# A STUDY ON ENGLISH FOUNDATION STUDENTS' WRITING DIFFICULTIES AND STRATEGIES IN UCSI UNIVERSITY

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## ABSTRACT

This paper explored the writing difficulties that English Foundation students face as well as the strategies they employ in order to learn and improve their writing ability. It also investigated the errors in the writing task by adapting Corder's (1973) classification of errors. A qualitative approach was undertaken for this research, in which twenty-five English Foundation, May to August semester 2013 students were given a questionnaire to answer and a topic to write. The theoretical frameworks included Brown's (2000) sources of errors, Corder's (1973) classification of errors and Stern's (1992) Language Learning Strategies, narrowing them to Management and Planning strategies, Cognitive strategies, and Affective strategies. The findings revealed that most students encountered vocabulary problems, followed by grammar, organization and expressing ideas and lastly spelling. Furthermore, it was discovered that students made errors mostly in selection, followed by omission, addition, and mis-ordering. Lastly, strategies that were mostly employed by the students were cognitive strategies, followed by management and planning (meta-cognitive) strategies, and affective strategies.