in writing. These limitations, coupled with the lack of resources for autonomous practice, such as English-language media and communities of practice.

The challenges faced by Ecuadorian EFL students negatively affect them in multiple ways, from the academic point of view, causes low grades in subjects that are directly related to English and in subjects that require writing or presentations in the target language. Professionally, it also reduces their opportunities in the labor market, where English mastery is usually a requisite, reduces their confidence in their abilities, and restricts their comprehension in social interactions or activities that require strong communication skills.

Many university students start faced challenges in writing in English because they have not received adequate instruction in writing skills during their previous education. As Putri, Ade & Tambusa (2022) state "English writing has always been a challenge to master by the students, especially students in junior high schools" (p.19). This deficiency often leads to challenges in producing coherent, grammatically correct, and well-organized written work. "Writing in English is not an easy task for students. Many of the foreign language learners

(EFL) find writing is a challenging activity, and for some of them, writing is stressful" (Sasmita and Setyowati, 2021, p. 11).

Students at the Technical University of Cotopaxi face challenges such as a achieve an active vocabulary a due to limited language, which prevents them from expressing ideas accurately and making grammatical errors that affect the clarity of the message. Understanding the English language, especially the ability to write, is difficult for many, as they have trouble structuring texts. In addition, the negative influence of the native language leads to literal translations from Spanish to English and using Spanish structures in English. Mastery of grammar is essential in writing, but lack of consistent practice hinders its development in students.

Certainly, students continue to face challenges in writing skills. However, these have been addressed through practice and the use of focused techniques, incorporating interactive strategies and resources to encourage active participation and the improvement of writing skill, such as the virtual library, online materials that complement their learning and allow them to practice writing independently, and exchange programs to provide them with opportunities and enrich their understanding of the language.

The factors and weaknesses in English in students of the third and fourth semester of Pedagogy in National and Foreign Language of the Technical University of Cotopaxi are generally linguistic (lack of vocabulary, grammatical errors, less mastery of the mechanics of writing), cognitive (generating ideas, low metacognitive awareness, pedagogical teaching methods, lack of self-feedback) and emotional (lack of confidence, low motivation and interest), these factors are the reason why students show challenges in writing in English.

The factors were identified by collecting information from previous studies analyzing research on challenges in writing skills of English as a foreign language (EFL) at the level of English to which third and fourth semester students belong, detailed in the university's curriculum, and students' perceptions of the main challenges they face in writing.

Similarly, Nurdianingsih et al. (2024) state that challenges “such as limited vocabulary and grammatical inaccuracies, significantly impact writing performance. Additionally, cognitive aspects, including challenges in generating ideas and structuring paragraphs effectively, have been identified as influential factors contributing to writing” (p. 466). Also, Farsia and Sarair (2023) point out the “motivation issues and vocabulary expansion, as well as writing, were identified as major challenges” (p. 1560).

This research aims to answer the following research question: What are the challenges in the writing skill of English as a foreign language from students’ perceptions in the third and fourth semester of the National and Foreign Languages Pedagogy at the Technical University of Cotopaxi?

### **3. JUSTIFICATION**

The challenges in the writing skill of English (EFL) faced by students are situations that arise so that they can be overcome in order to achieve English language mastery, which is paramount for academic success as well as for general communication. Despite the existence of several studies in this field, there are still gaps in practical and scalable interventions specifically oriented to the improvement of writing in English, which is where this research stands out since it was conducted in a focused manner on the current situation of third and fourth semester students.

In addition, through a comprehensive analysis of these challenges, it seeks to provide valuable information for students. The theoretical contribution of this research focuses on detailing the information of the challenges found in third and fourth semester. Students will be aware of what they face when writing in English so that they can use learning tools to improve their writing skills in the target language. In addition, they will benefit significantly by providing a more solid foundation for their learning, as mastering in writing contributes to improved performance in various areas such as exams, essays, and researches; learners can develop self-correction and revision skills and become more independent learners; mastery in writing opens doors to opportunities such as scholarships, exchange programs and study in English-speaking countries.

The research is feasible given to the resources available, including access to a specific population based on the research needs, in addition to being at a level where English writing is in full development, a supportive institutional infrastructure, and the availability of digital tools for application, data collection, and analysis.

## **4. OBJECTIVES**

### **General Objective**

- To describe the challenges in the writing skill of English as a foreign language from students' perceptions in the third and fourth semester of the Pedagogy of National and Foreign Languages at the Technical University of Cotopaxi.

### **Specific Objectives**

- To establish theoretical literature about challenges in writing skill of English as a foreign language.
- To analyze the challenges in the writing skill of English as a foreign language from students' perceptions in the third and fourth semester of the National and Foreign Languages Pedagogy at the Technical University of Cotopaxi.
- To determine the challenges in the writing skill of English as a foreign language from students' perceptions in the third and fourth semester of the National and Foreign Languages Pedagogy at the Technical University of Cotopaxi.

## 5. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific Objectives	Activities	Results activities	Verifications means
<p>To establish theoretical literature about challenges in writing skill of English as a foreign language.</p>	<ul style="list-style-type: none"> <li>• Select primary and secondary resources.</li> <li>• Search for relevant literature</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant information chosen</li> </ul>	<ul style="list-style-type: none"> <li>• Theoretical Framework</li> <li>• Background</li> </ul>
<p>To analyze the challenges in the writing skill of English as a foreign language from students' perceptions in the third and fourth semester of the National and Foreign Languages Pedagogy at the Technical University of Cotopaxi.</p>	<ul style="list-style-type: none"> <li>• Design the instruments.</li> <li>• Apply the research instrument.</li> <li>• Create data tables</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire was taken, adapted and applied.</li> <li>• Tabulation of data</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire answers</li> <li>• Tables of data</li> </ul>
<p>To determine the challenges in the writing skill of English as a foreign language from students' perceptions in the third and fourth semester of the National and Foreign Languages Pedagogy at the Technical University of Cotopaxi</p>	<ul style="list-style-type: none"> <li>• Analysis and discussion of results</li> </ul>	<ul style="list-style-type: none"> <li>• Analysed and discussed results</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion</li> <li>• Recommendations</li> </ul>

## **6. SCIENTIFIC AND TECHNICAL FOUNDATION**

### **6.1 Background**

In reference to the research topic, a thorough review of previous studies has been conducted. These studies provide valuable insights that will serve as a foundation to support our research, allowing us to identify key similarities, draw relevant connections, and highlight contrasting perspectives that contribute to a more comprehensive understanding of the subject.

This research is closely related to the Farsia and Sarair (2023) in that his study explored the challenges of third-semester college English students by collecting students' views on the complex range of challenges they face in their writing classes, emphasizing the challenges of motivation, vocabulary expansion, creative thinking, organizational skills, and language mechanics. The results showed that reflect the work in motivation, vocabulary expansion, and writing mechanics were the main challenges.

Also, in their study, Mohamad (2021) describes challenges faced by students in writing English. Exploring the writing challenges encountered by those students, 261 university learners of the English language were studied. It used a questionnaire in which the result revealed that “organizing paragraphs, using proper connections and transitions, and inability to keep writing flow were the most frequent challenges of writing tasks reported by the students” (p. 31), concluding that the participants created many writing tasks, and they faced many challenges when writing in English.

Finally, Moses and Mohamad (2019) which explored the challenges faced by both students and teachers in learning and teaching writing; some of the challenges encountered were vocabulary, poor grammar, spelling, students' readiness and exposure to books and reading materials, the authors conclude that the challenges presented by students are significant in the writing process, in addition to requiring more attention and feedback in most cases.

The similarity in vocabulary, grammar, and paragraph organization are the main challenges in writing skills, as well as the difference between motivation, inability to keep writing flowing, and students' readiness and exposure to books and reading materials. Although

there are both similarities and differences in the results, the innovation of our research is that it takes place at the Technical University of Cotopaxi in Pedagogy of National and Foreign Languages, specifically in the third and fourth semester cycles. The similarity in vocabulary and grammar is the main challenge within writing skills, and the dilemma between motivation and challenge can be evidenced.

## **6.2 THEORETICAL FRAMEWORK**

The pedagogical approach of this research is considered on the basis of key aspects such as text organization, vocabulary, and grammar use, this research adopts a pedagogical approach based on constructivist learning, where students construct their knowledge from their own experiences and challenges in writing, that is why students are sometimes unable to recognize their shortcomings by themselves. Also, on the description of the challenges in writing English as a foreign language; such an instrument allows analyzing the challenges in writing from a pedagogical perspective.

### **6.2.1 Productive skill**

Productive skills are essential to language acquisition, enabling learners to generate language actively through speech and writing. These skills, which students develop through the application of their knowledge, are fundamental for effective communication in real-life contexts. Due to their active nature, productive skills, also called expressive or active skills, are responsible for transmitting information in both oral and written forms.

However, productive skills cannot function in isolation; they rely on the foundational support of receptive skills, such as listening and reading. As Golkova and Hubackova (2014) argue, both productive and receptive skills are intrinsically linked, forming an interdependent system where the absence of one compromise the effectiveness of the language learning process. Without the integration of both skill types, language proficiency remains incomplete. In this regard, Hossain (2015) pointed out that:

Speaking and writing skills are called productive skills. Writing and speaking abilities are referred to as productive abilities. Because they allow students to

perform real-life actions in the classroom, they are essential. A 'barometer' of the students' learning can be determined by these two abilities. Speaking instruction is essential unless a student is learning English only for academic purposes and has no intention of communicating in English, which is extremely uncommon. When students are proficient in speaking, they feel like they are making progress and gain confidence (p. 2-3).

The authors argue that these productive skills are crucial because they enable students to perform real-life communicative tasks, making them a reliable indicator of students' overall language proficiency. Furthermore, they point out that speaking and writing are not just academic exercises, but essential tools for real-world communication. It is thus all aligned with the communicative approach to language teaching, which prioritizes practical language use over memorization.

### **6.2.2 Writing skill**

Writing is a good way to reiterate what they have already learned and to practice grammatical structures; it helps students to recycle and search for new vocabulary and to learn the rules of English; it encourages student independence. English writing has always been a challenge for students, and one of the causes is that students do not practice every day just in English class, "Students do not write very often, and most of what they write is classroom-bound" (Adas & Bakir, 2013, p. 254).

Another important point is that for students to write correctly, they must know the purpose of writing a message or an essay, among other things. Some of the reasons why the students lack performance in writing are that they did not receive good teaching in their learning process. In addition to "the limitation of vocabulary and lack of ability in writing their ideas with the use of correct grammar and punctuation makes troublesome for the students to put in writing and to translate each word and sentence" (Putri et al., 2022, p. 19).

To communicate a message effectively, it is important to use grammar accurately, meaningfully, and appropriately. Suppose want to communicate ideas or messages. In that case, it is important that be concise and have coherence to give a clear message coinciding

with the research results, Ramírez and Guillén (2018) state “Writing, as the other three language skills, is an intellectual, creative, and methodological process that implies the investment of time and practice to develop it to the fullest to achieve clarity and effectiveness” (p.19).

Students must overcome the fear of making mistakes and encourage themselves that it is a normal process, but it is important to learn about those errors in many cases, teachers help this process, as demonstrated by Rivera (2011) “teachers have the responsibility to encourage students to feel comfortable when writing and involve them in this process. This way, students can understand that writing is an endless procedure but one in which they can improve” (p.14-15).

The teacher’s role is important during the learning-teaching process; it depends on the teacher using an appropriate methodology or strategy to facilitate the process for the students. When instructing kids in writing, teachers must be very engaged and possess a variety of tactics. Furthermore, the teacher's effectiveness in assisting pupils in learning to write is also a determining factor in their success. This means that when teaching writing, the instructor must guide the students through each phase of the writing process, provide clear explanations and directions, and assist them in understanding and learning how to write effectively.

### **6.2.3 Writing process in EFL**

Writing in EFL is a skill that enables students to communicate effectively in academic, professional, and personal contexts. However, developing texts in a non-native language involves several challenges, such as the appropriate use of grammar, vocabulary, and textual coherence. To improve written production, following a structured process that facilitates the organization and expression of ideas is essential. Seow (2002) asserts that the classroom writing process can be interpreted as a teaching program that provides a series of planned learning experiences and that gradually, students will understand the nature of writing at each point. This process consists of four key stages: pre-writing, drafting, revising, and editing. By applying each of these stages, students can improve the clarity, accuracy, and coherence of their writing, thus achieving more effective communication in English.

Pre-writing is the planning stage in which writers generate ideas, select a topic, and organize information before they start writing. For students, it is crucial to avoid structural errors and ensure that the message is clear. Strategies such as concept maps, lists of ideas, and outlines can help organize information effectively. Another step is writing in this stage, students develop a first draft based on previous planning. The aim is to capture the ideas without worrying too much about grammatical or stylistic perfection. At this point, it is important to focus on constructing clear and understandable sentences, avoiding literal translations from their mother tongue that may affect the coherence of the text.

Another one is revising; this involves critically analyzing the text to improve its structure, coherence and clarity. In this phase, learners should check whether the ideas are well organized and whether the message is comprehensible to the reader; they may also identify errors in grammar, vocabulary use and cohesion of the text. Reading aloud or asking for feedback from peers or teachers can be a helpful strategy at this stage. The last stage is editing, the last stage of the writing process and focuses on correcting spelling, grammar and punctuation errors.

#### **6.2.4 Types of writing in English as a Foreign Language**

Developing writing skills in EFL involves mastering different types of writing, each serving distinct purposes and requiring specific techniques. These writing styles help learners communicate effectively in academic, professional, and personal contexts.

**Descriptive Writing:** EFL learners practice descriptive writing to enhance their ability to observe and portray details clearly, which is essential for storytelling and creative expression.

**Narrative Writing:** Involves telling a story, whether real or fictional, with a clear sequence of events, characters, and a plot. This style helps learners develop coherence, chronological organization, and the use of past tenses, while making their writing engaging and structured.

**Expository Writing:** Aims to explain, inform, or describe facts without personal opinions. Common forms include essays, summaries, and reports. EFL students use this style to

practice clarity, logical organization, and evidence-based explanations, which are crucial for academic writing.

**Persuasive/Argumentative Writing:** This type requires learners to present arguments, support claims with evidence, and convince the reader of a particular viewpoint. It develops critical thinking, reasoning, and the ability to structure arguments effectively skills valuable in debates, essays, and professional communication.

**Transactional Writing:** This includes practical, real life writing tasks such as emails, letters, applications, and reviews. It emphasizes clarity, politeness, and context appropriate language, preparing learners for everyday and professional communication.

**Creative Writing:** Poetry, short stories, and dialogues fall under this category, encouraging imagination and linguistic experimentation, allows EFL learners to play with language, idioms, and stylistic features, fostering fluency and self-expression.

By practicing these writing types, EFL learners build versatility, adapt their style to different contexts, and gradually achieve mastery in written English. Each type addresses unique linguistic and cognitive skills, contributing to writing skill development.

### **6.2.5 Organization in writing of English (EFL)**

Writing in English as a Foreign Language (EFL) requires both linguistic competence and effective organization to ensure clarity and coherence. According to Hyland (2003), well-organized writing presents a logical progression of ideas, clear connections between sentences, and a cohesive structure that enhances comprehension. Poor organization can lead to misunderstandings, weakening the overall impact of the text (Oshima & Hogue, 2006). Have a good organization at the moment to write a paragraph or text etc. It's important understand the message and the same way the readers have a clear idea about what are dealing with. It's primordial to know the structure at the moment to express ideas in order for the sentence to have coherence and cohesion and give a good message.

Sa'adah (2020) cited by Douglas (2004) states that:

Writing must consist of an introduction, body and conclusion, appropriate title, effective introductory paragraph, the topic is stated, leads to the body, transitional expressions used; the arrangement of material shows plan; the researcher also state the organization includes the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length (p. 28-29).

For university students in Ecuador, these challenges may be compounded by limited exposure to writing practices in English. Thus, explicit instruction in text organization and coherence is crucial for improving writing proficiency. Organization in writing is fundamental because it helps readers to have a better understanding the text that has been written and what they want to express.

#### **6.2.6 Grammar in writing of English as a Foreign Language (EFL)**

Sa'adah (2020) cited by Thornbury states that “grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey” (p. 29). Also, Sa'adah (2020) mentions that “Language use in writing is the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out a logical relationship in paragraph writing” (p. 29).

In addition, the content is the main idea in writing. Sa'adah (2020) cited by Brown states that writing must convey the logical development of ideas. The essay addresses the assigned topic; the idea is concrete and roughly developed; there is no extraneous material; the essay reflects. He also said content includes the thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions (p. 28).

The content is an important element in writing because it includes the main idea of everything that is going to take the writing, will be detailed in-depth, and will cover topics that want to deal with or that need to be explained for a better understanding.

The verb tenses, refers to grammar many times in order to produce sentences in present, past, and future tenses. According to Bryson (2023) who states the different tenses are identified by their associated verb forms. There are three main verb tenses: past, present, and future. Having a broad knowledge of verb tenses will help the student to structure sentences in a proper way, so that the student can communicate ideas and make them understandable.

The correct use of verb tenses is important in grammar because it allows to know the time in which we are speaking. If used incorrectly, the intended message will be incomprehensible, which could lead to confusion, the correct use of verb tenses is essential for better communication, as it facilitates the way in which the message is perceived. The verb form in a sentence indicates when the action occurs. Is important highlight the fact the written works require a well attention because if the students make mistakes in verb tense all the text will be worse cause, since verb tenses are linked to academic writing.

### **6.2.7 Vocabulary in writing of English (EFL)**

Vocabulary is essential in the writing process and for communicating with others. Having a vast lexicon is primordial for people who are learning English as a foreign language. Knowing vocabulary helps to have a better understand others' conversations, which allows you to continue the conversation and help others.

Susanto (2021) pointed out that “While not having ample vocabulary, individuals cannot communicate and categorical their feelings in sort of spoken and written effectively” (p. 46). In addition, in harmony with Yagual (2023) said “It is known that not having a wide vocabulary variety affects students' ability to express ideas, thoughts, feelings, or opinions, and this brings with its negative consequences that affect the students’ confidence” (p. 14).

Vocabulary is the knowledge of all words and the use of them. Sa’adah (2020) cited by Hadfield (2008) divides vocabulary into two kinds of vocabulary. First, productive (active) vocabulary is words they can produce themselves. The second one is receptive vocabulary (passive), which is words that they understand but may never produce. Also, Sa’adah (2020) cited by Alqahtani defined that “vocabulary is the total number of words that are needed to

communicate ideas and express the speaker's meaning” (p. 29). For that reason, learning vocabulary is the most important thing when learning English since having broad knowledge allows us to share ideas. Without the knowledge of it, it would not be easy to communicate with other people.

### **6.2.8 Vocabulary acquisition process in English Language Learning**

Vocabulary acquisition is a dynamic and progressive process that forms the foundation for mastering English as a foreign language. This process involves several stages that require time, deliberate practice, and constant exposure.

Begins with initial exposure to new words through reading, listening to authentic materials (such as podcasts or movies), classroom interactions, or direct teacher instruction. This stage is crucial as it introduces learners to vocabulary within meaningful contexts that facilitate conceptual association. Next with comprehension and assimilation, where learners deduce meanings from context, use dictionaries, receive explanations, or analyze examples. During this phase, tools like images, synonyms, or translations can serve as cognitive connections. However, passive recognition (understanding words when heard or read) doesn't guarantee active use. For this reason, is important deliberate practice through association with real-life situations, and the internalization and autonomous use, occurs when students spontaneously use vocabulary in conversations, writing, or real communicative situations.

In conclusion, effective vocabulary acquisition requires a multisensory approach combining comprehensible input, and practical output, always adapted to each learner's needs and learning style. The process transforms passive recognition into active mastery through contextualized, meaningful engagement with language.

### **Vocabulary limitations**

The vocabulary has been a challenge for students. Some of them do not find the correct words. When they do not have a huge lexicon, they tend to use the same words, which may result in inaccurate writing. According to Martinez (2025) stipulate that:

**Spelling:** Poor spelling when learning a foreign language can be due to various factors such as lack of practice, limited vocabulary, inadequate materials, and lack of feedback. To improve, it is important to encourage students to practice writing either through educational games or the use of ICTs. These strategies are effective in reinforcing spelling and increasing students' confidence in their writing.

**Word choice:** Incorrect word choice can be a challenge when learning a new language. This is due to interference from the native language. Factors such as limited vocabulary, not knowing the meaning of words, or using words incorrectly are challenges that present learners. To improve, students must expand their vocabulary by learning synonyms and antonyms of words they use daily.

**Impact of traductor use:** Excessive use of translators tends to negatively affect the learner, such as fostering dependency and reducing their development of writing skills. In addition, the student may become less interested in learning it. Although translators are helpful in certain cases, they should only be used as a last resort.

### 6.2.9 The types of vocabulary

**Active (or Productive) Vocabulary:** this is the set of words a person can use accurately and spontaneously when speaking or writing. This vocabulary implies complete mastery of the word, including its meaning, pronunciation, contextual use, and grammatical variations. The main goal of vocabulary learning is to expand active vocabulary for effective communication.

**Passive (or Receptive) Vocabulary:** this is the set of words a person recognizes and understands when reading or listening, but does not actively use when speaking or writing. This vocabulary implies partial knowledge of the word, sufficient to understand its meaning in context. Exposure to words through reading and listening is essential for developing passive vocabulary, which can then become active vocabulary through practice and use.

**Basic Vocabulary:** this is the fundamental set of words used in daily communication. It includes common nouns (like "house," "car," "person"), essential verbs (like "go," "have,"

"do"), descriptive adjectives (like "big," "small," "happy"), and frequent adverbs (like "quickly," "slowly," "always"). Mastering this vocabulary is crucial for expressing basic ideas and needs in English.

**Academic Vocabulary:** this is used in educational and formal contexts, such as in textbooks, academic essays, presentations, and lectures. It includes terms specific to various disciplines, such as science (e.g., "hypothesis," "analysis," "synthesis"), history (e.g., "civilization," "revolution," "constitution"), and literature (e.g., "metaphor," "symbolism," "narrative").

**Formal Vocabulary:** this vocabulary is characterized by the use of precise, complex, and appropriate words and phrases for situations that require a certain level of seriousness and respect. It is used in contexts such as speeches, professional presentations, legal documents, and business correspondence. Formal vocabulary avoids the use of slang and colloquial expressions.

**Thematic Vocabulary:** this vocabulary focuses on words and phrases related to a specific topic. It can include terms related to food, travel, nature, technology, or any other topic of interest. Thematic vocabulary is useful for expanding knowledge in specific areas and for participating in conversations on those topics.

### **6.2.10 Challenge in learning writing in English**

A challenge is also an opportunity to learn, grow, and improve. By overcoming a challenge, whether in writing, a person can develop new skills and achieve personal or professional goals. A challenge is an experience that tests our abilities, and the process of overcoming it.

Students face challenges such as not having an active vocabulary due to a short speech of words, they are unable to express ideas with precision, as well as making grammatical mistakes that affect the clarity of the message.

Learning English vocabulary is essential for mastering the English language. It is not just about memorizing isolated words, is about understanding how they relate in communication.

Each type of vocabulary, primarily the active one, plays a crucial role in different contexts, especially in writing skills. By expanding our vocabulary, we open doors to new opportunities and experiences, enriching our ability to express and understand, which improves performance in writing. Vocabulary an important element in language, without knowing the vocabulary, we will be hard to understand a language (Halfield as cited in Sa'adah, 2020) states the main type of vocabulary is active vocabulary, it is words that they can produce themselves.

Mastery grammar plays an important role in writing, providing information that helps the readers to understand its meaning. It is a structure that conveys the detailed meaning of the write to the reader. And also explains the forms and structure of words, called morphology, and how they arranged in sentences, as know like syntax.

Is essential in writing due to the complexity of certain rules, tenses and even grammatical errors that can be made, taking into account that the lack of constant practice gives rise to this challenge to develop in the student, that it is not only done in English class time but also applied in real context and thus internalize it so that through support tools they can overcome it. Also, if the learner has a limited knowledge in grammar, the student will face anxiety to write sentences with correct grammar (Moses and Mohamad, 2019, p.4).

Understanding and communicate coherently in English, are the mainly challenges in writing, as many students find it difficult to structure texts correctly, making it difficult to understand them. Having a good coherence at the moment to write a paragraph or text, the student can write what they want to express adequately, however, there is a negative influence of the mother tongue since students, when taught English as a foreign language, tend to translate literally from Spanish to English, which causes syntactic and semantic errors.

In addition, they often use structures from Spanish into English. This is the reason of why is a challenge, because if they express in an incompressible way communication cannot be establish. It is primordial to know the structure at the moment to express ideas in order for the sentence to have coherence and cohesion and give a good message.

### **6.2.11 English as a Foreign Language (EFL)**

English as a Foreign Language (EFL) refers to the study of English by individuals whose primary language is not English and who live in a country where English is not the dominant language. Unlike English as a Second Language (ESL), which is taught in English-speaking countries, EFL learners typically study English in their home country, often as part of their school curriculum or in private language institutions (Harmer, 2007).

EFL instruction focuses on developing the four main language skills: listening, speaking, reading, and writing. Teachers use a variety of methods, such as communicative language teaching (CLT), grammar-translation, and task-based learning, to help students acquire the language effectively (Richards & Rodgers, 2014). Additionally, cultural aspects of English-speaking countries are often incorporated to enhance learners' understanding and engagement.

One of the main challenges of learning English as a foreign language is the limited exposure to authentic English outside the classroom. Students may struggle with pronunciation, fluency, and comprehension due to a lack of opportunities to practice with native speakers (Brown, 2001). However, modern technology, including online resources, language exchange programs, and multimedia tools, has made it easier for EFL learners to immerse themselves in the language (Crystal, 2012).

Mastering English as a foreign language can open many doors for individuals, including better job opportunities, access to international education, and improved communication in global contexts. As English continues to be a dominant language in business, science, and technology, learning it as a foreign language remains a valuable skill for people around the world (Graddol, 2006).

### 6.2.12 Language acquisition

Effective acquisition hinges on strategic learning, integrating vocabulary and grammar within communicative contexts. Exposure to authentic materials and consistent practice are vital. Also, it is important necessitates tailored pedagogical approaches, and interactive methods can enhance engagement. Finally, this is a gradual process, demanding persistence from students.

Factors Influencing English Language Acquisition in EFL:

**Comprehensible Input:** Stephen Krashen proposes that students' progress in their language skills when they receive input that is slightly beyond their current level, known as  $i+1$ . This approach emphasizes the importance of understanding messages for effective language acquisition.

**Social Interaction:** Opportunities to use the language in real-life contexts are essential for acquisition. Interaction with native speakers and practice in authentic situations facilitate the development of communication skills.

**Motivation:** Both intrinsic and extrinsic motivation play a crucial role in learning English. Factors such as personal interest, economic and job opportunities, and exposure to global culture can influence a student's willingness to learn the language.

**Fossilization:** This phenomenon occurs when certain language errors become permanent due to a lack of correction or proper practice. Fossilization can be a significant obstacle to achieving full proficiency in English.

### 6.2.13 Learning English as a foreign language

Learning English presents unique challenges for students who do not live in English-speaking environments. Unlike immersion settings, EFL learners must actively seek opportunities to practice through media, conversations, and classroom instruction. The

process requires patience as progress often feels slower without daily exposure. However, this structured approach allows for focused learning of grammar rules and vocabulary building, which creates a strong foundation for fluency when combined with consistent real-world practice.

The key to success in EFL lies in creating an immersive environment despite geographical limitations. Learners should surround themselves with English through films, podcasts, and books while actively participating in language exchanges. Teachers play a crucial role by providing meaningful feedback and encouraging communicative activities. While the journey may be demanding, the rewards of global communication, career opportunities, and cultural understanding make mastering English as a foreign language an incredibly valuable endeavor worth pursuing with dedication.

Methodologies and strategies to learning English, there are a lot of methodologies for learning English, each with a specific approach. The Grammar-Translation Method focuses on translating texts and memorizing grammar rules, making it useful for learning structures but limited in communicative skills. On the other hand, the Audiolingual Method base on repetition and memorization of model sentences, emphasizing pronunciation and habit formation. The Communicative Approach prioritizes interaction and the use of the language in authentic situations, while Task-Based Learning (TBL) allows students to develop their communication skills through practical and meaningful activities.

The Natural Approach follows a process similar to first language acquisition, prioritizing comprehension and oral production before explicit grammar instruction. Meanwhile, Content-Based Instruction (CBI) teaches English through academic subjects, making it beneficial for learners who need the language for specific purposes.

Finally, the Lexical Approach emphasizes learning phrases and expressions rather than isolated grammar rules, based on the idea that vocabulary is key to fluency. This communicative approach is different from other methodologies that are considered more traditional; in other words, the teacher explains concepts, and the students passively listen

without participating. Uses tasks and activities that mimic real-life situations to teach English.

#### **6.2.14 Importance of learning of the English language for university students**

Today, English language teaching is extremely important in higher education, as English is available to conduct research or search for information. University education is the final step toward professionalism. Once this stage is completed, professionals should be able to communicate in English. This will open new doors for their professional development.

In Ecuador, English is a subject taught in primary and secondary school, and ultimately in tertiary institutions such as universities and polytechnic schools. Learning a foreign language is a successful process if there is the necessary motivation and an ideal environment to practice and use what has been learned in the classroom in a communicative and meaningful way.

To encourage students, teachers should base lessons on real-life communication and background knowledge. Using materials from the students' actual context can make learning more engaging.

Moses & Mohamad (2019) state the following

The ability to teach writing effectively at university is one of the vital skills among English teachers, writing is a major component in the teaching of English, the teaching of writing has been conducted as early as in the early years where students start to learn how to form letters correctly (p. 3385).

English language learners should focus especially on developing their writing skills since they support critical thinking, communication, and grammar and vocabulary enhancement. Writing also enables specific feedback, develops creativity, and is essential for exams and academic studies. It consolidates language skills and is key to academic and professional success.

As Horvath (2007) defines “It can be defined as the learner's ability to self-direct their own learning, which entails taking responsibility for decisions regarding different aspects of the learning process” (p. 103). In many cases, when learning is not meaningful for the students, instead of carrying out their learning, students take responsibility for their own learning.

The student is their own guide, has control over the content that they are going to learn, and can use their own methodology, strategy, or technique, whatever suits them.

## 7. METHODOLOGY

This research used mixed approach: qualitative and quantitative with a descriptive data analysis, which allowed for data collection on students' challenges in writing in English as a foreign language. A qualitative approach was used because it is based on the collection of descriptive data through a structured questionnaire applied to third and fourth semester students, focusing on students' perceptions, and a quantitative approach used because the data were analyzed numerically, it is allowing them to understand their perceptions and experiences about writing challenges in depth. The information obtained was organized into key categories such as grammar (correct use of verb tenses and syntactic structures), vocabulary (lexical variety and accuracy), and organization (coherence and structure in writing), which facilitated the analysis of patterns within the educational context; identifying the frequency and perspectives within the participants' answers.

Many investigators argued that the qualitative research method seek to comprehensively understand social situations by analyzing their characteristics and dynamics. It emphasized an in-depth exploration of specific cases rather than generalization. It prioritized describing and interpreting social phenomena based on the perspectives and experiences of the individuals involved, developing concepts about reality through direct engagement with the studied population. (Bonilla and Rodríguez, 2005; Bernal, 2010)

The research used a descriptive investigation type because its purpose was described and analyzed the specific challenges faced by students in English writing. It does not seek to establish causal relationships between variables but provide a clear and detailed view of the phenomenon studied; the findings will suggest adequately strategies can address the most recurrent challenges. According to Siedlecki (2020) cited by Medina and Bajaña (2024), descriptive methodology studies individuals, events or conditions naturally. Also, Dulock (1993) mentions that the descriptive method accurately describes the facts and/or characteristics of a given sample or research interest.

The data collection was carried out in a single moment (transversal) through the application of the questionnaire, taking into account the object of study of this research was the writing

challenges in English as a foreign language (EFL) in the third and fourth semester students of Pedagogy of National and Foreign Languages at the Technical University of Cotopaxi.

This research focuses on a diverse sample of 66 students composed of two semesters, third and fourth, where the third course has 33 students, 7 of whom are men, and 26 are women with an age range between 17 and 22 years. The fourth semester also 33 students, 10 of whom are men and 23 women with an age range between 19 and 29 years, and students who belong to the National and Foreign Languages Pedagogy career at the Technical University of Cotopaxi.

The researchers selected the 66 students using a cluster strategy to select, need to take advantage of each student's answer and, in this way, make the data analysis more manageable. In addition, the questionnaire also helps us to understand the topic to be studied and to obtain better the expected results to "Gain a deeper and more accurate understanding of a topic of study, these tools help researchers to collect objective data, assess and compare different groups or populations" (Medina et al., 2019, p.9).

It was decided to select third and fourth semester students because, at those levels, it is a crucial point in learning English as students begin to develop more complex skills in writing. In addition to focusing on future language teachers, not only is there a benefit to the students now, but it may also influence future writing instruction.

A survey technique was used where the research instrument is a structured questionnaire; the questionnaire was taken and adapted from Alisha et al. (2019), and the instrument was applied on the Google Forms platform and analyzed through the statistical software Excel, specifically designed to collect quantitative data. The questionnaire consists of 15 questions assessed on a Likert scale (1=never, 2=rarely, 3=occasionally, 4=frequently, 5=very frequently). The questionnaire consisted of three categories: the first category collected data related to organization in writing (questions 1-5), the second related to vocabulary (questions 6-10), and finally, the third category collected data related to the use of grammar in writing (questions 11-15). These questions were designed to elicit detailed responses about students' experiences, attitudes, and proficiency levels in writing in English, ensuring their relevance

and effectiveness in capturing meaningful data. The data obtained were then analyzed by extracting the frequency, which allowed patterns and trends in students' responses to be identified.

The questionnaire was administered to the students with guidance and an explanation of the purpose of the research. This allowed the researchers to gain a more detailed understanding of the nature of the challenges identified, exploring aspects such as the influence of students' attitudes towards writing, their level of confidence in using the language, and the strategies they employ to overcome challenges. Also, the questionnaire was adapted to the specific context of the population and ensured its relevance. Questions were modified to adjust the level of complexity to the student's knowledge and to focus on the most recurrent challenges, ensuring the obtaining of results applicable to improving the teaching and learning process of writing in English as a foreign language.

## 8. ANALYSIS AND DISCUSSION OF RESULTS

### 8.1 ANALYSIS OF RESULTS

**Table 1**

*Data analysis related to organization challenges – Category: Organization*

ITEM	QUESTION	S	LIKERT SCALE									
			NEVER		RARELY		OCASIONALLY		FREQUENTLY		VERY FREQUENTLY	
			F	P	F	P	F	P	F	P	F	P
1	I understand the generic structure of writing in English	66	0	0%	8	12,1%	23	34,8%	29	43,9%	6	9,1%
2	The ideas that I share in my English writing are not clear and well-organized	66	3	4,5%	19	28,8%	32	48,5	10	15,2%	2	3%
3	The ideas that I share in my English writing texts are hard to understand	66	3	4,5%	18	27,3%	33	50%	9	13,6%	3	4,5%
4	My paragraphs in English are not coherent	66	4	6,1%	19	28,8%	33	50%	8	12,1%	2	3%
5	The sequence of the sentence in my paragraphs is coherent	66	1	1,5%	8	12,1%	27	40,9%	27	40,9%	3	4,5%

Many students faced challenges structuring their texts in a coherent manner. 43.9% understand the general structure of English writing, but 34.8% only occasionally. In addition, 50% indicate that their ideas are sometimes unclear or hard to understand.

Paragraph coherence is another challenge, with 50% noting occasional problems. As some researchers like (Bani Younes, Albalawi, Alsariera, and Alisha) argue, improper application of writing structures remains a persistent challenge among EFL students. Also, students frequently struggle with creating coherent texts due to challenges in generating ideas and structuring sentences appropriately, and finally the sentence sequencing confusion is a common struggle for EFL learners.

**Table 2**

*Data analysis related to vocabulary challenges – Category: Vocabulary*

ITEM	QUESTION	S	LIKERT SCALE									
			NEVER		RARELY		OCASIONALLY		FREQUENTLY		VERY FREQUENTLY	
			F	P	F	P	F	P	F	P	F	P
6	I make a lot of mistakes when choosing the words to express my ideas in my English writing text	66	0	0%	14	21,2%	23	34,8%	23	34,8%	6	9,1%
7	Expressing the ideas because of the lack of vocabulary is a challenge for me	66	0	0%	11	16,7%	23	34,8%	23	34,8%	9	13,6%
8	I repeat same words when writing paragraphs in English because of the lack of vocabulary	66	3	4,5%	12	18,2%	21	31,8%	18	27,3%	12	18,2%
9	I use variety of words in writing paragraph in English	66	1	1,5%	16	24,2%	27	40,9%	20	30,3%	2	3%
10	I feel I always need an online translator when writing in English	66	1	1,5%	13	19,7%	28	42,4%	15	22,7%	9	13,6%

The result of table 2 showed the 34.8% have frequent challenge with word choice, and the same percentage experience lexical limitations. Word repetition is common (31.8% occasionally, 27.3% frequently), and the use of lexical variety remains a challenge for many. In addition, 42.4% use online translators occasionally, which can affect their lexical development. Some researchers (Harmony, Lam, Yagual, Susanto, Cuellar, Wu and Garza) highlight the importance of vocabulary in language learning; the tools like Google Translate help students quickly expand their vocabulary. However, a limited vocabulary hinders students' ability to express themselves, reducing their confidence, without a broad vocabulary, communication becomes hard in both written and spoken forms. The need for strategies to help students expand their lexicon. These studies collectively underline the importance of vocabulary development for language learning success.

**Table 3**

*Data analysis related to grammar use challenges – Category: Grammar use*

ITEM	QUESTION	S	LIKERT SCALE									
			NEVER		RARELY		OCASIONALLY		FREQUENTLY		VERY FREQUENTLY	
			F	P	F	P	F	P	F	P	F	P
11	Making good and correct sentences due to of the lack of grammar knowledge is a challenge for me	66	3	4,5%	13	19,7%	30	45,5%	15	22,7%	5	7,6%
12	Lack of clarify about linking words and connectors in writing English texts is a challenge for me	66	0	0%	15	22,7%	31	47%	14	21,1%	6	9,1%
13	I make many grammar mistakes when writing in English	66	3	4,5%	12	18,2%	29	43,9%	13	19,7%	9	13,6%

14	I pay a lot of attention to grammar rules when writing in English	66	1	1,5%	5	7,6%	25	37,9%	24	36,4%	11	16,7%
15	The grammatical tenses that I use in my English texts is a challenge for me	66	3	4,5%	14	21,1%	32	48,5%	12	18,2%	5	7,6%

The 45.5% face occasional challenges with grammatical construction, and 43.9% make errors frequently. There are also challenges with connectors (47% occasionally) and the correct use of verb tenses (48.5% occasionally). These findings highlight the need to strengthen the teaching of organization, vocabulary, and grammar in EFL learners' academic writing. Some researchers (Miko, Li, Ren, and Zhao, Gazzar, and Refnita) highlight key challenges in grammar and cohesion for students, that grammar assessment should focus on students' ability to use grammar to express ideas, rather than just recalling rules; find that some students do not check for grammatical errors after writing. Also, weak lexical cohesion due to limited or improper use of connectors, while these challenges to a grammatical competence and language awareness. These studies underline the need for practical grammar application and cohesive writing strategies.

## **9. CONCLUSIONS AND RECOMMENDATIONS**

### **9.1 CONCLUSIONS**

Based on the results, the following conclusions can be drawn, which provide a clear view of the challenges in the writing skill of English as a Foreign Language from students' perception in third and fourth semester.

Developing writing skills in EFL context requires the development of grammar, vocabulary, organization, and spelling. Writing demands precision and coherence, so grammar and vocabulary directly influence the clarity of the message, while spelling and organization determine its comprehension. The theoretical review shows that challenges in writing are due to vocabulary, grammar, and paragraph organization. Based on this theory, it is necessary to identify effective strategies to overcome writing challenges and improve students' writing performance.

Many students faced challenges when writing texts in English. Even though, most of them understand the general structure of the text, they are not able to structure it in a coherent manner. In addition, many students stated that their ideas are sometimes unclear or hard to understand. They also have challenges with word choice and lexical limitations, grammatical construction, and the use of connectors. Most of the participants mentioned that they repeat same words when writing because the use of lexical variety is a challenge for them. Lasts but not least, the majority of them use online translators occasionally, which can affect their lexical development.

The perceptions of third and fourth semester students at the Technical University of Cotopaxi provide valuable insights into challenges such as expanding active vocabulary, mastering grammar, understanding the language, and achieving coherent communication. Addressing these challenges will allow for the implementation of targeted solutions that foster competence in academic and professional settings. Students need practice independent writing in class to face challenges. If they struggle with vocabulary, they need strategies to expand it using strategies to increase their vocabulary. Limited vocabulary affects their ability to express ideas, emotions, and opinions.

## 9.2 RECOMMENDATIONS

To strengthen independent writing and expand vocabulary, it is recommended to implement strategies that consist of regular sessions where students write texts autonomously using a thematic glossary previously worked. Students can practice different types of grammar and vocabulary activities so that they can incorporate the structures and vocabulary learned in their writing text. It is also important they receive constructive feedback from the teacher. This improves their written expression skills and strengthens their confidence and understanding of contextualized language use, helping them overcome challenges such as redundancy and lack of vocabulary; a strategy that will aid in writing improvement is the Guided Writing Journal with Lexical Enrichment.

Students should take more interest in acquiring a broader knowledge of grammar and vocabulary to construct clear, coherent, and understandable texts. The university has a learning tool, which is Cambridge platform that helps students become more involved in the teaching and learning process. As for the teachers, they should correct the students' writing and give them suggestions to improve it. Additionally, teachers must improve students' self confidence in each step of writing so that they can write grammatically correctly.

Based on the findings, teaching strategies should focus on communicative approaches that enhance language processing and linguistic awareness to improve written English proficiency. Students should engage in regular in-class writing practice to reinforce comprehension and sentence structure. Additionally, extracurricular activities can further develop their writing skills.

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