

English Writing Challenges and Writing Strategies as Predictors of Students' Academic Performance at DMC College Foundation, Inc.: Basis for a Proposed Intervention Program

Rongie P. Bantilan, MAEL¹; Leo C. Naparota, PhD²

¹Instructor, DMC College Foundation, Inc., Dipolog City, Philippines

²Dean, School of Criminal Justice Education and College of Arts and Sciences, Andres Bonifacio College, Inc., Dipolog City, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100700014>

Received: 09 July 2026; Accepted: 14 July 2026; Published: 22 July 2026

ABSTRACT

This study aimed to determine the English writing challenges and writing strategies on academic performance among college students at DMC College Foundation, Inc., during the academic year 2025-2026. Using a quantitative, descriptive-correlational design, data were gathered from 269 first- and third-year students through an adapted questionnaire from Hasan (2025), while academic performance was based on first-semester grades. Descriptive statistics, weighted mean, standard deviation, and Spearman Rank Order Coefficient Correlation (Spearman rho) were utilized. Findings revealed that students exhibited moderately high English writing challenges, with motivation and practice as the primary concern, and moderately high writing strategy use, favoring self-directed approaches. Academic performance was generally good, although 17.8% of the respondents were classified as excellent. Writing challenges showed a moderate significant relationship with academic performance, while strategies showed a weak but significant relationship. It is concluded that writing challenges and writing strategies significantly influence academic performance, with writing challenges exerting a stronger effect. Accordingly, a proposed intervention program is recommended in which administrators strengthen writing support systems, deans implement program-based writing initiatives, teachers enhance process-based instruction, guidance counselors address motivation and practice issues, parents reinforce study routines, students engage in consistent writing practice, and future researchers should include students from multiple institutions and diverse academic programs to improve the generalizability of findings. Combining questionnaires with writing assessments, classroom observations, and interviews would provide more objective evidence of students' writing competencies and challenges.

Keywords: English writing challenges, writing strategies, academic performance, college students; DMCCFI., Philippines

INTRODUCTION

English writing challenges such as grammar accuracy, coherence, academic vocabulary, and source integration can shape students' academic performance as many course requirements are assessed through written outputs such as reports, essays, and research papers. Consistent with this, Azkiyah et al. (2023) found in a large-scale university dataset that English proficiency significantly predicted students' GPA, highlighting those limitations in academic English can translate into measurable performance gaps. At the national learning-evidence level, OECD (2023) reported that in Program for international Student Assessment (PISA) 2022, Filipino 15-year-olds obtained an average reading score of 347 (below the OECD average) and that almost no students reached Level 5 or higher in reading, indicating persistent challenges in higher-order literacy skills that are closely related to success in academic language tasks, including writing.

Given these concerns, strengthening students' English writing is therefore essential as writing is not only a language skill but also a learning tool that supports content understanding, critical thinking, and knowledge

communication across disciplines. However, many students continue to experience persistent academic writing challenges particularly in grammar and vocabulary use, cohesion/coherence, and organizing ideas which can limit the quality of their written outputs and their ability to meet academic requirements (Alzahrani, 2025). Meta-analytic evidence further shows that writing instruction produces meaningful improvements in students' writing quality, with especially strong benefits for learners who begin with weaker skills (Kim & Yang, 2021). Likewise, explicit writing strategy instruction such as planning, drafting, revising, and monitoring has been shown to improve students' strategic awareness and writing performance, supporting the need to embed strategy-focused approaches in classroom practice (Chen, 2022).

Conceptually, English writing skill challenges and writing strategies are expected to be correlated and jointly linked to academic performance. Greater challenges may reduce output quality and increase cognitive load, while effective strategies help students manage those challenges through planning, self-monitoring, revision, and resource use. Empirical work indicates that self-regulated writing strategies and related motivational factors are associated with stronger academic writing performance, suggesting that strategic behavior can partially explain why some students succeed despite task demands (Teng, 2023). Similarly, studies examining self-regulated writing strategies report predictive relationships with writing achievement, reinforcing the expectation that students who employ stronger strategies experience fewer debilitating writing difficulties and attain better academic outcomes (Umamah, 2022).

Despite growing evidence that English writing challenges and writing instruction are associated with student outcomes, a key research gap persists. Relatively few studies simultaneously model English writing skill challenges and students' writing strategies as combined predictors of overall academic performance, particularly using localized, institution-based contexts in the Philippine. Much of the existing literature examines writing difficulties (e.g., grammar, coherence, vocabulary, and organization) or strategy-based instruction (e.g., planning, drafting, revising, and self-monitoring) separately, and commonly limits outcomes to writing tests or writing-quality scores rather than broader indicators such as course grades, general average, or GPA. Moreover, studies rarely determine whether strategy use functions only as a parallel factor or whether it can buffer/mitigate the negative impact of writing challenges on academic performance. In the Philippine context, while descriptive reports of college students' writing challenges are common, fewer investigations quantify the joint, correlational, and predictive relationships among writing challenges, strategy use, and academic performance within a specific college setting. Addressing this gap requires a study that measures both variables concurrently and tests their predictive influence and relationship with academic performance among local college students.

In addition, classroom observations point to emerging concerns that may further influence students' writing development. Many students appear highly distracted by their phones, and this distraction often affects their focus and persistence in writing tasks. In completing written requirements, some learners are already heavily reliant on AI Platforms like ChatGPT even for simple assignments making it obvious when responses are AI-generated rather than their own work. At the same time, many students still struggle to construct a cohesive paragraph, particularly in organizing ideas logically, using appropriate transitions, and maintaining clarity from one sentence to the next. There is also limited awareness of basic essay-format conventions; several outputs show incorrect margins, indentation, capitalization, and spacing, suggesting that students need stronger guidance not only in content development but also in fundamental academic writing mechanics and formatting standards. Taken together, these observations reinforce the need for a more comprehensive investigation into students' writing challenges and strategies in relation to their academic performance.

LITERATURE

English writing skills

Academic writing research consistently shows that English writing skill difficulties—especially in grammar, vocabulary choice, and organizing ideas can undermine the quality of students' written outputs and, in turn, their academic results. Bulqiyah et al. (2021) documented that tertiary EFL learners commonly struggle with vocabulary, grammar, and organization when composing essays, which can limit clarity and completeness of academic work. Similarly, Aldabbus and Almansouri (2022) reported that university EFL learners experience

persistent challenges in selecting appropriate academic words, crafting thesis statements, and writing coherent paragraphs weaknesses that can directly reduce performance in writing-based assessments.

Teacher-Related Challenges

Teacher-related challenges are widely reported as important barriers to students' academic writing development, particularly when instruction and feedback do not sufficiently guide learners through expectations for content, organization, and language accuracy. Aldabbus and Almansouri (2022) noted that students' academic writing difficulties are often linked to contextual constraints that require instructional responses, such as limited learning resources and insufficient opportunities to practice writing conditions that can be intensified when classroom guidance and feedback are inadequate. Likewise, research on teachers' written feedback emphasizes that students depend heavily on teachers to identify and address weaknesses in both global issues (content/organization) and local issues (language accuracy); when feedback is limited, unclear, or inconsistently focused, students may struggle to revise effectively and improve their writing performance (Cheng, 2022).

Student-Related Challenges in Motivation and Practice

Student-related challenges in motivation and practice are frequently linked to affective barriers such as writing anxiety, fear of evaluation, and limited opportunities for sustained writing practice, which can weaken students' engagement with academic writing tasks. Rohmah and Muslim (2021) found that EFL learners' anxiety in academic writing was strongly associated with factors such as lack of writing practice, weak grammar understanding, limited vocabulary, and fear of negative evaluation conditions that can reduce confidence and willingness to write. Similarly, Zhang et al. (2022) showed that academic procrastination was significantly associated with higher levels of language writing anxiety, and that anxiety negatively related to language writing performance indicators, implying that delayed practice and avoidance behaviors can undermine writing outcomes.

Students' Challenges in Writing Stages

Students' challenges in the stages of writing are often most pronounced during pre-writing (generating and organizing ideas) and revising (restructuring content for coherence), where learners must make higher-order decisions before polishing language. Suprpto (2022) reported that EFL undergraduates perceived the pre-writing and revising stages as the most challenging, particularly due to difficulties in generating ideas and structuring/reshaping them into an organized text. Similarly, Muamaroh (2020) showed that learners generally move through core stages (planning, drafting, editing, final revision) but still face persistent process-related obstacles especially in content development and organization which can hinder progress from planning to a polished final output.

Strategies for learning English writing skills

Students' academic performance is commonly operationalized through grades, GPA, course averages, or accumulated credits, and it remains a central indicator of academic progression and retention in higher education. Recent evidence shows that performance is shaped by multiple interacting factors, including academic engagement and psychological resources that support persistence and task completion. Meng et al. (2023) found that academic self-efficacy is linked to students' academic achievement and works partly through academic engagement, indicating that students who believe they can succeed are more likely to participate actively and perform better. Similarly, Kocsis et al. (2025) identified GPA and obtained credits among the most consistent predictors related to academic performance and dropout risk, emphasizing why performance indicators are frequently used in monitoring students' academic success.

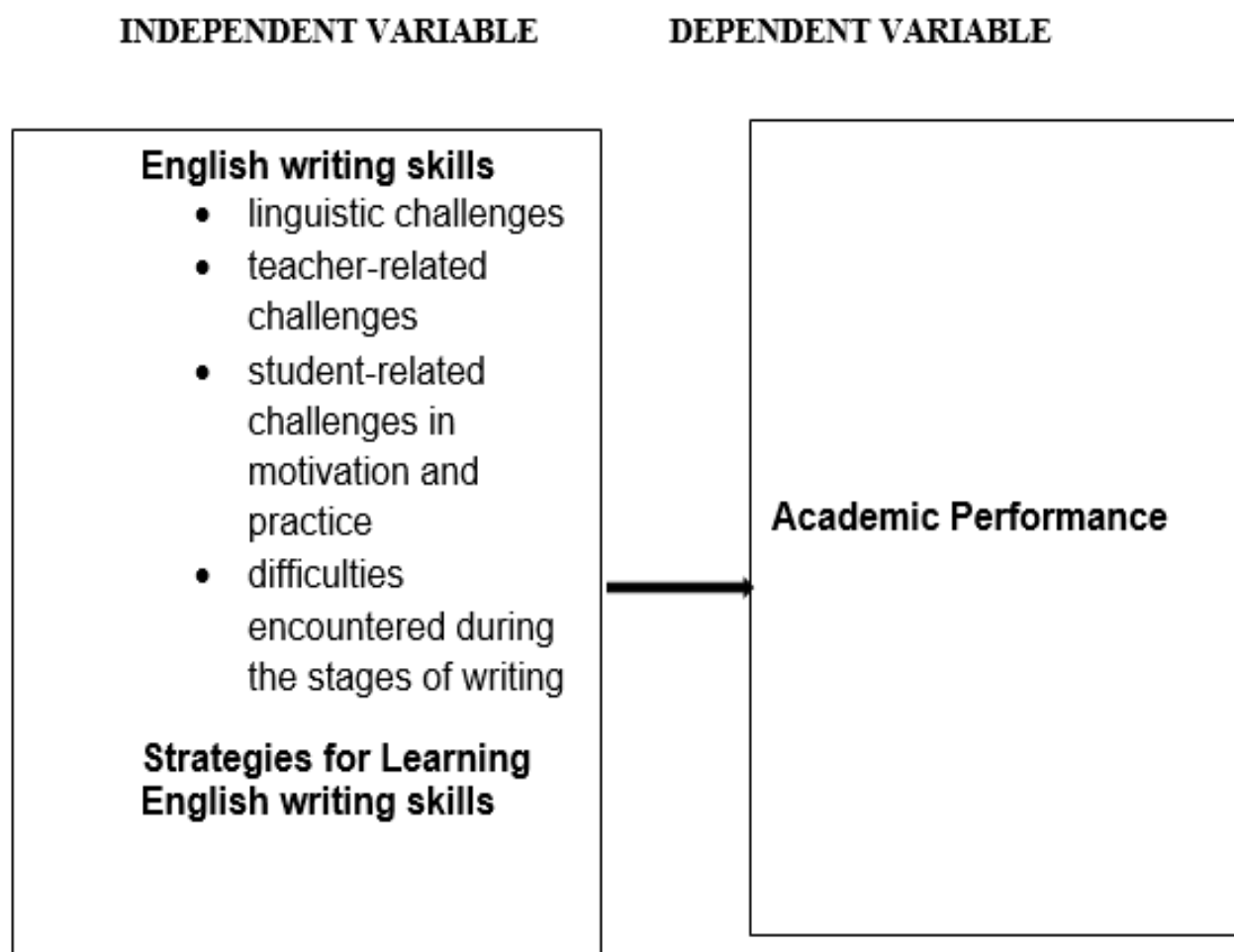
Students' Academic Performance

Students' academic performance is commonly operationalized through grades, GPA, course averages, or accumulated credits, and it remains a central indicator of academic progression and retention in higher education. Recent evidence shows that performance is shaped by multiple interacting factors, including academic engagement and psychological resources that support persistence and task completion. Meng et al. (2023) found

that academic self-efficacy is linked to students' academic achievement and works partly through academic engagement, indicating that students who believe they can succeed are more likely to participate actively and perform better. Similarly, Kocsis et al. (2025) identified GPA and obtained credits among the most consistent predictors related to academic performance and dropout risk, emphasizing why performance indicators are frequently used in monitoring students' academic success.

Conceptual Framework

The study's conceptual framework is illustrated in Figure 1. Part I presents the first independent variable, English writing skills, which is measured through 22 items across four domains: linguistic challenges, teacher-related challenges, student-related challenges in motivation and practice, and difficulties encountered during the stages of writing. Part II describes the second independent variable, strategies for learning English writing skills, assessed using seven (7) items covering five strategy descriptors to determine how frequently or extensively students apply these strategies. Part III identifies the dependent variable, students' academic performance, which is determined using the DMC College Foundation, Inc. (DMCCFI) grading system.



Statement of the Problem

This study aimed to determine the English writing challenges and writing strategies on academic performance among college students at DMC College Foundation, Inc., during the academic year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of challenges in English writing skills in terms of:

1.1 linguistic challenges;

1.2 challenges related to teachers;

1.3 students' challenges according to motivation and practice; and

1.4 students' challenges in writing stages?

2. What is the respondents' perceived level of strategies for learning English

Writing skills?

3. What is the level of academic performance of the respondents?

4. Is there a significant relationship between the respondents' perceived level of challenges in English writing and level of academic performance?

5. Is there a significant relationship between the respondents' perceived level of strategies for learning English writing and their academic performance?

Hypotheses

1. There is no significant relationship between the respondents' perceived level of challenges in English writing and level of academic performance.
2. There is no significant relationship between the respondents' perceived level of strategies to learn English writing and level of academic performance.

RESEARCH METHODOLOGY

Method Used

The study utilized survey and descriptive-correlational research methods. The researcher utilized the survey method to collect data on the English writing skills, strategies to learn English writing skill, and academic performance through a questionnaire. Creswell and Creswell (2018) describe survey research as a quantitative design in which researchers administer questionnaires or interviews to a sample (or an entire population) to describe and examine people's attitudes, opinions, behaviors, or characteristics, making it well-suited for studies that aim to measure perceptions and patterns in large groups. McCombes (2025) explains that survey research involves gathering information by asking respondents structured questions and analyzing their responses, highlighting its practicality for efficiently producing analyzable data from many participants. Creswell and Guetterman (2019) define correlational research as the systematic investigation of relationships among two or more variables, conducted without any experimental manipulation of those variables. Correlational research is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship between the English writing skills, strategies to learn English writing skill, and academic performance, without the influence of extraneous variables.

Research Instrument

The questionnaire utilized in this study was structured into three sections. Part I measured the study's key independent variables. The English writing skills scale, adopted from Hasan (2025), assessed respondents' perceived writing capability across four domains; linguistic challenges, teacher-related challenges, student-related challenges in motivation and practice, and challenges encountered in the stages of writing using 22 items. Part II the strategies for learning English writing skills component likewise assessed the respondents' use of strategic approaches using seven (7) items reflecting key strategy descriptors, and it was also adopted from Hasan (2025). Part III (Students' Academic Performance) represented the respondents' actual academic performance, which was obtained from class advisers or official class records using the institution's grading system.

Scoring Procedure

English Writing Skills and Strategies to Learn English Writing Skill

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Academic Performance (DMCCFI Grading System)

Scale	Description	Grading Scale
5	Excellent	1.0
4	Very Good	1.1 – 1.5
3	Good	1.6 – 2.5
2	Fair	2.6 – 3.0
1	Failed	3.1 – 5.0

Ethical Consideration

This study secured approval from the Research and Ethics Committee of the Dipolog Medical Center College Foundation, Inc before the conduct of data gathering. Informed consent was obtained from the institution and the individual respondents prior to their participation. The questionnaire was written in clear and understandable language to ensure voluntary and informed participation. The identities of the respondents were kept anonymous, and all information gathered was treated with strict confidentiality. Only essential research data were retained for academic and future research purposes.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the English writing skills, strategies to learn English writing skill, and academic performance.

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the employee's score, where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous Aiken & Susane (2001); Refugio et al. (2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between English writing skills, strategies to learn English writing skill, and academic performance. The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to $\pm .49$	Medium	Moderate positive/negative correlation

± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation

No correlation

The data gathered in this study were totaled, processed, and analyzed using the Microsoft Excel Data Analysis ToolPak and IBM Statistical Package for Social Sciences. As a result, displaying statistical formulas is unnecessary. All statistical tests were performed at the 0.05 level of significance.

Data Presentation and Analysis

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of challenges in English writing skills in terms of:
 - 1.1 linguistic challenges;
 - 1.2 challenges related to teachers;
 - 1.3 students' challenges according to motivation and practice; and
 - 1.4 students' challenges in writing stages?

Table 1

Students' Perceived Level of English Writing Challenges in Terms of Linguistic Challenges

Descriptors	AWV	SD	Description	Interpretation
1. I face writing challenges in the English language because I cannot do English grammar times (Present Simple Tense, Past Simple Tense, Present Continuous Tense, Future Verbs, Present Perfect Verbs).	3.03	1.179	Somewhat Agree	Moderately High
2. I have challenges writing in English due to my weakness in using prepositions.	2.66	1.179	Somewhat Agree	Moderately High
3. I have challenges writing in English because of my weakness in using definite and indefinite articles.	2.47	1.235	Disagree	Low
4. I have challenges writing in English because I do not know when to use uppercase and lowercase letters.	1.87	1.230	Disagree	Low
5. I have challenges writing in English because of my poor spelling.	2.07	1.277	Disagree	Low
6. I have challenges writing in English due to my weakness in using punctuation.	2.37	1.241	Disagree	Low

7. I have challenges writing in English because of my wrong use of the unknown verb.	2.78	1.305	Somewhat Agree	Moderately High
8. I have challenges writing in English because of my mistakes in the compatibility of the verb used with the subject in terms of plural and singular.	2.63	1.195	Somewhat Agree	Moderately High
9. I face challenges writing in English because of the similarity of some words in terms of pronunciation and their difference in meaning and writing.	2.54	1.250	Disagree	Low
10. I have challenges writing in English due to my inability to use the appropriate vocabulary in the content.	2.63	1.235	Somewhat Agree	Moderately High
11. I have challenges writing in English because I write the topic first in my mother tongue (Bisaya) and then I translate it into English.	2.33	1.304	Disagree	Low
Overall	2.49	1.024	Disagree	Low

AWV-Average Weighted Value, SD-Standard Deviation

Table 1 presents the students' perceived level of English writing skill challenges in terms of linguistic challenges. Overall, the respondents disagreed that they experience linguistic challenges frequently, as shown by the overall mean AWV = 2.49 (SD = 1.024), interpreted as Low. However, several indicators were rated higher at a Moderately High level, particularly difficulty with English grammar tenses (AWV = 3.03, SD = 1.179), wrong use of verb forms/unknown verb (AWV = 2.78, SD = 1.305), use of prepositions (AWV = 2.66, SD = 1.179), subject-verb agreement (AWV = 2.63, SD = 1.195), and using appropriate vocabulary (AWV = 2.63, SD = 1.235). In contrast, the lowest-rated difficulties were uppercase/lowercase (AWV = 1.87, SD = 1.230), spelling (AWV = 2.07, SD = 1.277), and punctuation (AWV = 2.37, SD = 1.241), all interpreted as Low. It means that students generally perceive low linguistic difficulty in English writing, but they still experience notable challenges in key grammar areas (tense and verb form), prepositions, subject-verb agreement, and vocabulary selection, which remain the most recurring linguistic constraints in their writing. It implies that writing support and classroom interventions should prioritize high-impact linguistic targets especially verb tenses/verb forms, subject-verb agreement, prepositions, and academic vocabulary use because these areas show the highest perceived difficulty and directly affect sentence accuracy and clarity. Targeted approaches may include contextualized grammar instruction (grammar in writing tasks), guided sentence-combining activities, focused error-feedback cycles, and vocabulary-building strategies (e.g., word banks, discipline-specific terms, and collocation practice) to reduce recurring errors and strengthen overall writing quality.

The current finding is supported by Duy and Trang (2022), who reported that EFL learners' writing difficulties commonly stem from insufficient linguistic knowledge, including weaknesses in lexicon/grammar and sentence construction, which aligns with the respondents' higher ratings for tense/verb-related and sentence-level difficulties. The current finding is also supported by Alzahrani (2025), who found that academic writing challenges among EFL learners are frequently associated with grammar and vocabulary-related difficulties, consistent with the respondents' moderately high concerns on grammar tenses and appropriate vocabulary use. Moreover, the current finding is supported by Malip and Abdul Aziz (2022), who explained that first language influence and translation habits can shape ESL/EFL writing performance, which relates to language-form difficulties that emerge when learners construct English sentences while managing language transfer demands.

Table 2

Students' Perceived Level of English Writing Challenges in Terms of Challenges Related to Teachers

Descriptors	AWV	SD	Description	Interpretation
1. I have challenges writing in English because of the inappropriate and ineffective teaching methods used by the professor to teach writing skills.	2.49	1.128	Disagree	Low
2. I am having challenges writing in the English language because of the lack of help from the teacher to me.	2.68	1.345	Somewhat Agree	Moderately High
3. I have challenges writing in English because the teacher does not know about the mistakes that I made in the writing job, whether mistakes I made in the test or in the assignments.	2.94	1.439	Somewhat Agree	Moderately High
4. I have challenges with the skill of writing in English because the teacher does not explain the writing lessons.	2.44	1.270	Disagree	Low
5. I have challenges with the skill of writing in English because the teachers in the primary and secondary stages did not teach us the skill of writing properly.	3.12	1.493	Somewhat Agree	Moderately High
Overall	2.73	1.178	Somewhat Agree	Moderately High

AWV-Average Weighted Value, SD-Standard Deviation

Table 2 presents the students' perceived level of English writing skill challenges in terms of challenges related to teachers. The overall results show a Moderately High level of teacher-related challenges, as reflected by the mean AWV = 2.73 (SD = 1.178) interpreted as Somewhat Agree. Among the indicators, the highest-rated concern is that teachers in primary and secondary stages did not teach writing properly (AWV = 3.12, SD = 1.493), followed by the perception that the teacher does not inform students about their writing mistakes in tests/assignments (AWV = 2.94, SD = 1.439) and lack of help from the teacher (AWV = 2.68, SD = 1.345), all interpreted as Moderately High. In contrast, students disagreed that their challenges are due to ineffective teaching methods (AWV = 2.49, SD = 1.128) and that the teacher does not explain writing lessons (AWV = 2.44, SD = 1.270), both interpreted as Low. It means that students generally perceive teacher-related factors as moderately contributing to their English writing difficulties, particularly in terms of insufficient feedback about errors, limited teacher assistance, and inadequate foundational writing instruction in earlier schooling, while they are less likely to attribute their writing challenges to current teachers' methods or lesson explanations. It implies that academic support should prioritize improving the feedback-and-support system in writing instruction. Teachers may strengthen learning outcomes by providing clear, specific, and timely feedback on writing errors in both tests and assignments, including guidance on how to revise. In addition, bridging initiatives (e.g., remedial writing modules, grammar-in-writing support, and structured writing workshops) may be implemented to address gaps in foundational writing instruction carried over from earlier grade levels.

The current finding is supported by Cheng et al. (2022), who emphasized that teacher written feedback is central to helping learners improve writing, and that differences in teachers' feedback purpose, scope, focus, and strategy can shape how well students understand and correct their writing weaknesses. The current finding is

also supported by Yang, Zhang, and Dixon (2023), who found that feedback oriented toward the writing process and self-regulation can foster students' strategic writing behaviors, implying that limited or unclear feedback may restrict students' ability to monitor errors and revise effectively.

Table 3

Students' Perceived Level of English Writing Challenges in Terms of Students' Challenges According to Motivation and Practice

Descriptors	AWV	SD	Description	Interpretation
1. I have an interest in learning English writing skills.	4.06	1.106	Agree	High
2. I have challenges writing in English because of my lack of ideas.	2.90	1.214	Somewhat Agree	Moderately High
3. I have challenges writing in English because of my lack of practice in reading and writing.	3.31	1.330	Somewhat Agree	Moderately High
Overall	3.42	0.857	Agree	High

AWV-Average Weighted Value, SD-Standard Deviation

Table 3 presents the students' perceived level of English writing skill challenges in terms of students' challenges according to motivation and practice. The overall result shows a high level with a mean AWV = 3.42 (SD = 0.857), described as Agree. Among the indicators, the highest rating is "I have an interest in learning English writing skills" (AWV = 4.06, SD = 1.106), interpreted as High, indicating strong interest or willingness to learn writing. However, the students also reported notable challenges linked to practice and idea generation, particularly lack of practice in reading and writing (AWV = 3.31, SD = 1.330) and lack of ideas (AWV = 2.90, SD = 1.214), both interpreted as Moderately High. It means that students generally show high interest in learning English writing, yet they still experience moderate difficulties in writing due to limited practice and difficulty generating ideas, which may hinder their ability to improve writing performance despite their motivation. It implies that writing improvement initiatives should not only sustain students' interest but also address the practical barriers by strengthening regular reading-and-writing routines and idea-development support. Teachers may implement structured activities such as guided brainstorming, outline-making, journal writing, short weekly writing tasks, and reading-to-write exercises to increase practice frequency and expand students' ideas, thereby converting motivation into stronger writing competence.

The current finding is supported by Wang and Troia (2023), who reported that students' motivation to write is a crucial factor associated with writing achievement, indicating that learners with stronger motivation tend to show better writing outcomes when supported by appropriate instruction. The current finding is also supported by Rohmah and Muslim (2021), who identified lack of English writing practice and related factors (e.g., limited ideas and fear of evaluation) as prominent issues connected to writing difficulty and anxiety, which can weaken students' writing performance when practice is insufficient.

Table 4

Students' Perceived Level of English Writing Challenges in Terms of Students' Challenges in the Writing Stages

Descriptors	AWV	SD	Description	Interpretation
1. I have challenges writing in English because I do not know the stages of writing the topic, which are: the prewriting stage, the stage of	2.92	1.239	Somewhat Agree	Moderately High

writing the draft, and the stage of reviewing the topic.				
2. I face challenges in writing in English because I do not know how to write the basic idea of the topic and the ideas supporting the basic idea, in addition to the content of the topic and the conclusion of the topic.	2.88	1.243	Somewhat Agree	Moderately High
Overall	2.90	1.172	Somewhat Agree	Moderately High

AWV-Average Weighted Value, SD-Standard Deviation

Table 4 presents the students' perceived level of English writing skill challenges in terms of students' challenges in the writing stages. The overall result indicates a Moderately High level, with a mean AWV = 2.90 (SD = 1.172) described as Somewhat Agree. Specifically, students reported that they experience writing challenges because they do not know the stages of writing (prewriting, drafting, and reviewing) with AWV = 2.92 (SD = 1.239), and they also experience difficulty because they do not know how to write the basic idea and supporting ideas, including the content and conclusion with AWV = 2.88 (SD = 1.243). These results show that the respondents' challenges are strongly connected to process knowledge (knowing the steps) and idea development/organization (building main and supporting points). It means that students experience moderate difficulty in managing the writing process, particularly in understanding the writing stages and in developing and organizing the main idea, supporting details, and conclusion, which can negatively affect the clarity and completeness of their written work. It implies that writing instruction and support programs should emphasize a process-based approach by explicitly teaching and repeatedly practicing prewriting (brainstorming/outlining), drafting, and revising/reviewing, with guided activities that help students generate a clear thesis/main idea, develop supporting points, and produce a cohesive conclusion. This can be strengthened through step-by-step writing templates, model texts, scaffolded outlines, and structured peer/teacher feedback to help students internalize the writing stages and improve organization.

The current finding is supported by Suprpto (2022), who reported that students commonly experience writing-process difficulties, particularly in the prewriting stage (e.g., generating ideas) and the revising stage (e.g., restructuring and improving organization), which aligns with the respondents' challenges in knowing stages and developing ideas. The current finding is also supported by Abdul Hadi et al. (2024), who found that learners encounter notable challenges across academic writing stages, especially before writing (prewriting/outlining) and during revising, suggesting that weaknesses in process knowledge and organization can hinder students' writing performance.

Table 5

Summary of the Students' Perceived Level of English Writing Challenges

Descriptors	Mean	SD	Description	Interpretation
Linguistic Challenges	2.49	1.024	Disagree	Low
Challenges Related to Teachers	2.73	1.178	Somewhat Agree	Moderately High
Students' Challenges according to Motivation and Practice	3.42	0.857	Agree	High
Students' Challenges in Writing Stages	2.90	1.172	Somewhat Agree	Moderately High
Overall Mean & SD	2.72	0.905	Somewhat Agree	Moderately High

SD-Standard Deviation

Table 5 presents the summary of the students' perceived level of English writing skill challenges across four domains. The results show an overall mean of 2.72 (SD = 0.905), described as Somewhat Agree and interpreted as Moderately High, indicating that students generally experience writing challenges at a moderate level. Among the domains, the highest perceived challenge is Students' Challenges according to Motivation and Practice (M = 3.42, SD = 0.857; High), followed by Students' Challenges in Writing Stages (M = 2.90, SD = 1.172; Moderately High) and Challenges Related to Teachers (M = 2.73, SD = 1.178; Moderately High). The lowest perceived challenge is Linguistic Challenges (M = 2.49, SD = 1.024; Low). It means that the students' English writing skill challenges are moderately high overall, with the most pronounced concerns coming from motivation/practice-related factors, while linguistic difficulties are perceived as the least problematic among the four areas. It implies that interventions should prioritize practice- and motivation-centered writing support, such as sustained reading-to-write routines, regular short writing tasks, and structured idea-development activities, because this domain yielded the highest difficulty level. At the same time, programs should strengthen process-based writing instruction (prewriting–drafting–revising) and reinforce teacher feedback and guidance to address the moderately high concerns in writing stages and teacher-related challenges. Although linguistic challenges were rated low overall, targeted support in key grammar/vocabulary issues may still be included to prevent recurring errors from affecting writing quality.

The current finding is supported by Wang and Troia (2023), who found that students' writing motivation has a positive predictive effect on writing achievement, implying that motivation-related factors can substantially shape writing outcomes. The current finding is also supported by Cheng and Zhang (2022), who emphasized that teacher written feedback influences students' writing improvement through differences in feedback purpose, focus, and strategy, supporting the need to strengthen teacher guidance and feedback systems when teacher-related challenges are moderately high. In addition, the current finding is supported by Suprpto (2022), who reported that students commonly find prewriting and revising the most challenging writing stages, aligning with the observed moderately high challenges related to writing stages.

2. What is the respondents' perceived level of strategies for learning English Writing skills?

Table 6

Students' Perceived Level of Strategies to Learn English Writing Skills

Descriptors	AWV	SD	Description	Interpretation
1. I search the Internet for ideas and information on the topic I will write.	4.11	1.056	Agree	High
2. Go to the professor during office hours in order to ask for his help in explaining the difficult topics I face in writing skills.	2.32	1.235	Disagree	Low
3. I resort to private lessons in order to strengthen my writing skills in English.	2.13	1.321	Disagree	Low
4. I ask my friends to read my topic in order to give me comments on the topic.	3.04	1.437	Somewhat Agree	Moderately High
	3.04	1.437	Somewhat Agree	Moderately High
5. I review grammar and punctuation marks in order to strengthen my English writing skills.	3.70	1.195	Agree	High

6. First, I look at ready-made topics that resemble the topic I will write, and then I imitate the ready-made topic or take some ideas from it.	3.47	1.283	Agree	High
Overall	3.13	0.783	Somewhat Agree	Moderately High

AWV-Average Weighted Value, SD-Standard Deviation

Table 6 presents the students' perceived level of strategies to learn English writing skills. The overall result shows a Moderately High level of strategy use, with a mean AWV = 3.13 (SD = 0.783) described as Somewhat Agree. The most utilized strategy is searching the Internet for ideas and information (AWV = 4.11, SD = 1.056; High), followed by reviewing grammar and punctuation (AWV = 3.70, SD = 1.195; High) and using ready-made/model topics for guidance or idea borrowing (AWV = 3.47, SD = 1.283; High). Students also moderately used peer checking by asking friends to comment (AWV = 3.04, SD = 1.437; Moderately High). In contrast, students showed low utilization of consulting professors during office hours (AWV = 2.32, SD = 1.235; Low) and resorting to private lessons (AWV = 2.13, SD = 1.321; Low). It means that students generally rely more on self-managed strategies (online searching, self-review of grammar/punctuation, and using model texts) and peer support, while they less frequently use formal academic help such as teacher consultation during office hours or private tutoring. It implies that writing-support initiatives should (1) guide students toward responsible and effective use of online resources (e.g., evaluating credible sources, avoiding plagiarism, and synthesizing ideas properly), (2) strengthen self-editing routines for grammar and mechanics through checklists and targeted practice, and (3) institutionalize structured peer review to improve drafts. Since teacher consultation is low, programs may also increase students' access to help by offering scheduled writing consultation hours, more approachable feedback channels, and orientation sessions that normalize help-seeking and clarify how consultations improve writing quality.

The current finding is supported by Umamah (2022), who reported that EFL university students actively use various online resources across phases of self-regulated writing, indicating that the Internet commonly functions as a key support for idea generation and writing development. The current finding is also supported by Wu (2023), who found that using model texts can improve learners' writing by providing useful alternatives for lexis, grammar, content, and organization—consistent with students' high tendency to consult ready-made topics as writing guides. Additionally, the current finding is supported by Irgin (2024), who highlighted that peer feedback plays an important role in improving writing through integrating suggestions from peers, aligning with students' moderately high use of asking friends to read and comment on their work. Hsu (2025), who discussed that students may avoid seeking help (e.g., office hours) due to perceptions and barriers that make help-seeking less likely, implying that institutions need to make consultation more accessible and less intimidating.

3. What is the level of academic performance of the respondents?

Table 7

Level of Students' Academic Performance

Scale	Range of Values		Description	F	Percent	AWV	Description
1	1.00-1.80	3.0-5.0	Failed	0	0.00	3.36	Good
2	1.81-2.60	2.6-3.0	Fairly				
3	2.61-3.40	1.6-2.5	Good	221	82.2		
4	3.41-4.20	1.1-1.5	Very Good	0			
5	4.21-5.00	1.0	Excellent	48	17.8		
			Total	269			

F=Frequency, AWV=Average Weighted Value

Table 7 presents the level of students' academic performance. The salient findings show that out of 269 students, the majority, composed of 221 students or 82.2 percent, obtained grades within the 1.6–2.5 grade range, described as Good. Meanwhile, 48 students or 17.8 percent obtained a grade of 1.0, which is described as Excellent. No student was recorded under the Failed, Fairly, and Very Good categories. The overall Average Weighted Value of 3.36 falls within the range of 2.61–3.40, which is interpreted as Good. This means that the students generally demonstrated a satisfactory and acceptable level of academic performance. Since the majority of the students belonged to the Good category and a smaller group reached the Excellent level, the result indicates that most learners were able to meet the required academic standards. However, the absence of students in the Very Good category and the concentration of learners in the Good level suggest that there is still room for improvement toward higher academic achievement. This implies that teachers and school administrators should continue implementing instructional practices that sustain students' good performance while providing enrichment activities for learners who can be moved toward the Very Good and Excellent levels. The result also implies the need for continuous academic monitoring, formative assessment, feedback, remediation, and differentiated instruction so that students who are performing well can further improve their mastery of learning competencies.

The current finding is supported by Wang and Chen (2025), who found that students' academic performance is influenced by individual, family, school, and social factors, including motivation, self-efficacy, parental involvement, and learning support. Their findings suggest that maintaining good academic outcomes requires sustained support from both the school and home environment. The current finding is also supported by Al-Tameemi et al. (2023), who emphasized that students' academic performance may be affected by academic, personal, and social factors; thus, schools need appropriate strategies to prevent underperformance and improve learning outcomes. Furthermore, Hattie (2023) emphasized that students' achievement improves when teachers use evidence-based strategies such as feedback, clear learning intentions, and instructional support. These studies affirm that good academic performance can be strengthened further through effective teaching practices, learner support, and continuous monitoring.

4. Is there a significant relationship between the respondents' perceived level of challenges in English writing and level of academic performance?

Table 8

Test of the Relationship Between the Students' Perceived Level of English Writing Challenges and Academic Performance

Variables		Academic Performance
Linguistic Challenges	Correlation Coefficient	0.457*
	Sig.(2-tailed)	0.000
	N	269
Challenges Related to Teachers	Correlation Coefficient	0.352*
	Sig.(2-tailed)	0.000
	N	269
Students' Challenges according to Motivation and Practice	Correlation Coefficient	0.280*
	Sig.(2-tailed)	0.000
	N	269
	Correlation Coefficient	0.392*

Students' Challenges in Writing Stages	Sig.(2-tailed)	0.000
	N	269
English Writing Skill Challenges	Correlation Coefficient	0.470*
	Sig.(2-tailed)	0.000
	N	269

*Correlation is significant at the 0.05 level

Table 8 presents the test of the relationship between the students' perceived level of English writing skill challenges and academic performance using correlation analysis (N = 269). The results show that all domains of English writing skill challenges have statistically significant positive relationships with academic performance (all $p < .001$). Specifically, Linguistic Challenges show a moderate positive correlation with academic performance ($r = 0.457$, $p < .001$), Challenges Related to Teachers show a moderate positive correlation ($r = 0.352$, $p < .001$), Students' Challenges in Writing Stages show a moderate positive correlation ($r = 0.392$, $p < .001$), and Students' Challenges according to Motivation and Practice show a small-to-moderate positive correlation ($r = 0.280$, $p < .001$). Overall, English Writing Skill Challenges show a moderate positive correlation with academic performance ($r = 0.470$, $p < .001$), indicating a meaningful association between the variables. It means that there is a significant relationship between students' English writing skill challenges and academic performance. Because the correlation coefficients are positive, the pattern indicates that higher perceived writing challenges are associated with higher academic performance scores—and if the grading scale is coded such that higher scores reflect poorer performance (e.g., higher numerical grades indicate lower achievement), then this result implies that greater writing challenges correspond to poorer academic performance. It implies that strengthening students' writing competence may help improve academic outcomes, particularly by addressing the domains with stronger relationships to performance linguistic challenges and writing-stage challenges. Interventions may include (a) targeted grammar-in-writing support (tense, verb forms, sentence structure, and academic vocabulary), (b) process-based writing instruction (prewriting–drafting–revising with guided outlines and revision checklists), and (c) stronger feedback mechanisms from teachers to help learners recognize and correct errors. Since motivation/practice also shows a significant association, schools may institutionalize consistent writing practice (short weekly writing tasks, reading-to-write activities, and monitored drafting routines) to reduce skill gaps that can negatively influence grades.

The current finding is supported by Azkiyah et al. (2023), who reported that English proficiency can significantly predict students' GPA, indicating that language-related competence is closely tied to academic performance outcomes. The current finding is also supported by Jimenez et al. (2024), who documented that college students commonly experience persistent academic writing difficulties (e.g., grammar and language use, organization, vocabulary choice, and time constraints), which can limit students' ability to meet academic requirements and perform well in writing-based assessments. In addition, the current finding is supported by Bulqiyah et al. (2021), who found that tertiary learners' writing difficulties in grammar, vocabulary, and organization can reduce writing quality—an outcome that can contribute to lower academic results in courses where written outputs carry substantial grading weight.

5. Is there a significant relationship between the respondents' perceived level of strategies for learning English writing and their academic performance?

Table 9

Test of the Relationship Between the Students' Perceived Level of Strategies to Learn English Writing Skills and Academic Performance

Variables	Academic Performance
Correlation Coefficient	0.156*

Strategies to Learn English Writing Skills	Sig.(2-tailed)	0.011
	N	269

*Correlation is significant at the 0.05 level

Table 9 presents the test of the relationship between the students' perceived level of strategies to learn English writing skills and academic performance ($N = 269$). The result shows a statistically significant relationship between the two variables, with a correlation coefficient of $r = 0.156$ and a p -value = 0.011 (2-tailed). This indicates a significant but weak (small) positive correlation between students' writing-strategy use and academic performance. It means that students' perceived use of strategies to learn English writing skills is significantly associated with their academic performance, although the relationship is weak. Since the correlation is positive, it suggests that as strategy use increases, academic performance scores also increase and if the academic performance scale is coded such that higher scores reflect lower performance (e.g., higher numerical rating indicates poorer grades), then this relationship implies that greater strategy use may occur among students who are struggling academically and are trying to cope through strategies. It implies that the school should strengthen guided and effective strategy training (e.g., planning/outlining, drafting routines, self-checking, and revising) to ensure that strategy use leads to improved outcomes, not merely coping. Since the relationship is weak, students may be using strategies inconsistently or relying on less effective approaches (e.g., copying/imitating ready-made texts). Thus, teachers and academic support units may (1) provide structured writing strategy workshops, (2) integrate strategy instruction into writing tasks with rubrics and feedback, and (3) monitor at-risk students to help them apply strategies correctly (e.g., ethical use of online sources, proper paraphrasing, and revision based on feedback).

The current finding is supported by Panadero (2017), who explained that self-regulated learning strategies influence learners' academic outcomes through planning, monitoring, and self-reflection, but their effects depend on how appropriately and consistently students apply them in real tasks. The current finding is also supported by Teng and Zhan (2023), who reported that self-regulated writing strategies are linked to academic writing performance, indicating that strategy use is associated with learning outcomes even when effect sizes may vary. In addition, the current finding is supported by Harris and Graham (2016), who emphasized that strategy use becomes more beneficial when paired with explicit instruction and self-regulatory practices (e.g., goal setting and self-monitoring), suggesting that institutions should teach strategies systematically to translate effort into measurable performance gains.

DISCUSSION

Based on the findings of the study, the results indicate that college students at DMC College Foundation, Inc. experienced **moderately high English writing challenges**, particularly in the areas of motivation and practice, writing stages, and teacher-related factors, while linguistic challenges were generally perceived as low. Despite these challenges, the respondents demonstrated **moderately high utilization of writing strategies**, primarily through self-directed approaches such as searching online resources, reviewing grammar, and using model texts. Moreover, the students attained an overall **good level of academic performance**, suggesting that they were able to meet institutional academic standards despite the writing difficulties they encountered. The study further established a **significant relationship** between English writing challenges and academic performance, with writing challenges showing a **moderate positive correlation**, while writing strategies exhibited a **weak but significant positive relationship** with academic performance. These findings support the studies of Azkiyah et al., who emphasized that English proficiency significantly predicts students' academic achievement, and Teng and Zhan, who reported that effective writing strategies contribute positively to academic writing performance. Collectively, the findings suggest that strengthening students' writing competence through process-based instruction, consistent writing practice, timely teacher feedback, and explicit strategy instruction can improve both writing proficiency and overall academic performance among college students.

CONCLUSION

The study concludes that college students at DMC College Foundation, Inc. generally experience moderately

high English writing challenges, particularly in the areas of motivation and practice, writing stages, and teacher-related factors, while demonstrating moderately high use of English writing strategies, primarily through self-directed learning approaches. Despite these challenges, the respondents attained a good level of academic performance, indicating that they were able to meet the institution's academic expectations. Furthermore, the study established that both English writing challenges and writing strategies have significant relationships with academic performance, with writing challenges showing a stronger association than writing strategies. These findings suggest that students' academic success is closely linked to their ability to overcome writing difficulties and effectively apply appropriate writing strategies. Anchored on the Process Writing Theory and Self-Regulated Learning Theory, the study affirms that strengthening process-based writing instruction, enhancing teacher feedback, promoting regular writing practice, and developing students' self-regulated writing strategies can significantly improve both English writing competence and overall academic performance.

Authors' contribution: Conceptualization, research methodology, data gathering and analysis is performed by the authors.

Conflict of interest statement: All authors declare no conflict of interest.

Ethical review statement: the research is submitted to the ethical review committee and approved for the conduct of the study. It does not involve human-sensitive issues.

Funding: the study is funded by the authors

REFERENCES

1. Abdul Hadi, N. A., & Shaharudin, S. (2024). Challenges faced by pre-university students in the stages of academic writing.
2. Aiken, L. S., & Susane, G. (2001). West multiple progression. Sage Publishing, Inc.
3. Aldabbus, S., & Almansouri, E. (2022). Academic writing difficulties encountered by university EFL learners. *British Journal of English Linguistics*, 10(3), 1–11.
4. Al-Tameemi, R. A. N., Johnson, C., Gitay, R., Abdel-Salam, A. S. G., Al-Hazaa, K., BenSaid, A., & Romanowski, M. H. (2023). Determinants of poor academic performance among undergraduate students: A systematic literature review. *International Journal of Educational Research Open*, 4, 100232. <https://doi.org/10.1016/j.ijedro.2023.100232>
5. Alzahrani, G. A. S. (2025). Academic writing difficulties of EFL learners at Najran University. *Journal of Educational and Social Research*, 15(3), 217–229. <https://doi.org/10.36941/jesr-2025-0093>
6. Azkiyah, S. N., Suryanto, E., & Rahayu, W. (2023). English proficiency as a predictor of academic performance in the context of non-English as a medium of instruction. *PASAA*, 65, 32–56.
7. Bulqiyah, S., Mahbub, M. A., & Nugraheni, D. A. (2021). Investigating writing difficulties in essay writing: Tertiary students' perspectives. *English Language Teaching Educational Journal*, 4(1), 61–73. <https://doi.org/10.12928/eltej.v4i1.2371>
8. Chen, A.-H. (2022). The effects of writing strategy instruction on EFL learners' writing development. *English Language Teaching*, 15(3), 29–37. <https://doi.org/10.5539/elt.v15n3p29>
9. Cheng, X., Zhang, L. J., & Yan, Q. (2022). Exploring teacher written feedback in English as a foreign language writing classrooms: Beliefs and practices. *Frontiers in Psychology*, 13, 986128. <https://doi.org/10.3389/fpsyg.2022.986128>
10. Cohen, L., Manion, L., & Morrison, K. (2014). *Research methods in education* (7th ed.). Routledge.
11. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
12. Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.
13. Duy, T. V., & Trang, B. T. T. (2022). Investigating difficulties of English-majored students in writing academic essays. *European Journal of Foreign Language Teaching*, 6(3).

14. Harris, K. R., & Graham, S. (2016). Self-regulated strategy development in writing: Policy implications of an evidence-based practice. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 77–84. <https://doi.org/10.1177/2372732215624216>
15. Hasan, N. R. H. (2025). Learners' challenges and challenges in English writing skill: A study on students at King Faisal University. *International Journal for Scientific Research*, 4(2), 123–140. <https://doi.org/10.59992/IJSR.2025.v4n2p6>
16. Hattie, J. (2023). *Visible learning: The sequel—A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.
17. Hsu, H. C. (2025). Students' perceptions of and barriers to seeking academic assistance during professors' office hours. [Journal and publication details should be verified].
18. Irgin, P. (2024). The role of peer feedback in developing English as a foreign language writing skills. [Journal, volume, issue, pages, and DOI should be verified].
19. Jimenez, M. M. D., Comison, L. J. M., Dionio, B. B., Clarin, A. S., & Vallejo, J. H. (2024). Challenges encountered by college students in academic writing. *International Journal of Research and Innovation in Social Science*, 8(3), 1440–1451. <https://doi.org/10.47772/IJRISS.2024.803106>
20. Kim, Y.-S. G., & Yang, D. (2021). Writing instruction improves students' writing skills differentially depending on focal instruction and children: A meta-analysis for primary- grade students. *Educational Research Review*, 34, 100408. <https://doi.org/10.1016/j.edurev.2021.100408>
21. Kocsis, Á., Kovács, K., & Németh, Á. (2025). Factors influencing academic performance and dropout rates in higher education: A systematic review. *Educational Review*. <https://doi.org/10.1080/00131911.2024.2316616>
22. Malip, M. A., & Abdul Aziz, A. (2022). The influence of first language on English as a second language writing. [Journal and full publication details should be verified].
23. McCombes, S. (2019). *Survey research: Definition, examples and methods*. Scribbr. Updated January 14, 2025.
24. Meng, Q., & Zhang, X. (2023). The influence of academic self-efficacy on university students' academic performance: The mediating effect of academic engagement. *Sustainability*, 15(7), 5767. <https://doi.org/10.3390/su15075767>
25. Muamaroh, M. (2020). The process and challenges of EFL learners in English writing. *Ethical Lingua: Journal of Language Teaching and Literature*, 7(2).*
26. Organisation for Economic Co-operation and Development. (2023). *PISA 2022 results: Country note—Philippines*. OECD Publishing.
27. Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8, Article 422. <https://doi.org/10.3389/fpsyg.2017.00422>
28. Refugio, C. N., Galleto, P. G., & Torres, R. (2019). Competence landscape of Grade 9 mathematics teachers: Basis for an enhancement program. *Cypriot Journal of Educational Sciences*, 14(2), 241–256.
29. Rohmah, N., & Muslim, A. B. (2021). Writing anxiety in academic writing practice: Insights from EFL learners' perspectives. In *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 348–354). Atlantis Press. <https://doi.org/10.2991/assehr.k.210427.053>
30. Suprpto, M. A. (2022). Undergraduate students' perceptions towards the process of writing. *Journal of English Language Teaching and Linguistics*, 7(3).*
31. Teng, M. F. (2022). EFL university students' self-regulated writing strategies: The role of individual differences. *Journal of Language and Education*, 8(4), 182–193.
32. Teng, M. F., & Zhan, Y. (2023). Assessing self-regulated writing strategies, self-efficacy, task complexity, and performance in English academic writing. *Assessing Writing*, 57, 100728. <https://doi.org/10.1016/j.asw.2023.100728>
33. Umamah, A., & Cahyono, B. Y. (2022). EFL university students' use of online resources to facilitate self-regulated writing. *Computer-Assisted Language Learning Electronic Journal*, 23(1), 108–124.
34. Wang, H., & Troia, G. A. (2023). How students' writing motivation, teachers' personal and professional attributes, and writing instruction impact student writing achievement: A two- level hierarchical linear modeling study. *Frontiers in Psychology*, 14, 1213929. <https://doi.org/10.3389/fpsyg.2023.1213929>

-
35. Wang, Y., & Chen, X. (2025). Factors influencing students' academic performance: The roles of individual, family, school, and social support.
 36. Wu, Y. (2023). Effects of model texts on English as a foreign language learners' writing performance. [Journal, volume, issue, pages, and DOI should be verified].
 37. Yang, L. F., Zhang, L. J., & Dixon, H. R. (2023). Understanding the impact of teacher feedback on EFL students' use of self-regulated writing strategies. *Journal of Second Language Writing*, 62, 101015. <https://doi.org/10.1016/j.jslw.2023.101015>
 38. Zhang, C., Dai, Y., & Ardasheva, Y. (2022). The impact of academic procrastination on second-language writing: The mediating role of L2 writing anxiety. *Frontiers in Psychology*, 13, 851120. <https://doi.org/10.3389/fpsyg.2022.851120>