

**Problems Affecting L2 Learners' English Writing Skills:
A Study of Public Sector Colleges Hyderabad City, Sindh, Pakistan**

**Muhammad Akbar, MS English Linguistics
Dr. Habibullah Pathan, Post-doc English Linguistics
Syed Waqar Ali Shah, MS English Linguistics**

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Abstract

Students' problems in writing skills have become a challenging issue for many stakeholders including educational institution, teacher, parents and students themselves. Writing well is not only an art rather the academic and social success of students is based on their proficiency and competency in writing skills. Many students at public sector colleges are unable to produce a single correct paragraph. The present study aims to explore the problems affecting L2 Learners' English writing skills at Public Sector Colleges Hyderabad Sindh. A total number of 5 teachers for semi structured interview and 160 students were randomly selected for questionnaire data from two public sector colleges. The framework of present study was generated by sequential mixed method model of Creswell (2009). In quantitative phase questionnaire was analyzed using descriptive and inferential statistical tools through SPSS version 20. Whereas, in next phase of qualitative study semi structured interview was analyzed using content analysis technique. Results of the study indicates that the most frequent writing difficulties in English language faced by L2 learners are due to spelling problems, L1 interference, poor vocabulary, L2 Grammar, punctuation, and lack of feedback on written task by L2 Teacher. While, L2 teachers believe that students are facing writing difficulties in English language due to poor academic background of learners, lack of resources in English language classroom, large class issue, insufficient activities in coursebook. The study concludes with the pedagogical implications to develop English writing skills of the students.

Keywords: L2 Writing, Pedagogy, ELT, L1 Interference

Introduction

It is an obvious fact that language is the most important element among human being which helps them to share their ideas, information and knowledge to people. Language is not only specified to human beings rather the birds chirping, roaring of lions, buzzing of bees and rustling of leaves are also a language in their own prospective as noted by Yule (2016). The superiority of human language to another language is there are symbols with associated meaning and sound patterns in human language. It helps people to come near to one another. Now, today throughout the world people are known by their language. It is better to say that language is the identity of any nation. There are approximately four to five thousand languages are spoken through around the world and among these languages, English language is considered the most popular and superior language. It is also known as language of the world. It is used as lingua franca -- when two different language speakers meet one another for business and trade purpose the use English as source of interaction Kachru (2007).

In human language, there are symbols having associated meanings and sound patterns. According to Shahid (2009) language is a set of arbitrary vocal symbols by means of which a social group communicates. Hence, Human language is described as voice sound, body gestures, facial expression and written symbols. Though countless number of languages are spoken in the world, but some prominent and influential languages are: English, Arabic, Persian, Chinese, Urdu French and Hebrew, etc.

Four Basic Skills in Language

In the process of learning and teaching of the language we need to adopt four language skills, listening skill, speaking skill, reading skill and writing skill. Although four language skills have their own importance in this process, but the most important skill is writing skills. Writing is the way of human intercommunication by means of arbitrary visual marks forming a system. It is not only helpful for the people to explore their ideas, information, thought, and knowledge on the paper rather it helps to preserve the history of any nation, event, tradition, and many other things in written form. Writing enable people to alive their thought forever in the form of novels, stories, poems and in many other ways. Writing shapes, the thinking of man. It gives different worldview to the writers. Therefore, in all aspect of human life written things has its own value and significance.

Writing

Daniel (1996) says “Writing is a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered exactly without intervention of the utterance”. Although four languages skills have their own important but writing skills play vital role in all aspect of life. It helps us to rememorate our beautiful and memorable event, program, and the lecture by teacher in written form. It is due to the writing process if we have our own principle of living life, doctrine and belief, even the message of Allah almighty for humanity in the shape of Holy Quran also preserved in written form. Writing leads person from ignorance to the light of education. As Almighty Allah says in the Holy Quran “Read in the name of thy lord, thy lord is

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most Bountiful, who taught the use of the pen, taught the men that which he knew not.” (Al-Qur’an, p. 96:1-5). It explores the significance of writing as the person who does not know how to write, is considered to be an illiterate and ignorant.

Background of the Study

In the whole system of world Education English writing has a great influence as it is the main stream of world knowledge. It is the means of sharing information, knowledge, ideas and thought with the rest of the world from generation to generation. From the early time, writing skills is a source of great expansion of human language in every decade. The expansion of writing started due to political expansion in early cultures, which demanded suitable source for conveying information, keeping business and financial account, maintaining historical evidence and record, and the same. Gilbert (2010) argues that writing is the most important invention of human history. Having a good proficiency of writing skills has now become mandatory in every walk of life. Due to its immense importance, it is taught as compulsory subject throughout the country in schools, colleges and universities of Pakistan. The main purpose of teaching English writing skills in Pakistan is to help the students to have practical command on English language and to meet the need of modern world as noted by Ali (2014).

It is an obvious fact that despite an immense significance of English writing skills in social and academic life, a large portion of Pakistani students are poor in English writing skills. A national Newspaper, ‘The DAWN’ (2016) reports that in CSS, 2016 competitive exam 98% of students failed in English essay writing and composition. It indicates that in Pakistan students, even after the completion of graduation, face problems in English writing. There are multiple studies which shows, why and how are students encountering with English writing problems? As ELT, I am witness that in many public-sector schools and colleges, students have problems to write even a single paragraph with coherence and cohesion. Anum (2014) maintains that Pakistani students face writings problems due significant variation in native language grammar and the grammar of target of language.

Jack (2013) argues that students attitude towards writing skills, students background, learning context, content and material and teacher’s methodologies to teach writing skills are the key factors involve in affecting writing skills. when we take one of the factor which is affecting students English writing skill. Likewise teaching methodology to see what methods are used to teach English and how it affects learning of the student. Then, we come to know that historically, teaching methods are divided into two parts: traditional method and modern method of teaching. The former methodology is completely teacher- centric. In which teacher is the main source of knowledge rather than facilitator. These types of Teachers use chalk and talk method. There would be the regimented classroom more focuses on the examination and result rather than understanding the concept. Whereas, the modern teaching methodology is completely student-centric. There is an active participation of students in classroom activities. Teacher functions as facilitator for the learner as noted by Noor (2014). However, according to Cumming (2003) it is hardly possible to apply a specific theory and strategy to teach writing skills. Teacher must be dynamic and flexible in context of using methodologies while teaching writing skills to L2 learner, because each methodology has its own significance and usage.

Statement of Problems

When I started my journey of “MS English linguistics” Education in Mehran UET. I got a great opportunity to study deeply the educational system of Sindh from different perspectives. Meanwhile I started teaching at model college Hyderabad city Sindh as visiting lecturer. During this professional career as a English language teacher, I observed that yearly many students enrolled at college from different public and private sector school among which a large number of students are unable to write a single correct paragraph. When I shared this issue with my colleague and other English teacher, they were also facing with the same challenges.

In Sindh, the public-sector schools and colleges are in deteriorating condition in context of quality education as compare to other provinces of Pakistan. Rehman et al, (2015) maintains that the literacy rate of Sindh province is below 50%. Hence, seeing these problems I was determined to study the factors and problems behind poor academic writing of students even after the completion of their 10 years of academic life at schools.

Aims and Objectives

The aim of this study is to explore problems affecting L2 Learners English writing skill at public sector colleges Hyderabad city Sindh. The followings are the objectives of present study.

1. To identify the most frequent writing difficulties in English Language faced by L2 learners at public sector colleges Hyderabad city Sindh.
2. To explore L2 Teachers’ perceptions about English writing problems faced by L2 Learners at public sector colleges Hyderabad city Sindh.
3. To suggest Remedial measures to improve L2 learners’ English writing skills.

Research Questions

The following questions are addressed in this research study.

1. What are the most frequent writing difficulties faced by L2 Learners in English Language at public-sector colleges Hyderabad city Sindh?
2. What are the perceptions of L2 Teachers about English writing problems faced by L2 Learners at public sector colleges Hyderabad City Sindh?
3. What are the remedial measures to improve L2 Learners’ English writing skills?

Limitation of the Study

There are numerous factors and problems associated with writing difficulties, such as poor teaching, lack of authentic material, learners’ background; however, this study is not free from limitation it addressed only on writing difficulties and the problems due to vocabulary, L1 interference, spelling, grammar, rhetorical, and punctuation. Furthermore, the study was conducted in only two public sector colleges Hyderabad city Sindh due to time constraints in academic research and many other issues.

Literature Review

During last few decades many researches have been conducted in field of ELT to explore the difficulties of Learners in second language acquisition. The purpose of these studies are to understand the problems, factors students face while learning second language and to provide solution to these problems. Abdulkareem (2013) pointed out that the difficulties of students in English writing skill is due to the influence of L1 because teacher and student both use Arabic language in English class. In addition, the poor interest of L2 learners towards English writing skills. on the other hand Bilal (2013) argues that in many public-sector schools and colleges L2 learners face challenges due to the lack of professional and trained ELTs. His study suggests that authorities should that reasonable steps in this regard so that students may entertain quality education.

English language teacher teaches grammar of target language in isolation. Teacher ask students to cram the grammatical rule without contextualizing it in a sentence. In result, many students only know the rule of grammar but unable to produce a good sentence and paragraph due to lack of exposure to write. Huy (2015) indicates that many students do not have enough exposure and awareness about the significant of writing skills consequently the number of students that is successful in developing writing is too small. In addition, during his study he found numerous mistakes in students' written works.

English Language Teaching in Pakistan

In Pakistan, like many other countries, the foundation of formal education is based on English writing skills. Being L2 learners of English language, Students face various problems to express their ideas, knowledge and information in written expression. Therefore, from the first day of school English writing skills is taught. To improve the English writing skills of students, Teachers use different techniques. There is not any specific rules or methods for teaching English because the age, mental level of student, and nature of classroom is always different to one another. Raimes (1983) maintains that there is no one answer to the question of how to teach writing in ESL classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles'. The interesting question is not to find the one perfect strategy, but a strategy that works and that shows significant effects in the development of students' writing.

Role of Grammar in English Writing

Grammar plays vital role in language teaching and learning process. It is known the science of language. It teaches how to speak, read and write correctly. It is grammar which helps to bring order in the communication. Harmer (1993) says that the grammar of any language is the description of the ways in which word can change their forms and can be combined into sentence in that language (p.12). it shows that in L2 learning context it is hardly possible to develop linguistics competences among learners without providing them grammatical knowledge. According to Freeman (2003) knowing grammar mean to have the ability to use language accurately, meaningfully, and appropriately in oral and written expression. In L2 classroom mostly grammar is taught in isolation. Students are asked to practice certain rules of grammar. They learn grammar as a part of courses to formulate some sort of sentence or to change active voice into passive. Students do not have the basic concept. Why do they need

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active and passive voice and how do they use these rules while writing in English? This is what, many of the students have the knowledge grammatical rules but are unable to create meaningful sentence. The main reason is lack of communicative environment, be it speaking or writing in English.

Role of Vocabulary in English Writing

Vocabulary is the basic unit of academic writing. Sentence does not make sense without meaningful vocabulary. vocabulary helps expressing and organizing thought and ideas. A good vocabulary helps the writer to write what he means. Poor vocabulary not only creates problems in writing but also constructing and generating an idea. Rabab (2003) says “Students could not give voice to their thoughts because of the lack adequate stock of vocabulary”. On the other hand, Richards (2002) opines that vocabulary is a core component of language proficiency and provides much of the bases for how well learners speak, listen, read and write. Therefore, develop learners’ progress in understanding English, learners should keep on learning new vocabulary items every day. Grabe (2013) maintains that the overreaching goal of reading and writing, of course, is comprehension. Yet comprehension is not achieved easily. It requires a reasonable knowledge of grammar and vocabulary.

Research Design

This study addresses problems affecting L2 learners’ English writing skills at college level in Hyderabad Sindh. An explanatory sequential mixed methods design was used, and it involved collecting quantitative data first and then explained the quantitative result with in-depth qualitative data. In quantitative phase of the study, data was collected via questionnaire from the first-year students at public sector college Hyderabad Sindh to identify the most frequent writing difficulties faced by L2 Learners in English language and to compare the writing difficulties faced by boys and girls in English language. In the next step, qualitative phase was conducted as a follow up to the quantitative result help to explain the quantitative result. In this exploratory follow up, main plan is to explore perceptions of L2 teachers about writing problems in English language faced by student at public sector college. The framework of present study has been generated from the model of mix method research approach by Creswell (2009).

Qualitative Research

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. The final written report has a flexible writing structure. According Dornyei (2007) qualitative data which usually involves recorded spoken data (for example, interview data) that is transcribed to textual form as well as written(field) notes and document of various sorts (P.35).

Quantitative Research

Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that

numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction. literature and theory, methods. results. and discussion. Thomas (2003) terms, “quantitative research focuses attention on measurement and amount [more and less, larger and smaller, often and seldom, similar and different] of the characteristics displayed by the people and events that the researcher studies”.

Mixed Method Research

It is an approach to inquiry that combines or associates both qualitative and quantitative forms of research. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study Creswell (2009).

I. Sequential Explanatory Strategy

Creswell (2009) It is type of mixed methods research which is characterized by the collection and analysis of quantitative data in a first phase followed by the collection and analysis of qualitative data in a second phase that builds on the results of the initial quantitative results.

Population

The population of this study was two public sector colleges in Hyderabad city Sindh. Namely, Government *Zubaida Woman College Hyderabad* and *Model Boys College Hyderabad*.

Table. 3.2 The summary of the whole Population of study

S.N	TEACHERS		STUDENTS	
	Male	Female	Boys	Girls
1				
2	08	10	250	450
	Total Teacher = 18		Total students = 700	

Sampling

Sampling is very significant part of research because the whole outcome of the research depends upon the participants. The quality of research does not merely depend on methodology selected for data collection, but also the choice of participants who are the basis of whole study. The present study used Two sampling methods to recruit participant from the population. First, I used *Stratified random sampling* technique from the selection of L2 learners. Secondly, I used *Purposive sampling* to select L2 teachers for the study. The purposive sampling is used where the required participants of study are predefined and known to the researcher.

Table. 3.3 The summary of Participants of the study

S.N	Teachers		Students	
	Male	Female	Boys	Girls
1	2	3	80	80
2	Total Teacher = 5		Total students = 160	

Research Tools

1) Questionnaire

Questionnaire is a popular tool for collecting data in quantitative study. A questionnaire contains a set of questions or statements is given to the respondent with a request to answer these. The questionnaire in this study was used to collect the views of students pertaining the problems they face in English writing skills. The model and theme of questionnaire has been adapted from the study of Farooq (2012). Their study was to explore the opinion of second language learners about writing difficulties in English language. There are two main reason of using his Questionnaire. First, it contains that the required items which show the clear picture of the problem, I want to study in my research. Second, due to the shortage of time in academic research. As it was hardly possible for me to develop a questionnaire and go for pilot study and then to check its reliability through SPSS. So, I thought to adapt this questionnaire as it was already tested through SPSS. Its reliability is $\alpha=.8877$. For this, I contacted Dr. Shahid Farooq the author of questionnaire via email to get his consent. He appreciated me for asking his consent and emailed a letter showing his consent.

The main purpose of using this questionnaire was to achieve first research objectives which was *to identify the most frequent writing difficulties of L2 learners in English language*. There are various factors which creates problems in writing but in this study the variables are focused.

But in this study the major focus was on the following factors.

1. Vocabulary

To identify the problems of writing in English language due to Vocabulary, four/4 items were used in the questionnaire.

2. Spelling

To identify the problems of writing in English language due to 'spelling' issue, three/3 items were used in the questionnaire.

3. L1 interference

To identify the problems of writing in English language due the 'L1 interference', three/3 items were used in the questionnaire.

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4. Grammar

To identify the problems of writing in English language due 'Grammatical/ structural' issue , Six/6 items were used in the questionnaire.

5. Rhetoric

To identify the 'rhetorical expression' problems of L2 learners in writing in English language, five/5 items were used in the questionnaire.

6. Punctuation

To identify the problems of writing in English language due to 'punctuation', three/3 items were used in the questionnaire.

2) Semi-Structured Interview

As one of the prominent and authentic tools of qualitative study is semi-structured interview. It provides researcher a concrete and required knowledge for the study Creswell (2009). In this study I developed semi-structured interview for n=5 L2 Teachers (male and female). The reason to select five participants (n= 5) for interview is that the analyzing interview data is very lengthy process. It requires recording, transcribing, codifying and analyzing. However, the aim of using semi structure interview was *to explore the perception of L2 teacher about the difficulties of students in English writing.*

Descriptive Analysis of Questionnaire

The Questionnaire was analyzed using descriptive statistics through SPSS 20. There were 24 items in the questionnaire which was aimed to identify L2 learner writing difficulties in Language. In this chapter questionnaire has been analyzed using different statistical tools such as Mean, standard deviation, percentage, cumulative percentage, Tables and Bar chart.

The descriptive analysis of questionnaire was carried out by the following steps.

1. Analysis of difficulties based on Questionnaires' items
2. Analysis of difficulties based on Variables.
3. Analysis of relationships among factors of writing difficulties.

The factors of difficulties in English writing were arranged as given in below Table;

Analysis of the L2 learners' difficulties in writing English
Table No. 3. Descriptive Statistics

Statement	N	Mean	Std. Deviation
1. I use some simple words to replace the difficult ones	160	1.8688	.84020
2. I sometimes use Romanized Urdu or Sindhi, Mubarak ho) when I can't find the exact English expression	160	2.5750	1.38523

3. I usually lengthen the sentences as I don't find the exact words	160	2.2688	1.07412
4. I face difficulty while using passive voice in my writing.	160	1.9125	.79612
5. I take time to recall what exact spelling is.	160	2.8000	1.10345
6. I use different words to express the similar meanings.	160	2.2938	1.24687
7. Writing is difficult for me because I have lack of vocabulary.	160	2.4938	1.16012
8. I write English essays in the way I do in Urdu.	160	2.7000	1.16446
9. The frequent problem which I face while writing is the correct use of tenses.	160	2.1563	.96835
10. I think of a sentence in Urdu first and then translate it into English.	160	2.1938	.94168
11. I face problem to write spellings of the word that is new to me	160	2.5063	.94501
12. I am often confused in the use of punctuation marks.	160	2.7750	1.02147
13. I get poor grades because of poor spellings.	160	2.7062	1.00687
14. My sentences are not well organized that's why I can't communicate well.	160	2.4000	1.22449
15. I feel confused while referring to the things which I have already mentioned in my writing.	160	2.5000	1.08158
16. My written expression is not good in describing the past events.	160	2.3312	1.25253
17. I feel problems in the use of conditional sentences.	160	2.4250	1.08477
18. I face problems in connecting one paragraph with the other.	160	2.4625	1.06922
19. The reason of poor performance in writing is the incorrect use of punctuation marks.	160	2.2438	1.13130
20. Grammatical mistakes affect my expression in writing.	160	2.1688	1.02314
21. I usually find difficult to understand sentence structure in English.	160	2.1375	.85772
22. My written expression is not good in describing the sequence of events.	160	2.4688	.94451
23. While writing I often face the problems of connecting ideas.	160	2.1813	.88929
24. My sentences don't convey complete sense as I am not good at marking commas in sentences.	160	2.2312	.93312

The table 3 shows that the most frequent writing problems which students faced in English language that of spelling (mean = 2.800) while the least faced difficulties in use of simple words (mean=1.8688). it also shows that students are facing many problems due to L1 interference, vocabulary and rules of grammar. Furthermore, the graphic chart and percentages of each 24 items based on different variable will provide the result with more details.

Analysis of Difficulties of the Bases of Variables in Group

In this study the researcher was aimed to identify the most frequent writing difficulties of L2 learners in English language. Therefore, the following factors were used as variables which mostly creates problems in English writing: 1) Vocabulary, 2) Spelling, 3) Grammar, 4) L1 interference, 5) Rhetoric, and 6) Punctuation.

Descriptive Statistical Analysis of Variables in Group

Table no. 25

	Mean	Std. Deviation	N
Difficulties in vocabulary	2.6313	.70351	160
Spelling problems in English writing	2.7771	1.19264	160
L1 interference in English writing	2.4896	.63655	160
Grammatical issue in English writing	2.2708	.75299	160
Punctuation Problems in English Writing	2.4167	.61316	160
Rhetorical problems in English writing	2.4225	.62926	160

Table no. 25 shows that among the six variables the most frequent problem L2 learner faced in English language writing that of ‘spelling’ (mean =2.7771) while the least faced difficulty is the use of Punctuation (mean=2.4167) in their writing. It is also shown that L2 learners are encountering with a lot of problem due to the Grammatical rule, interference of L1 and vocabulary.

The analysis of writing difficulties in English language based on variable shows the same result that of items-based analysis. In both analysis it is observed that students are facing most writing difficulties in English language due to irregular spelling.

Relationship Among Factors of Writing Difficulties

Table No. 26.

	vocabulary	Spelling	L1 interference	Grammar	Punctuation	Rhetoric
Pearson Correlation	1	.336**	.119	.025	.357**	.042
Sig. (2-tailed)		.000	.134	.754	.000	.598
N	160	160	160	160	160	160

Spelling problems in English writing	Pearson Correlation	.336**	1	-.026	.231**	.113	.085
	Sig. (2-tailed)	.000		.748	.003	.157	.285
	N	160	160	160	160	160	160
L1 interference in English writing	Pearson Correlation	.119	-.026	1	.193*	.029	-.048
	Sig. (2-tailed)	.134	.748		.015	.715	.546
	N	160	160	160	160	160	160
Grammatical issue in English writing	Pearson Correlation	.025	.231**	.193*	1	.255**	.449**
	Sig. (2-tailed)	.754	.003	.015		.001	.000
	N	160	160	160	160	160	160
Punctuation Problems in English Writing	Pearson Correlation	.357**	.113	.029	.255**	1	.330**
	Sig. (2-tailed)	.000	.157	.715	.001		.000
	N	160	160	160	160	160	160
Rhetorical problems in English writing	Pearson Correlation	.042	.085	-.048	.449**	.330**	1
	Sig. (2-tailed)	.598	.285	.546	.000	.000	
	N	160	160	160	160	160	160

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The result of correlation among variables shows students who faced difficulties in spelling also faced the problem of vocabulary. There is a strong relationship as ($r=.366$, $p=.000$). There is a strong relationship between punctuation and grammar difficulties as the ($r=.255$, $P=.01$). In other words, students who do not know how to use punctuation appropriately while writing in English language also faced grammar problems in writing English. There is a strong relationship between grammar difficulties and problems in rhetoric's as ($r=.449$, $P=.000$). it shows that L2 learners who faced problems in grammatical structure also faced difficulties in organizing and sequencing past event while writing in English language.

Analysis and Interpretation of Semi Structure Interview

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This section presents the findings of interview conducted from L2 English teachers ($n=5$) who teach English at Public sector college in Hyderabad city Sindh. The interviews were added as supplementary data to Questionnaire result. The interviews were listened several times for transcription which in turn helped make codes for analysis. The content analysis was used as analyzing tool for the interviews. The main purpose of conducting semi structure interview was to support the result of questionnaire data and to explore the perceptions of English teacher about the writing difficulties in English language faced by L2 learners at college level and to exploring some remedial measure to improve writing of L2 learner in English Language. This section, thus, intends to answer RQ2 and RQ3 of the study. For more clarity, this RQ runs is given below:

RQ2: what are the perceptions of L2 teachers about writing difficulties in English language faced by L2 learner at college level?

RQ3: What are the remedial measures to improve L2 Learners' English writing skills?

I. Factors affecting L2 learners' English writing skills.

There is a variation in response regarding the factors which affect students English writing skills. Most of the participants ($n=4$, 80%) believe that students face English writing problems due to the lack of vocabulary, interference of L1 and spelling problems. Whereas participant ($n=1$, 20%) argues that students face writing difficulties due to the poor strategies of teacher and lack of resource in ELT classroom.

II. Students' Social Background

Most participants ($n=4$, 80%) maintain that English is taught as a subject not a language at the Public-sector college. Therefore, students do not get any opportunity to learn English as a language, thus it affects the performance of the students. Moreover, the three participants ($n=3$, 60%) believe the society does not support the students in learning the language in any case, as English is not used in the common activities of the society. In the context of Hyderabad city and public-sector colleges the situation gets worse, because maximum students belong to poor and illiterate families. This situation creates problems and difficulties for the learners to writing skills effectively.

III. Lack of Facilities and Resources at Public Sector colleges

The Semi structured interview of the teachers ($n= 4$, 80%) revealed that they of public sector college did not have sufficient resources to use in teaching. This lack of resources and facilities creates problems for both learners and teacher to deal with learning English Language.

IV. Insufficient Content and Pedagogy Based Training

All participants ($n=5$, 100%) believe that in public sector college majority of senior English teachers are techno-Blind. They are not aware of the modern methodology and strategy of teaching language. They are still adhered with the old traditional method of language teaching.

Findings and Discussions

This paper deals with the findings of the study in relation to the literature and research questions which were investigated throughout the study. The present study aimed to identify the writing difficulties in English language faced by L2 learner at public sector college in Hyderabad Sindh and to explore the perceptions of L2 teachers about the writing problems in English Language faced by student at college level. The research questions were formulated accordingly. The first question was designed for L2 Learner to identify their writing difficulties in English language. whereas the second question was designed for L2 teachers to explore their perception about L2 learners' problem in English language writing at public sector college in Hyderabad city Sindh. The following are the research questions:

- *What are the most frequent difficulties in English language faced by L2 Learner at public sector college in Hyderabad city?*
- *What are the perceptions of L2 Teachers about writing problems in English Language faced by student at public sector college in Hyderabad city Sindh?*

To answer the first Research Question, a questionnaire comprised of 24 items based on six variables were used. The questionnaire was administered to the (n=160 participants) L2 learners by Researcher himself during survey and then analyzed using descriptive statistics through SPSS Version 20 that has been discussed in chapter 4.

PHASE- 1

Findings Based on Statistical Analysis and Interpretation of Quantitative Data

The analysis and interpretation of Questionnaire helped the researcher to draw the findings based on following variables.

1. *Spelling problem in English writing*

Spelling is the most important component of successful writing. Being confident at spelling leads to confidence in all aspect of literacy. Learning to write with correct spelling is a complex task for L2 learners. The frequent use of shortcut language in day to day chatting on mobile phone, internet through messages have greatly affected the spelling of student. The result of item no 2 indicate that 58% boys and 60% use Urdu Romanized words into English writing when they are doubt about the exact word or spelling of English. Dounia (2016) states in the findings her research that the frequent use of chat affects negatively students' written expression. students' over use of chat leads to lowering of their level when writing in a formal way. On the other hand according to He and Wang (2004) the bulk of L1 writing literature clearly indicates that errors made by young beginning L1 spellers are developmental rather than random mistakes, and are a by-product of phonological processing and an over generalization of particular grapheme phoneme principles that are already mastered.

2. *Difficulties in Writing due to Vocabulary*

The analysis and interpretation of questionnaire revealed that there are many students at college who face vocabulary problems while writing in English language. to identify students problems of vocabulary 4 items were used in the questionnaires. The mean score of vocabulary

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difficulties were $m=2.6313$. It shows that after spelling, the major difficulties of student in English is due to vocabulary. The result of correlation ($r =.336^*$ $p=.000$) shows that there is strong relationship among the frequent use of irregular spelling and vocabulary problems. Many researchers (see Rabab: 2003; Richard:2002; Grabe: 2013) maintain that vocabulary is the core component of writing but L2 learners cannot give voice to their thoughts due to the lack of vocabulary Rabab Therefore, develop learners' progress in understanding English, learners should keep on learning new vocabulary items every day.

3. L1 interference in L2 writing

As we are dealing with English language as second Language, our English compositions need to be natural and authentic, apprehensible to readers. In English class, as teachers, we should make student realize the essential differences between two languages and the differences between two languages in usage, function and context of vocabulary and phrases. The present study shows that students are facing writing difficulties in English language due to the interference of their Urdu and Sindhi language. The analysis of relationship among variables shows students face difficulties due to similarities and difference in L1 and L2 Grammar pattern (see Table. 26). Amina (2015) reveals that second-year students of English have difficulties in mastering the writing skill which are mainly related to the negative interference of the mother tongue, the Intralingual errors, and the lack of practice in English.

4. Grammar problems in English writing

To understand the grammatical problems and difficulties of students in English language writing 6 items were used in the questionnaire. The analysis and interpretation students' response revealed that they are facing writing difficulties in English language due to the complex pattern and grammatical structure of English language: 43% boys and 22.5% face difficulties in Tense, 55% boys and 46% girls face problem while changing sentence from active to passive voice whereas 46% boys and 42% girls have problem in understanding the conditional sentences. It shows that there is great need to focus on grammatical aspect of language. knowing grammar mean to have the ability to use language accurately, meaningfully, and appropriately in oral and written expression.

5. Punctuation problem in English writing

To identify the punctuation problem in English writing 3 items were used in the questionnaire. The result of statistical analysis and interpretation shows that 75% boys and 81% girls face difficulties in English writing due to the incorrect use of punctuation, moreover they believe that their sentence do not convey complete sense as they are not good at marking punctuation in sentence. The result also shows that there is a strong relationship in writing difficulties due to grammatical structure and punctuation ($r=.255^{**}$ $P= .001$) which means Students who are poor in grammar also face problem in correct use of punctuation.

6. Rhetorical Problems in written expression

Rhetoric is the basic unity of writing. it helps the writer to convey his message to the reader in the way s/he wants. It brings flow and style in communication. The present study reveals that 75% boys and 81% girls face problems in connecting ideas while writing in English

language. they cannot describe the events in sequence (see figure 22 & 23 for more details). Kubota (1998) identify in her study that Japanese writers prefer an inductive style which is negatively transferred to ESL writing. same things have been identified in the current study that 56.6 % boys and 57% girls write essay in English the way they write in Urdu or Sindhi language (see Table no.8 for more details). The result of relationships between variables shows that there is a strong and significant relationship between Rhetoric and Grammar ($r=.449^{**}$ $p=.000$). it means students who has difficulties in grammar also face the problems of rhetoric in their expression.

PHASE- 2 FINDINGS AND DISSCUSSION OF QUALITATIVE DATA THE FINDIGNS OF SEMIC STRUCTURE INTERVIEW

Keeping in view the result and finding of questionnaire, a semi structured interview was conduct with English Teacher two public sector colleges namely: *Zubaida woman college and Model college Hyderabad city Sindh*. The main purpose of conducting semi structure interview was to explore more closely the writing difficulties in English Language faced by students at college level. In the previous study likewise, Farooq (2012) there was a gap as he only focused on the opinion of L2 learners about writing difficulties in English language. Though it was very necessary to know the perception of Teacher about writing difficulties of students. Because Teacher is witness of writing difficulties face by students. But, he did not involve the English teacher perception in his study. However, in the present study I involved both L2 learners (n= 160) and English Teachers (n=5). So, one of the purpose of this study was to fill the gap among the study.

The semi structured interview was conduct with the L2 teachers to answer RQ.2 as following:

- *What are the perceptions of L2 Teachers about writing problems in English Language faced by student at public sector college in Hyderabad city Sindh?*

The thematic and content analysis of Semi- structure interview reveals that teachers are also sincere and serious about the spelling problem of L2 learners in English writing. 80% teachers believe that learning to writing to with correct spelling in second language is a time taking process. Students are facing spelling and vocabulary problem while writing in English language due to their poor educational background. The main response of this problem is that Teachers at school do not focus on the spelling problems of students. they are given good exposure of writing at school level, consequently students become used to of writing with wrong spelling. 20% teachers believe that there are various irregular and silent words in English language likewise: knowledge, know, knight, psychology, physics etc. students usually write these words according to its pronunciation. This is what they are facing spelling in writing.

It is also revealed that there is a great need of pedagogy-based training for English teachers. Students are facing difficulties in grammar because they are being taught Grammar in isolation. They need trained about modern methodology teaching Language such as

communicative and collaborative method; where the knowledge of grammar is given within a context. However, teachers are found very sincere and serious about the writing difficulties in English language but due to the lack of resource likewise authentic materials, computers and internet. They faced a lot of problems in Language classroom (see, MT-2, and FT-3). Grabe (2013) also maintains that the overreaching goal of reading and writing, of course, is comprehension. Yet comprehension is not achieved easily. It requires a reasonable knowledge of grammar and vocabulary.

L2 Teachers argues that the 1st year English textbook is completely out dated. In Sindh, it being used since last four decades. There are not any activities particularly focusing on writing Skills. We, English language teachers are compelled to complete the coursebook within time. we have to prepare them for the examination according to the syllabus. Therefore, we cannot give them extra time to improve their English writing difficulties.

Remedial Measure to Improve English Writing Skills

The research revealed on basis of literature review and valued thought of the L2 teachers that the following strategies Important / helpful in teaching writing skills.

- i. Dictation*
- ii. Practices of writing by assigning topics.*
- iii. Reading for improving writing*
- iv. Vocabulary Building via writing*
- v. Using technology to improve writing skills*
- vi. Give more exposure of writing to learn and learning to write*

The responses of L2 learners on Questionnaire about their writing difficulties in English language are found quite similar with the perception of L2 Teachers. The finding of this study is concluded with following suggestions and recommendations.

Conclusions and Recommendations

Bronson (2000) argues that written expression is more effective in communication than oral expression. Unlike speaking, writing enables us to convey a message independent of time and space. It is important for students to learn the writing process. Because the writing process is a tool used to enable students to efficiently express their feelings, thoughts and knowledge. The more students learn how to use this process efficiently, the more they can express themselves efficiently. In Pakistan, students face lot of difficulties in English writing language due to lingual and cultural difference. The cultural of east and west differ in many of the aspects that affects the acquisition of language. These differences become the cause of spelling, vocabulary, composition, and the frequent use of inappropriate punctuation and presentation of ideas in English as noted by Cai (2004 as cited in Farooq, 2012). English is understood and used as lingua franca in all type of communication across the world. It considered as the means of success. The L2 learners at college level in Pakistan have taken 12 years coaching for English language but they do not have mastery in English writings. It observed that English Teacher take it just to pass the examination instead to have hands on practices. The descriptive statistical and

content analysis of data favored the purpose of study that L2 learners were facing a lot of difficulties in writing English language. The most frequent problem which Pakistani students encounter is that they think in Urdu or Sindh then translate it in English which is different from Urdu and Sindh in Grammar/structure. Moreover, the most serious writing difficulties in English language face by L2 learners were due to the spelling. Lack of vocabulary and L1 interference and problem in correct use of grammatical rules. Hence, unless students are able to form a word they will not be able to form a sentence. Therefore, Teachers should adopt various approach such as communicative and eclectic approach to acquire knowledge of both genre and process of writing. Teacher should teach students how to handle the interference of mother language and to avoid the errors while writing in English language. Students should be taught to inculcate the irregular spelling and the rules of forming spelling.

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Muhammad Akbar

Scholar MS Applied English Linguistics ELDC
Mehran University of Engineering & Technology Jamshoro Sindh Pakistan
m.akbarjanbalti@gmail.com

Dr. Habibullah Pathan

Associate Professor Director ELDC
Mehran University of Engineering & Technology Jamshoro Sindh Pakistan
Dir.eldc@admin.muet.edu.pk

Syed Waqar Ali Shah

Lecturer ELDC
Mehran University of Engineering & Technology Jamshoro Sindh Pakistan
syed_waqar1988@hotmail.com