

A Exploration of Learners' Perceptions Regarding Key Dimensions of Second Language Writing

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Abstract. *This research considers the role and significance of the English language in the modern world. As a global lingua franca, English serves as the main medium of communication in business, science, technology, education, and international relations.*

Key words: *English language, global lingua franca, teaching methods, grammar-translation method, communicative approach, task-based learning, digital technologies, world English, intercultural, communication, education and economy, linguistic diversity.*

Introduction: English is used in the world as a lingua franca among people from different cultures, ethics, and social backgrounds. English language in the world has been considered as a lingua franca among society from ethics, different cultures, and social backgrounds [1].

Learning to write coherently and in a way which is appropriate for one's purpose and audience is something which many people never manage in their first language, despite the fact that a substantial part of the educational is devoted to the development of such skills. The process is a bit difficult in a second language.

The ability to write well which is one's preference and audience is one of most challenging skill and lots of people can not do in their native language, nevertheless an enormous part of educational process is applies to the improvement of writing skills. It is clear that the method is a little bit tricky in L2 compared to L1 [2].

Nuan argues that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. These factors vary from academic background and person interest of the writer to various psychological, linguistic and cognitive phenomenon.

Fareed, Ashraf, and Bilal emphasize that writing is a complex cognitive process which demands control over multiple factors, ranging from the writer's academic background and personal interests to psychological, linguistic, and cognitive dimensions [3].

Li et al., 2023 argued that L2 writers rely on their emotional and motional forces, especially positive ones, to fuel themselves in a rage of cognitive activities, sustain their interests and efforts, and direct their attention to important linguistic aspects.

According to Li, Wei and Lu, the assessment of L2 writers is shaped by the extent of their engagement and personal interests, which channel their attention toward salient linguistic dimensions of writing [4]

Most of the Uzbek students' writing are alarmingly weak and substandard. The issues generally grow from language problems such as lack of vocabulary, poor grammar and spelling mistakes. Moreover, discourse troubles also cause poor writing with its coherence, cohision, organization and using spoken

expressions. Reading-to-write problems like comprehension, summerizing, paraphrasing has an impact on writing. One of the most crucial aspects in writing is motivation.

This paper explores how learners' difficulties in different aspects of writing relate to their attitudes towards writing specifically enjoyment, boredom and anxiety. Through analyzing those relationships, this study intends to provide insights into how teachers can better support learners in developing both competence and positive emotions in L2 writing.

Literature review: Academic writing is different from other genres. That is why most students struggle to write academically, writing is challenging task even for English-speaking students. Mustafa, Arbab and El Sayed indicate that learners face versatile difficulties because they must select information, evaluate, summerise, report, paraphrase, argue, choose grammatical patterns and suitable words, and avoid plagiarism [5]. Research in the field constantly reveals that previous studies on ten major aspects of writing difficulties- vocabulary, grammar, spelling, coherence, cohision, spoken expressions, organization, reading comprehension, summerizing and paraphrasing and motivation- and examines their relationship with learner attitudes such as enjoyment, boredom, and anxiety.

Vocabulary and grammar: Asep claimed that vocabulary is rudimentary ingredient in constitution of the sentences which is the core of effective writing skills [6][7]. Similarly, learners often make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structure.

Learners who struggle with these core linguistic resources tend to experience frustration and avoidance rather than enjoyment.

Spelling, coherence and cohision: It is amazing that a lot of English words end the same way. May Al-Gharabally. Errors in spelling, while sometimes considered as minor problem, have shown to negatively affect on clarity. Beyond surface-level mechanics, coherence and cohision are critical to producing logically structured and reader-friendly texts.

Fareed, Ashraf and Bilal indicate that repetition of ideas means lack of ideas while lack of cohesion and using simple words results in lack of unity and coherence.

Spoken expressions and organization: Quality of the written product depends on organization at both the sentence and the text [8]. The use of spoken expressions was also observed in some student texts. Such problems frequently elicit boredom, as learners feel overwhelmed by the demands of structuring their thoughts effectively.

Reading comprehension, summerizing and paraphrasing: Many learners face challenges in obtaining sufficient sources, paraphrasing and summerizing information according to Fareed. Reading and writing interrelated. Students can get wide range of information to write from reading books.

Motivation and attitudes: Finally, motivation plays a decisive role in shaping learners' attitudes toward writing. A lack of motivation has been consistently associated with disagreement and boredom. In contrast, motivated learners are more likely to experience enjoyment, as they persive writing as an opportunity for self-expression and academic achievement.

Methods: English is considered the global language of communication, business, science, and technology. Because of its international importance, different methods of teaching and learning English have been developed and applied worldwide. Each method reflects the cultural, educational, and psychological needs of learners.

- One of the oldest methods, mainly used in the 19th century.
- Focuses on grammar rules, vocabulary lists, and translation from native language into English.
- Advantage: helps understand grammar structure.
- Disadvantage: poor speaking and listening skills.

Findings: The study of English language in the world shows that it is not only a means of communication but also a powerful tool shaping education, economy, and culture. The future of English will depend on balancing its global role with the preservation of linguistic diversity.

Discussion: The role of the English language in the modern world is a subject of wide academic discussion. Scholars emphasize that English has transformed from being the native language of certain nations into a **global lingua franca**, serving as a bridge among people of diverse linguistic and cultural backgrounds.

First, the **global spread of English** demonstrates its practical value in international communication, education, and professional fields. However, this expansion has also raised concerns about the **dominance of English over local languages**, which may lead to linguistic homogenization and the decline of minority languages.

Second, different **teaching methods of English** across the world have produced varied outcomes. While traditional methods such as the Grammar-Translation Method still exist in some contexts, communicative and task-based approaches are more effective in developing fluency. The emergence of **digital technologies and online platforms** has further reshaped the learning process, providing learners with autonomy and accessibility.

Third, in terms of **socio-economic impact**, proficiency in English is widely regarded as a competitive advantage in the global job market. Yet, this also creates **inequalities**, as access to high-quality English education is not equally available in all regions.

Finally, it is important to note that English is no longer a monolithic entity; it exists in multiple varieties known as **World English**. This highlights the adaptability of English to local cultures, while at the same time preserving its function as an international language.

Conclusion: This study revealed learners' attitudes towards different aspects of second language writing, focusing on both linguistic challenges and emotional engagement. The findings suggest that difficulties in language problems, discourse issues, reading-to-write problems were the most frequently reported obstacles. These kinds of challenges often lead to negative attitudes such as boredom and anxiety, although numerous learners also expressed enjoyment when they are able to overcome such barriers.

Importantly, motivation plays an important role in writing. Students who felt more confident in their lexical and organizational skills tended to face more positive attitudes towards writing tasks. Ultimately, the study emphasizes that improving second language writing requires attention not only linguistic accuracy and textual organization but also to the effective dimensions of learning. Through addressing both, teachers can help learners approach writing with greater confidence, resilience and motivation.

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