

COMMON ERRORS IN EFAL WRITING: CASE STUDY OF SOUTH AFRICAN TVET STUDENTS

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Abstract

Writing skills are an essential element of communication throughout students' academic journey, as they develop the ability to structure ideas and emotions effectively and convey meaning through clear, well-developed content. The study investigated the common errors committed by English First Additional Language (EFAL) students in writing. The aim of the study was to explore errors students commit in their academic writing. The study was premised on the interpretivist paradigm and employed a case study design. The study population consisted of two campuses of the Technical Vocational Education and Training (TVET) college in Limpopo Province, South Africa, and was selected through convenience sampling. The participants were 30 EFAL level 4 students, and their 6 lecturers were sampled purposively. The data collection instruments used were document analysis and open-ended questionnaires. The main errors discovered include problems with grammar, cohesion and coherence problems, lack of ideas, problems with punctuation, problems with tenses, spelling problems, poor vocabulary, poor sentence and paragraph structure, and lack of language and editing skills. The study recommends that TVET students attend writing workshops, engage in peer tutoring, integrate reading and writing activities, and that lecturers provide ample opportunities for students to practice academic writing as novel solutions to the problem.

Keywords: Academic writing, coherence, grammatical competence, first language interference, writing challenges.

1. INTRODUCTION

Academic writing can be defined as the creation of formal texts produced within educational contexts (Valdes, 2019). According to Nordquist (2019), writing is a system of graphic symbols used to convey meaning. Second-language students are expected to have a strong command of English in both written and spoken forms, and this is not an easy task given its complexity. This claim is supported by Al-Shalabi (2021), who stated that achieving fluency in any foreign language

needs one to have a good command of the written and spoken forms of the language. Conveying thoughts in writing can be challenging, as the writing must explain itself so that readers understand the message. Therefore, to produce a good piece of writing, one requires mastery of techniques such as spelling, grammar, sentence structure, and word choice (Jennifer & Ponniah, 2017). Studies indicate that many students, whether English is their first or additional language, face challenges related to academic language (Li, 2020; Shi, 2023). Shahzad, Sarwat, and Kabir (2021) emphasise that writing skills play a crucial role in students' academic success, as they involve critical skills such as analysing and integrating complex ideas.

2. RESEARCH PROBLEM

The ability to develop writing skills remains a challenge for students in TVET colleges. Studies show that academic writing is a major challenge in educational settings where teaching and learning of English as an additional language (EAL) are involved (Azmar & Razali, 2024; Ramzan, Mushtaq & Ashraf, 2023; Umar, Ajmal & Ajmal, 2023). Khadawardi (2022) notes that students experience difficulties across various dimensions of their writing, such as maintaining coherence and cohesion, using language effectively, linking ideas, organising their thoughts, expressing themselves clearly, and developing strong topic sentences. This study fills an important gap in the existing literature by concentrating on the writing difficulties faced by students in TVET colleges, a topic that has received relatively little scholarly attention. While earlier research has identified common challenges in developing writing skills, such as issues with coherence, cohesion, language use, and the organisation of ideas, there is limited work specifically focused on the TVET context.

Moreover, the originality of this study lies in its investigation of these challenges within TVET institutions, with the aim of developing strategies to address them. Since writing skills are essential at all levels of education (Afrin, 2016), addressing this gap is crucial for improving students' academic achievement.

3. RESEARCH METHODOLOGY

The purpose of the study is to investigate the common writing errors made by EFAL students in TVET colleges. Research questions guiding the study were as follows:

Main Research Questions

What challenges do EFAL TVET college students encounter in academic writing?

Research Sub-Questions

- What key academic challenges do EFAL TVET students experience?
- What approaches or strategies do lecturers employ when teaching writing skills?
- How are teaching strategies for writing employed by lecturers to enhance students' skill development?

The study is premised on the interpretivism paradigm. By adopting this paradigm, the researcher sought to study common writing errors made by EFAL TVET college students, utilising their experiences to build and interpret the findings. A qualitative research approach was employed to gain a deeper understanding of the issues students face, particularly putting focus on the specific writing errors they commonly commit. Furthermore, the study adopted a case study design, involving lecturers and students as cases, and provided direct perspectives from participants on the errors students frequently commit. Moreover, TVET colleges in Limpopo Province formed the study population, and two campuses were selected through convenience sampling. The rationale was the fact that the researcher worked at the same college, which made it easier to access the population. The researcher selected participants through purposive sampling, with six EFAL level 4 lecturers and 30 EFAL students.

To sample student participants, the researcher administered an article writing task to all level 4 students at both campuses. The writing task served as a selection tool to reduce bias. The tasks were assessed using performance-based criteria, classifying students as “high, moderate or low achievers”, with 10 students selected from each group. Data were gathered using document analysis and open-ended questionnaires. Two data collection instruments were used to collect data, namely, document analysis and open-ended questionnaires. Document analysis was used as one of the collection tools, and the researcher assigned an article-writing task to students, using a rubric to evaluate the students' work. Additionally, the researcher used open-ended questionnaires to gather lecturers' insights into the academic difficulties students encounter. From the results, the lecturer identified recurring errors and problems students encounter in writing. Moreover, Thematic content analysis was used to analyse the data.

4. THEORETICAL FRAMEWORK

The study is grounded in Vygotsky's (1978) Social Constructivist Theory, which posits that people construct knowledge and understanding through lived experiences and reflection (Giesen, 2008). According to Wibowo, Wangid, and Firdaus (2025), constructivism views learning as an active process in which individuals create knowledge by reflecting on their experiences and engaging with the environment. This, therefore, highlights that effective learning must be shared through lived experiences as students interact socially with one another.

Moreover, employing this theory can help learners overcome writing challenges by engaging them in writing tasks, encouraging active participation, and building confidence and mastery of the skill. In a constructivist context, the teacher is viewed as a facilitator who guides students as they construct knowledge. Ndon (2011) notes that a teacher provides a conducive environment where students learn collaboratively and engage with authentic materials. Therefore, if students are to undertake writing tasks, they should be provided with authentic materials to support effective writing. Furthermore, Constructivist theory discourages traditional teaching practices while promoting learner-centredness, in which knowledge is created through past experiences (Meltem, 2007). Therefore, this view helps explain how students can overcome writing difficulties.

Furthermore, Social Constructivist theory supports a process approach to writing, emphasising the writing stages over the end product (Hyland, 2002). The approach can provide both students and lecturers with an understanding of the nature of the skill and how it can be taught. Additionally, the process approach highlights the importance of the writing stages such as planning, drafting, synthesising, and proofreading. According to Graham and Sandmel (2011), the process approach has a notable influence on students by enabling them to decide on a topic and providing a sense of direction by guiding them through the steps involved in producing a text.

Moreover, the following elements of constructivism can be used to address the challenges of writing among college students: the Zone of Proximal Development (ZPD), the More Knowledgeable Other (MKO), Scaffolding, and Social Interaction.

According to ZPD principles, lecturers are expected to support students with tasks just beyond their current level of competence. As students gain mastery, lecturers gradually reduce this support in a process known as “fading”, thus withdrawing their temporary support (Benson, 2004). For instance, a lecturer might initially help students to generate ideas in the pre-writing stage, but once students gain mastery, the lecturer would step back, allowing them to work on their own as they write their first drafts. Thus, the lecturer acts as a facilitator of learning.

Furthermore, scaffolding aligns with ZPD, which serves as a supportive mechanism that allows students to perform tasks within their developmental zone. In educational contexts, lecturers or more knowledgeable peers provide this guidance when necessary (Culatta, 2011). In a classroom setting, lecturers guide learning, structure interactions, and introduce instruction gradually in manageable stages based on students’ independent capacities (Bransford, Brown, & Cocking, 2000; Olson & Pratt, 2000). Additionally, scaffolding requires tasks that go beyond what students can do on their own, while ensuring that the tasks given to students are interesting so that they can participate actively. The lecturer’s role is to break writing tasks into smaller, manageable subtasks. Crucially, scaffolding involves keeping students focused on the assignment’s main ideas.

Moreover, another principle of social constructivism is the MKO. Social constructivism emphasises the idea that students build knowledge through social interactions with more knowledgeable others, such as teachers, peers, and parents (Ryttilä, 2021). In support, McPherson (2013) notes that MKOs may be parents, adults, teachers, experts, coaches, other students, friends, professionals, and may also include technological tools such as laptops, tablets, smartphones, and computers. For this study, MKOs may be individuals with greater knowledge who support students in writing activities at the college level.

Furthermore, the fourth principle is social interaction. Social constructivism recognises that knowledge is constructed through social interaction and is shared rather than an individual experience. In Vygotsky’s theory of the ZPD, social interaction serves as the basis for cognitive development (Clark, D’Angelo, & Touchman, 2009). Students can be given opportunities to engage in writing activities together in pairs or groups. For instance, during the brainstorming stage, students can share their ideas to develop effective writing. This idea is supported by

Mohammed and Kinyo (2020), who share that social constructivism emphasises collaboration, advocating that students work together to construct knowledge. Moreover, students should be given opportunities to ask questions during the writing process to clarify misconceptions. This notion is supported by Kussmaul and Pirmann (2021), who assert that both the teacher and the student should interact constructively in the classroom, allowing both to engage by asking questions. Similarly, Zhou (2024) notes the importance of collaboration, where students can share experiences and develop problem-solving strategies together as they undertake writing tasks.

5. LITERATURE REVIEW

The Importance of Writing

According to Scott, Ulmer-Krol, and Ribeiro (2020), effective writing is an important skill that students, especially those pursuing professional programmes, must master. Durga and Rao (2018) assert that students must have excellent writing skills to meet the academic requirements and workplace expectations. Furthermore, Phan (2023) notes that writing plays a crucial role in student development, underscoring the importance of writing proficiency for academic success. Therefore, having proficient writers among students is vital for meeting academic requirements in college and professional settings. Building a strong foundation in writing enables students to succeed. This claim is supported by Akhtar, Hassan, Saidalvi, and Hussain (2019), who indicate that the ability to develop arguments and ideas in academic contexts is important for student success. However, students perceive writing as a difficult, lengthy process.

Muniruzzaman and Afrin (2024) found that students encounter multiple obstacles in writing. These obstacles include problems with grammar, poor brainstorming skills, limited vocabulary, insufficient knowledge of mechanics and style, and first language interference. Similarly, Khadawardi (2022) highlights that learners struggle with coherence, cohesion, language use, connecting ideas, organising thoughts, expressing themselves, and developing effective topic sentences. These findings demonstrate the critical need to enhance writing instruction in higher education to help students develop proficiency.

Moreover, Celik (2020) states that the ability to present ideas and arguments logically, clearly, and concisely is a critical skill required for academics across all disciplines. David and Anderson (2022) note that academic writing is not only important for overall academic success but also fundamental to ensuring effective communication in students' future professional lives. Likewise, Noori (2020) stress that writing skills, though difficult to master, are essential for students in higher education. Additionally, despite difficulties associated with writing, students reported enjoying academic writing in the classroom (Navaz, 2021). This shows that developing writing skills is of paramount importance.

Challenges of Writing

Students face numerous difficulties in academic writing. Research by Mustafa (2022) highlights that Omani students enrolled in higher institutions of learning encounter challenges in academic

writing when English is their second language, with varying degrees of difficulty. The study found that paraphrasing was particularly problematic for these students, who struggled to apply paraphrasing techniques effectively, indicating a need for focused instruction and practice in this area (Ruslan, Sunubi, Halidin, Amzah, Nanning, & Kaharuddin, 2020). Moreover, Muniruzzaman and Afrin (2024) reported that students learning English in Bangladesh face numerous writing difficulties due to grammatical problems, gaps in vocabulary, weak brainstorming skills, and mother tongue interference. Similarly, Maphoto (2021) revealed that South African students in higher education institutions also face challenges in expressing themselves clearly in academic writing.

Furthermore, students face difficulties developing writing skills due to limited vocabulary and weaknesses in grammar (Sabti, Rashid, Nimehchisalem, & Darmi, 2019). Bram and Angelina (2022) identified two primary challenges students face: vocabulary deficiency and struggles with grammatical accuracy. These problems hinder their ability to effectively express themselves in writing. Additionally, linguistic elements, such as paraphrasing and proper citation, pose significant challenges.

6. DISCUSSION OF FINDINGS

The qualitative findings were analysed and presented according to the themes that developed. Data were collected from both lecturers and students using document analysis and open-ended questionnaires. The following were identified as common errors committed by students in their writing: grammatical problems, problems with coherence and cohesion, lack of ideas, poor structural organisation, poor punctuation, incorrect use of tenses, poor spelling, limited vocabulary, poor sentence and paragraph structure, poor language style, and editing skills.

Grammatical Problems

The researcher found that most students experienced some difficulties in grasping grammar rules and applying language correctly. They struggled to express their thoughts clearly, with typical mistakes in subject-verb agreement, tenses, prepositions, and sentence structure. For example, one student wrote, *“its also deny opportunities and service to those who need them most. When corruption increases our society decreases. Since the corruption is high leave people, government and institution to have no trust to anyone. Corruption needs to stop because doesn't gives companies, people and our government good record”*. Problems like these occur when students ignore grammar rules, leading to texts that are confusing or difficult to understand. Qamariah, Sri Wahyuni, and Meliana (2020) assert that to write a clear paragraph, students require not only sufficient vocabulary but also proper grammatical usage. Regarding the development of grammar skills, all respondents in the open-ended questionnaire reported that it is very important that students be equipped with the writing skill.

Moreover, research consistently shows that grammar poses the greatest challenge for students in essay writing (Ariyanti & Fitriana, 2017; Maysuroh, Maryadi, & Supiani, 2017; Alisha, Safitri, &

Santoso, 2019; Toba, Noor, & Sanu, 2019; Bulqiyah, Mahbub, & Nugraheni, 2021). Common errors committed by students include misuse of tenses, subject-verb agreement errors, incorrect articles, challenges with plural forms, pronoun errors, auxiliary errors, and sentence fragments. Since grammar rules play a significant role in effective writing, it is essential that one master them before writing. Navaz (2021) emphasises that lecturers should place greater emphasis on advanced grammar instruction to enhance ESL learners' writing skills.

Problems with Coherence and Cohesion

Many students were unable to maintain coherence in their writing. Analysis of the articles revealed that many lacked effective organisational skills, resulting in ideas that were not clearly connected. Additionally, most students struggled with paraphrasing, resulting in a lack of logical flow in their work. Ruslan, Sunubi, Halidin, Amzah, Nanning, and Kaharuddin (2020) argue that students' failure to paraphrase correctly stems from difficulties in applying paraphrasing strategies effectively. Moreover, some students presented mixed-up ideas. For instance, a student responding to the topic, "Education should be free" wrote, *"In South African policy in the constitution right of South Africa can say every child has the right to study but it was not fulfilled to all children more especially in the villages where most of families are poor. Children of poor families are not able to study because of money and adge the South African government to help all of those children to give them access to study. Since the youth of South Africa are the future of South Africa they need to be taken serious and helped to build the success of this country, because they are going to be the leaders of the country one of the good days. If education should be free it will help every child that is staying in South African and it would change more than half of South African families and built more futures in the family"*.

From the above, one can note the following problems: awkward and incorrect phrasing, redundant expressions, and long, run-on sentences, all of which make the argument difficult to follow. In addition, the argument lacks precision; for example, the phrase *"policy in the constitution right"* is vague and confusing. Additionally, identifying main ideas and supporting details proved to be challenging. Many students were unable to synthesise ideas effectively, and some articles lacked clarity, with sentences that were poorly connected and disjointed. This makes it challenging for readers to understand the intended message.

Moreover, four of the 30 students did not include an introduction; instead, they presented only the body and conclusion of their articles. Many students also introduced new ideas in their conclusions. Students frequently struggle to structure their essays logically and to preserve coherence across the text (Yabukoshi & Mizumoto, 2024). Khadafi, Riza, and Sesmiyanti (2021) emphasise the importance of using a variety of linking words and cohesive devices to avoid misunderstandings, while Ariyanti (2021) highlights that such practices support the effective connection of ideas. Additionally, open-ended questionnaire responses indicated that 66.7% of respondents considered the development of cohesion and coherence skills essential.

Lack of Ideas

Students displayed difficulty in generating ideas. Limited language proficiency prevented them from expressing their ideas effectively. Khazaal (2019) emphasises that communicating thoughts effectively in written English is fundamental for effective self-expression. Similarly, Fadhel (2019) argues that academic writing should be precise and unambiguous to ensure readers easily understand the message and avoid bias or confusion. Furthermore, the repetition of ideas was noticed in students' writing. Alemu (2020) suggests that students should receive support in developing their ability to generate ideas. Additionally, responses from the open-ended questionnaires indicated that many lecturers observed that students often produce ideas that lack focus. Regarding the causes of academic writing difficulties, the questionnaire identified several challenges, including incompetence, limited knowledge, poor communication, lack of commitment, and insufficient ideas. This response suggests that students' writing difficulties stem from multiple contributing factors.

Various strategies can be used to support idea generation, including mind mapping, free writing, and journaling. Algharabali (2023) notes that free writing can enhance students' creativity and help them develop richer ideas. Dhanya and Alamelu (2020) describe journaling as an exploratory approach that encourages learners to identify connections between ideas and expand on them before composing an article. They also highlight brainstorming as a creative method that fosters a stress-free environment, allowing students to produce ideas more easily and efficiently. These findings emphasise the importance of teaching students effective techniques for generating ideas to minimise ambiguity in their writing.

Poor Structural Organisation

Students' writing showed difficulties in organising information. Results from the open-ended questionnaire indicate that it is vital to develop structural organisation skills. When students structure their ideas clearly, the written information is communicated effectively, making it easier for the reader to understand the intended meaning. Therefore, it is essential for lecturers to emphasise the importance of organising ideas properly before introducing writing skills. Moreover, students should also be given opportunities to practice writing to develop and refine their skills. Bulqiyah, Mahbub, and Nugraheni (2021) note that many students struggle to revise their essays, possibly due to a lack of motivation to rewrite. Dornbrack and Atwood (2019) further indicate that writing activities that encourage brainstorming, creativity, and critical thinking promote cognitive development, which is vital for academic success and life beyond school. Ferris and Hedgcock (2023) highlight that writing is an essential component of language development, as it facilitates clear communication of ideas, supports creative expression, and fosters connections with others.

Poor Punctuation

The analysis of the articles showed that most students struggled with correct punctuation, including commas, full stops, exclamation marks, colons, question marks, and inverted commas. The poorly

punctuated texts hindered meaning and clarity. Furthermore, these findings suggest that most students are unaware of how to use punctuation marks properly. One student wrote, *“If they don’t do that they take a lot of bribes from criminals which also increase a lot of usage of corruption in our country”*. In the above sentence, the student failed to use a comma and a full stop. The questionnaire results also revealed that students struggle with punctuation. They indicated that students lack sufficient knowledge of proper punctuation. Murthy (2017) explains that punctuation plays a significant role in helping students develop writing skills because, when used correctly, it helps avoid confusion. Similarly, Manser (2016) highlights that the correct use of punctuation marks clarifies the meaning of sentences and texts.

Incorrect Use of Tenses

Based on the results of the article task, the researcher found that students have little understanding of how to use tenses. Some students were mixing tenses, especially the past and present tenses. For instance, one student wrote, *“If education should be free it will help every child that is staying in South Africa and it would change more than half of South African families and built more futures in the family”*. Tense errors are identified in the passage. For example, an inconsistent conditional tense appears in *“If education should be free, it will help...”*. Another incorrect tense use is found in *“and built more futures...”*, which should be *“and build more futures...”* to match the conditional structure. Furthermore, the Open-ended questionnaire results indicated that 50% of respondents identified incorrect tense usage in students’ writing.

Poor Spelling

Poor spelling was also identified as a major challenge faced by students. For instance, spelling errors such as *father* instead of *further*, *stoped* instead of *stopped*, *weiting* instead of *waiting* and *tolarate* instead of *tolerate* were evident. Many of the analysed articles had similar errors. The open-ended questionnaire results indicated that students frequently made spelling mistakes. Toba, Noor, and Sanu (2019) highlight that students tend to prioritise generating ideas over checking and correcting spelling errors in their essays.

Limited Vocabulary

Limited vocabulary was identified as a major challenge for students, hindering their ability to express their ideas effectively and convey meaning accurately. Results from the open-ended questionnaire highlight that 50% of lecturers identified vocabulary as a problem in students’ writing. Kumar and Kumar (2020) note that students with a limited vocabulary often struggle to comprehend texts and tend to perform poorly in achievement tests compared to those with a richer linguistic base. Lecturers are therefore encouraged to promote extensive reading across different genres to help improve students’ vocabulary. Raimes (in Solati-Dehkordi & Dehkordi, 2016) argue that students who encounter writing difficulties have inadequate vocabulary mastery. Extensive reading is essential for developing vocabulary skills, as Cline (in Ariana, 2018) notes that reading plays a crucial role in understanding textual meaning. In line with the findings of Feng, Alsager, Azizi, and Sarabani (2023), techniques such as keyword strategies and semantic mapping enhance

students' motivation and active engagement in learning vocabulary. Furthermore, the integration of reading and writing skills can enhance learners' vocabulary, understanding, and precision (Usama, Alam, Tarai, & Banu, 2024).

Poor Sentence and Paragraph Structure

Both the document analysis and the open-ended questionnaire results demonstrated that most students struggled to structure their sentences and paragraphs correctly. For instance, a student began the introduction by writing, *"Pollution to our environment became an serious issue in many countries, people they are no longer taking care of other people's health. They do not even feel guilty to cause pollution near hospitals where there's sick people and that not good at all"*. From the above, the errors identified include article misuse, where the student used *an* instead of *a*. Awkward phrasing is also evident in *"pollution to our environment,"* which should be expressed as *"environmental pollution,"* and in *"people they are no longer,"* which is redundant and should be simplified to *"people no longer"*. Furthermore, the first part of the sentence joins two independent ideas with a comma (*"...countries, people..."*), resulting in a run-on sentence.

Moreover, in many lower-ranked articles, the introductions and conclusions lacked sufficient, relevant information, making the text difficult to understand. Findings from the open-ended questionnaires showed that 66.7% of respondents indicated that their students experience difficulties with sentence and paragraph structure. Medvid and Podolkova (2019) state that a properly organised academic essay should include an introduction, body, and conclusion. In addition, Sustrisno (2020) notes that disorganised or poorly paragraphed texts hinder readability and reduce the reader's ability to connect with the content. These findings align with existing literature, which suggests that paragraphs become less effective when they contain weak transitions, underdeveloped supporting ideas, and fragmented sentences (Savina & Djajanegara, 2022). Furthermore, Savina and Djajanegara (2022) suggest that high-quality writing is produced by students who possess clear organisational skills and use logical connections in their paragraphs.

Poor Language, Style and Editing Skills

The study revealed that students commonly fail to pay attention to tone, style, and register in their writing. Many tend to use informal language in contexts that require a formal style. For instance, one student wrote, *"Corruption has been a constant source of frustration for South Africans, who have been dealing with hunger, not able to buy food since they are now expensive. Students not being able to be captured by the school system, even though education is free, parliament leaders not doing what is best for the country"*. The student demonstrates weak editing skills. The paragraph lacks clear transitions between ideas, such as corruption, hunger, education, and leadership, which undermines the logical flow. Multiple ideas are compressed into one long sentence, reducing readability and coherence. The writing style is informal and conversational, which diminishes the seriousness of the subject matter. In addition, the text strings together several ideas without appropriate punctuation or conjunctions, making it difficult to follow. Errors in agreement, unclear phrasing, and poor word choice further weaken the writing's overall quality.

The above findings indicate the need for lecturers to guide students through editing and proofreading stages to enhance their writing skills. Additionally, responses from open-ended questionnaires showed that students frequently incorporate social media language into their work. Furthermore, literature emphasises the importance of editing and revision in the writing process, as these stages are essential for improving students' writing abilities (Sangeetha, 2020). Moreover, Azariadis (2017) further explains that editing skills help writers refine their expression by eliminating repetition, tautology, and unnecessary redundancy. Yabukoshi and Mizumoto (2024) highlight that students often struggle with editing their work, correcting grammatical errors, and meeting word count requirements, which reflects their limited revision strategies and weak control over the writing process. Nguyen (2024) emphasises that revising content and structure, along with ensuring that essays comply with assignment requirements, is a crucial stage in the writing process, as it significantly affects the quality of the final text.

7. CONCLUSION

In conclusion, the study investigated the common writing errors committed by EFAL TVET college students in Limpopo province, South Africa. It identified a range of challenges, including grammatical issues, difficulties with coherence and cohesion, limited idea development, weak structural organisation, poor punctuation, inconsistent tense usage, spelling errors, limited vocabulary, inadequate sentence and paragraph construction, and weaknesses in language use and editing skills. Achieving proficiency in writing is particularly challenging for second-language learners, and many students struggle with academic writing due to its complexity.

The study recommends providing students with sufficient opportunities to write and take part in rigorous writing activities during their school years to strengthen their skills and better prepare them for tertiary education. It further suggests that EFAL lecturers should receive appropriate training to equip them with effective teaching and assessment skills. The introduction of peer tutoring programmes is also recommended, with more knowledgeable students supporting their peers. In addition, integrating reading activities into writing instruction is recommended, along with providing timely and constructive feedback. Emphasis should be placed on the process approach to writing, ensuring that all stages are addressed. The study also recommends making digital literacy compulsory for lecturers at all levels, introducing dedicated writing units in TVET colleges, and promoting collaborative learning to enable students to share and develop ideas collectively.

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