

**ENGLISH WRITING DIFFICULTIES: PERCEPTIONS OF CPU
AB ENGLISH AND BS EDUCATION MAJOR IN ENGLISH
KOREAN STUDENTS SCHOOL YEAR 2010-2011**

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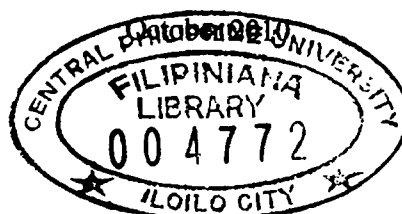
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ABSTRACT

The study aimed to determine the English writing difficulties of CPU AB English and BS Education major in English (BSEd English) students. Specifically, the study aimed to 1) determine the respondents according to sex and course; 2) determine the respondents' preference in writing in English according to sex and according to course; 3) identify the common English writing tasks encountered by Korean students; 4) identify the respondents' difficulties in writing in English; 5) determine the respondents' perceptions in writing in English; 6) identify the methods used in improving writing skills, and; 7) determine the frequency of writing in English during their English major class and non English major class. The purpose of this study was to investigate English writing difficulties encountered by Korean AB English and BSEd English students at CPU. In addition to that, to compare English writing difficulties encountered by students with different backgrounds in terms of gender and course. The researcher also discussed the practice versus non- practice of English language skills inside the classroom, and practice of writing skills with teacher versus practice of English writing skills alone inside the classroom. This study focused on the CPU Korean AB English and BS Education major in English (BSEd English) students only, and the difficulties they have experienced during the essay writing process in their English major and non- English major classes. Major findings reveal that: 1) Majority of the respondents

(56 percent) is male. 2) More than half (59 percent) of the respondents belonged to the College of Education. 3) A little less than half (47 percent) of the respondents agree that they usually like writing in English. 4) Half (50 percent) of the male respondents indicate that they disagree with “I usually like writing in English”. 5) Exactly half (50 percent) of the respondents agree that English writing is very important. 6) Half (50 percent) of the respondents indicated that essay writing is the most difficult writing task that they encounter in class. 7) Half (52 percent) of the respondents say that writing in English is harder than regular schoolwork. 8) Half (41 percent) of the respondents write reports/persuasive piece during class. 9) More than a third (38 percent) of the respondents is asked to write at least one paragraph a few times a week in English major class. 10) Almost two – thirds (63 percent) of the respondents revealed that they write at least one paragraph a few times a week in non English major class. 11) Majority (41 percent) of the respondents write more than one draft less than half the time. 12) Majority (37.5percent) indicate that they improve their writing alone. 13) Almost a third (31.25 percent) of the respondents revealed that “on my own” and “with my teacher’s help” was the method used in order to revise their writing. Based on the findings procured, the following conclusions were drawn: 1) The AB English and BSEd English courses are dominated by male Koreans. 2) Majority of the Korean students are enrolled in BSEd English. 3) More than half of the respondents like to write in English. 4) Essay writing is the most difficult writing task that the respondents encounter and that they find writing tasks are generally more difficult than regular school work. 5) Writing a paragraph at least once a week or few times a week is the same for both English major classes and non – major classes. 6) Majority of the respondents write more than one draft less than half the time. 7) Majority indicate that they improve their writing alone. The following recommendations are offered. For the teachers who have foreign students specifically Korean students should give them tasks to write various distributions of writing tasks in order to

improve their writing skills. Navigating the territory of the English language, particularly in writing, can indeed be a strange and difficult-ridden experience to Korean students as foreign language learner. Teacher should encourage them to write down at least more than one draft always a day. Teacher's feedback is important to the writing process. Teachers must accept the fact that students' writing contains a lot of errors. For Korean students, write simple sentences using short and simple sentences to help state your points as directly as possible. First of all, they should not have burden of stress in writing skills.