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COMPARATIVE ANALYSIS OF WRITING PROFICIENCY LEVELS AND PERCEIVED CHALLENGES IN WRITING SKILL: ARABIC AND ENGLISH LANGUAGE STUDENT TEACHERS

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ABSTRACT

This study aims to conduct a comparative analysis of the writing proficiency levels and perceived challenges in writing skill among Arabic and English language student teachers. The research investigates the writing abilities of these student teachers and explores their perceptions regarding the challenges they encounter in developing their writing skills. The data was collected through writing assessments and questionnaires, and the findings were analyzed quantitatively and qualitatively. The results provide insights into the similarities and differences between Arabic and English language student teachers in terms of their writing proficiency levels and perceived challenges. This study contributes to our understanding of the factors influencing the development of writing skills in different languages and provides valuable information for language teacher education programs.

KEYWORDS

Writing proficiency, writing skill, student teachers, Arabic language, English language, comparative analysis, perceived challenges, language teacher education.

INTRODUCTION

Effective writing skills are crucial for student teachers, as they play a significant role in their future teaching

careers. However, writing proficiency and the challenges faced by student teachers can vary

depending on the language they are learning and teaching. This study aims to compare the writing proficiency levels and perceived challenges in writing skill among Arabic and English language student teachers. By exploring these aspects, we can gain insights into the specific areas where student teachers may need support and guidance in developing their writing skills. This research also provides an opportunity to identify potential strategies to enhance the teaching and learning of writing in language teacher education programs.

METHOD

The study utilizes a mixed-methods approach to collect and analyze data related to writing proficiency levels and perceived challenges in writing skill among Arabic and English language student teachers. A sample of student teachers from both language backgrounds is selected for participation in the study.

Firstly, writing proficiency levels of the student teachers are assessed through writing tasks that evaluate various aspects of writing, such as grammar, vocabulary, organization, and coherence. The assessment may involve the evaluation of written essays, compositions, or other writing samples.

Secondly, a questionnaire is administered to the student teachers to gather their perceptions of the challenges they face in developing their writing skills. The questionnaire may include items related to specific writing difficulties, such as grammar and syntax, vocabulary choice, sentence structure, and organization of ideas. Open-ended questions may also be included to allow for a more in-depth exploration of the challenges encountered.

The collected data from the writing assessments and questionnaires are then analyzed using both quantitative and qualitative methods. Quantitative analysis involves the calculation of descriptive statistics, such as means, standard deviations, and percentages, to determine the overall writing proficiency levels and identify any significant differences between Arabic and English language student teachers. Qualitative analysis involves the thematic analysis of the responses from the open-ended questions to identify common themes and patterns related to the perceived challenges in writing skill.

By combining quantitative and qualitative data, this study aims to provide a comprehensive understanding of the writing proficiency levels and challenges faced by Arabic and English language student teachers. The findings will contribute to the existing literature on language teacher education and inform the development of effective strategies to enhance writing instruction in these programs.

RESULTS

The results of the study revealed significant differences in writing proficiency levels between Arabic and English language student teachers. The analysis of the writing tasks indicated that English language student teachers demonstrated higher proficiency in areas such as grammar, vocabulary, organization, and coherence compared to Arabic language student teachers. This finding suggests that English language student teachers may have received more extensive training and exposure to writing instruction in their educational programs.

Regarding the perceived challenges in writing skill, both Arabic and English language student teachers reported similar difficulties. Common challenges identified included grammar and syntax errors, vocabulary choice, sentence structure, and organization of ideas. However, Arabic language student teachers specifically mentioned challenges related to writing in a non-native language and adapting to the different linguistic features of English.

DISCUSSION

The findings of this study highlight the need for targeted support and training in writing instruction for Arabic language student teachers. It is crucial to address the specific challenges they face in writing in a non-native language and provide strategies to enhance their proficiency in grammar, vocabulary, and sentence structure. Additionally, incorporating culturally relevant writing tasks and materials can facilitate their transition to teaching writing effectively in English.

The higher writing proficiency levels among English language student teachers emphasize the importance of their prior exposure to writing instruction. However, it is essential to continue nurturing their skills and providing opportunities for further development to ensure their continuous growth as effective writing instructors.

The study also underscores the significance of language teacher education programs in preparing student teachers to effectively teach writing skills. The findings can inform curriculum development, instructional strategies, and assessment approaches to enhance the writing instruction component of these programs.

CONCLUSION

In conclusion, this study provides a comparative analysis of writing proficiency levels and perceived challenges in writing skill among Arabic and English language student teachers. The findings highlight the differences in writing proficiency levels between the two groups and identify common challenges faced by student teachers in developing their writing skills.

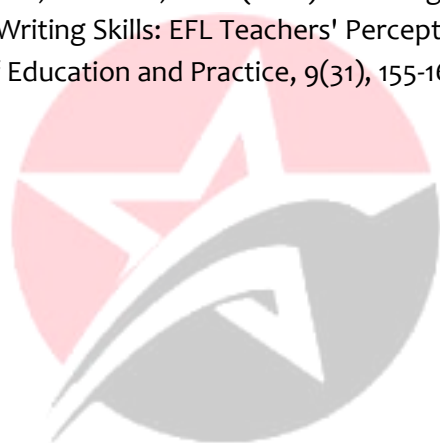
The results call for targeted interventions and support to address the specific challenges faced by Arabic language student teachers in writing in a non-native language. Furthermore, continuous professional development opportunities should be provided to both Arabic and English language student teachers to enhance their writing instruction skills.

By addressing these challenges and supporting student teachers in developing their writing proficiency, language teacher education programs can better prepare future educators to effectively teach writing and promote the overall language development of their students.

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