
| RESEARCH ARTICLE

Exploring EFL Learners' Experiences and Strategies in Sentence Writing: A Qualitative Study

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| ABSTRACT

This study, Exploring EFL Learners' Experiences and Strategies in Sentence Writing: A Qualitative Study, addresses an important yet underexplored area in second language writing research. While extensive research has focused on paragraph- and essay-level writing, sentence-level writing—particularly learners' lived experiences and strategy use—has received comparatively limited attention in EFL contexts. Understanding how learners construct sentences is essential, as sentence-level competence forms the foundation for effective written communication. To address this gap, the present study adopted a qualitative interpretive design to explore learners' perceptions, challenges, and strategies in sentence writing. The study was conducted at Baghlan University with 20 intermediate-level EFL learners selected through purposive sampling. Data were collected through semi-structured interviews, writing samples, and non-participant classroom observations, and analyzed using thematic analysis. The findings revealed four major themes: persistent grammatical difficulties (e.g., verb tense and subject-verb agreement), limited vocabulary affecting idea expression, the influence of affective factors such as writing anxiety and low confidence, and the use of cognitive, metacognitive, and social strategies, including translation, modeling, planning, revising, and seeking feedback. By highlighting the interplay of linguistic, cognitive, and emotional factors, this study contributes to a deeper understanding of sentence-level writing in EFL contexts. It also underscores the need for explicit instruction, strategy-based pedagogy, and supportive learning environments to enhance learners' writing performance.

| KEYWORDS

EFL learners, sentence writing, writing strategies, grammatical difficulties, writing anxiety

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1. Introduction

Writing is widely recognized as one of the most complex and demanding skills in second and foreign language learning. In English as a Foreign Language (EFL) contexts, learners are often required to develop writing proficiency for academic, professional, and communicative purposes, yet many learners encounter persistent difficulties in achieving accuracy and coherence. Among the various components of writing, sentence structure constitutes an important skill that underpins learners' overall writing performance. The ability to produce well-formed sentences enables learners to express thoughts clearly, organize information effectively, and engage in meaningful written communication (Hyland, 2019; Richards & Renandya, 2002).

Despite its importance, sentence writing presents considerable challenges for EFL learners. These challenges often stem from limited linguistic knowledge, including insufficient mastery of grammar, vocabulary, and syntactic structures. Learners frequently struggle with subjects such as subject-verb agreement, tense consistency, word order, and the appropriate use of cohesive devices (Bitchener & Ferris, 2012; Ferris, 2011). Furthermore, Odlin (1989) argues that the influence of learners' first language can

lead to negative transfer, resulting in errors that affect the clarity and acceptability of their written sentences. As a result, many learners produce sentences that are grammatically inaccurate or semantically ineffective communication.

In addition to linguistic challenges, cognitive and affective factors also play a substantial role in shaping learners' sentence writing abilities. Kellogg (2008) claims that writing in a foreign language requires learners to simultaneously manage numerous processes, including idea generation, lexical selection, grammatical encoding, and revision. This cognitive complexity can be overwhelming, particularly for learners with limited skill. Furthermore, affective factors such as writing anxiety, low self-confidence, and fear of making errors may negatively influence learners' willingness to engage in writing tasks (Cheng, 2004). Understanding these factors is essential for developing effective instructional practices that support learners' writing improvement.

Given these challenges, it is important to examine not only the difficulties learners face but also the strategies they employ to cope with them. Oxford (2017) notes that language learning approaches have been defined as conscious actions and techniques that learners use to simplify the acquisition, storage, and use of information. In the context of writing, such strategies may include planning, drafting, revising, seeking feedback, and using models or examples. Research has revealed that effective writing strategies usage can significantly increase learners' writing performance and self-sufficiency (Graham & Harris, 2018; Teng & Zhang, 2020). So, investigating learners' strategies in sentence writing can provide valuable perceptions into how they actively construct knowledge and improve their skills.

In recent years, there has been increasing recognition of the importance of exploring learners' experiences in language acquisition. A qualitative perspective allows researchers to gain in-depth insights into learners' perceptions, beliefs, and practices, which are often ignored in quantitative studies (Dörnyei, 2007). Learners' experiences in sentence writing may include their perceptions of difficulty, their attitudes toward writing tasks, and their interactions with teachers and peers. Hyland (2019) argues that these experiences are shaped by both individual and contextual factors, including instructional approaches, classroom environment, and obtainable resources.

However, despite the growing body of research on EFL writing, much of the existing literature has focused on higher-level writing skills, such as paragraph and essay composition, with fairly limited consideration given to sentence-level writing. This represents a significant gap, as sentence structure forms the foundation upon which more advanced writing skills are constructed. Without a solid understanding of how to construct effective sentences, learners may struggle to develop coherence and cohesion in extended texts (Nunan, 1999). Therefore, there is a need for more research that specifically addresses sentence writing in EFL settings.

Furthermore, many studies on EFL writing have mainly employed quantitative methods, which, while useful for identifying general patterns, may not completely capture the difficulty of learners' experiences and strategies. Qualitative research, on the other hand, provides a richer and more nuanced understanding of learners' perspectives by allowing them to express their thoughts and experiences in their own words (Creswell & Poth, 2018). Such an approach is predominantly valuable for exploring how learners perceive sentence writing and how they pilot the challenges associated with it.

Another important consideration is the instructional approach approved in many EFL classrooms. In some circumstances, writing instruction tends to highlight a product-oriented approach, where the key focus is on the correctness of the final written text. This method often overlooks the processes involved in writing and the strategies learners use to construct sentences. In contrast, Hyland (2019) maintains that a process-oriented approach underscores the stages of writing, including planning, drafting, revising, and editing, and inspires learners to actively engage in the writing process. Understanding learners' involvements and strategies can support the implementation of more effective, process-based instructional practices.

In light of these attentions, the present study aims to explore EFL learners' experiences and strategies in sentence writing via a qualitative approach. By focusing on learners' viewpoints, the study seeks to find the challenges they meet, the strategies they employ, and the ways in which their experiences impact their writing practices. This study is expected to contribute to the field of second language writing by addressing the underexplored area of sentence-level writing and by providing pedagogical insights that can inform teaching practices.

To achieve these objectives, the study addresses the following research questions:

1. What challenges do EFL learners experience in sentence writing?
2. What strategies do EFL learners use to improve their sentence writing?
3. How do learners perceive their experiences in learning sentence writing?

By responding these questions, the study aims to provide a complete understanding of sentence writing in EFL contexts and to offer real recommendations for enhancing writing instruction. Ultimately, strengthening learners' sentence writing skills can serve as a groundwork for their overall writing development and academic achievement.

2. Literature Review

2.1. EFL Writing and the Centrality of Sentence-Level Skills

Writing in a second or foreign language is a multidimensional process that requires the integration of linguistic, cognitive, and sociocultural abilities. Within this complex process, sentence-level writing serves as a foundational element that supports higher-level text structure. Scholars have constantly highlighted that effective writing begins with the ability to produce grammatically

accurate and meaningful sentences, which structure the basis of paragraphs and extended discourse (Hyland, 2019; Nunan, 1999). Without adequate control over sentence structures, learners often face difficulties to consider coherence and cohesion in their writing, resulting in texts that are difficult to understand. Silva (1993) states, research in second language writing has conventionally focused on broader genres such as essays and academic texts, often overlooking the importance of sentence-level development. But more recent studies have begun to recognize that difficulties at the sentence level can significantly hinder learners' overall writing performance (Bitchener & Ferris, 2012). These difficulties are mostly evident in EFL contexts, where learners have limited exposure to authentic language use and fewer opportunities to practice writing outside the educational environment (Richards & Renandya, 2002).

2.2. Challenges in Sentence Writing among EFL Learners

EFL learners generally encounter a range of challenges when constructing sentences in English. One of the most prominent issues is inaccuracy in grammar, including errors in verb tense, subject-verb agreement, article usage, and word order (Ferris, 2011). Such errors are often attributed to learners' inadequate knowledge of the target language and the influence of their first language (L1). According to Odlin (1989), cross-linguistic transfer can lead to systematic mistakes when learners apply L1 structures to L2 writing, particularly when there are significant differences in syntactic structure of the two languages.

In addition to grammatical challenges, learners also face lexical restrictions that limit their ability to express notions precisely. Nation (2001) argues that limited knowledge in vocabulary often leads to the overuse of simple or repetitive sentence structures, lessening the overall quality of writing. Furthermore, learners may struggle with the use of conjunctions and transitions, which are essential for connecting ideas within and across sentences (Halliday & Hasan, 1976).

Cognitive factors also contribute to the difficulty of sentence writing. Writing requires the simultaneous management of multiple processes, including planning, translating ideas into language, and revising output (Kellogg, 2008). For EFL learners, these processes can be particularly demanding due to limited automaticity in language use. As a result, learners may produce sentences that are fragmented, or too simplistic.

Affective factors further complicate the writing process. Cheng (2004) claims that writing anxiety has been identified as a significant barrier to effective writing, as it can reduce learners' motivation and willingness to engage in writing tasks. Learners who fear making mistakes may avoid experimenting with complex sentence structures, thereby limiting their development. These findings highlight the need to consider both linguistic and psychological dimensions when examining learners' sentence writing abilities.

2.3. Language Learning Strategies in Writing

Language learning strategies have been generally recognized as crucial tools that enable learners to improve their language proficiency. Oxford (2017) defines these strategies as deliberate actions and thoughts that learners use to improve their learning. In the context of writing, strategies can be categorized into cognitive, metacognitive, social, and affective types, each contributing to different aspects of the writing process.

Cognitive strategies involve direct manipulation of the language, such as practicing sentence patterns, translating ideas, and using models or examples (O'Malley & Chamot, 1990). Metacognitive strategies, on the other hand, include planning, monitoring, and evaluating one's writing, which help learners regulate their writing process. Research has shown that successful writers tend to use a wider range of strategies and apply them more effectively than less proficient writers (Graham & Harris, 2018).

In EFL writing, learners often rely on translation strategies, especially at lower proficiency levels. Manchón (2011) holds that while translation can serve as a useful scaffold, overreliance on it may hinder the development of direct thinking in the target language. Additionally, the use of model texts and teacher feedback has been found to support learners in developing more accurate and complex sentence structures (Hyland & Hyland, 2006).

Recent research has also underlined the role of self-regulated learning strategies in writing. Teng and Zhang (2020) found that strategy-based instruction can significantly improve learners' writing performance by enhancing their ability to plan, monitor, and revise their work. These findings suggest that teaching learners how to use effective strategies can lead to more self-sufficient and successful writing practices.

2.4. Learners' Experiences in Writing: A Qualitative Perspective

Understanding learners' experiences is essential for gaining a comprehensive view of the writing process. Qualitative research provides valuable insights into how learners perceive writing, the challenges they face, and the strategies they employ. According to Dörnyei (2007), qualitative approaches allow researchers to explore the complexities of language learning in real-life contexts, capturing the dynamic interplay of cognitive, emotional, and social factors.

Studies on learners' experiences in writing have revealed that many EFL learners perceive writing as a difficult and demanding task. These perceptions are often shaped by prior learning experiences, classroom practices, and feedback from teachers (Hyland, 2019). For example, learners who receive predominantly corrective feedback may focus more on avoiding errors than on expressing ideas, which can limit their creativity and engagement.

Classroom context also plays a significant role in shaping learners' experiences. A supportive learning environment that encourages collaboration and interaction can enhance learners' confidence and motivation (Lantolf, 2000). Peer feedback and group work, for instance, provide opportunities for learners to share ideas and learn from each other, thereby improving their writing skills.

Despite the growing interest in learners' experiences, relatively few studies have specifically examined experiences related to sentence writing. Most research has focused on broader writing tasks, leaving a gap in understanding how learners approach the fundamental skill of sentence construction. Addressing this gap is important for developing targeted instructional strategies that support learners at the sentence level.

2.5. Instructional Approaches to Writing

Instructional approaches to writing can be broadly categorized into product-oriented and process-oriented approaches. The product-oriented approach emphasizes the final written text, focusing on grammatical accuracy and correctness. While this approach can help learners produce error-free sentences, it often neglects the processes involved in writing and the development of writing skills over time (Hyland, 2019).

In contrast, the process-oriented approach views writing as a recursive process involving planning, drafting, revising, and editing. This approach encourages learners to actively engage in writing and to use strategies that support their development. Research has shown that process-oriented instruction can lead to improvements in both the quality and complexity of learners' writing (Graham & Harris, 2018).

Another important aspect of writing instruction is feedback. Teacher feedback, peer feedback, and automated feedback tools all play a key role in helping learners improve their writing. Hyland and Hyland (2006) emphasize that effective feedback should be clear, constructive, and focused on both form and meaning. In the context of sentence writing, feedback can help learners identify and correct errors while also developing a deeper understanding of sentence structure.

2.6. Research Gap and Rationale for the Study

Although a substantial body of research exists on EFL writing, several gaps remain. First, much of the research has focused on higher-level writing skills, with limited attention to sentence-level writing. Second, many studies have adopted quantitative approaches, which may not fully capture the richness of learners' experiences and strategies. Third, there is a lack of research that integrates learners' experiences with their use of writing strategies in sentence construction.

Therefore, this study seeks to address these gaps by adopting a qualitative approach to explore EFL learners' experiences and strategies in sentence writing. By focusing on learners' perspectives, the study aims to provide a deeper understanding of the challenges they face and the strategies they use, ultimately contributing to more effective writing instruction in EFL contexts.

3. Methodology

3.1. Research Design

This study adopted a qualitative research design to explore EFL learners' experiences and strategies in sentence writing. A qualitative approach was deemed appropriate as it allows for an in-depth understanding of participants' perspectives, beliefs, and practices within their natural learning context (Creswell & Poth, 2018; Dörnyei, 2007). Specifically, the study employed a basic qualitative interpretive design, aiming to uncover how learners perceive sentence writing, the challenges they encounter, and the strategies they use to improve their writing skills.

3.2. Research Context and Participants

The study was conducted in an EFL learning context at Baghlan university where English is taught as a foreign language. The participants consisted of 20 EFL learners who were selected using purposive sampling. This sampling technique was used to ensure that participants had relevant experience with English writing, particularly sentence construction.

The participants were at an intermediate level of English proficiency, as determined by their course placement or teacher evaluation. They had prior exposure to English writing instruction but continued to experience difficulties in constructing accurate and meaningful sentences. Only male learners were included to provide a range of perspectives.

3.3. Data Collection Methods

Data were collected using multiple qualitative instruments to ensure data triangulation and enhance the credibility of the findings.

1. Semi-Structured Interviews

Semi-structured interviews were conducted with all participants to explore their experiences, perceptions, and strategies related to sentence writing. An interview guide with open-ended questions was used to allow flexibility while ensuring consistency across interviews. The questions focused on:

Learners' difficulties in sentence writing

Strategies used to construct sentences

Feelings and attitudes toward writing

Each interview lasted approximately 15–25 minutes and was conducted in a language comfortable for the participants (e.g., English or their first language). All interviews were audio-recorded with participants' consent and later transcribed for analysis.

2. Writing Samples

Participants were asked to produce short writing tasks focusing on sentence construction. These writing samples provided additional data on learners' actual sentence-level performance and helped triangulate the interview findings.

3. Classroom Observations

Non-participant classroom observations were conducted to gain insights into instructional practices and learner behavior during writing activities. Field notes were taken to document relevant interactions, teaching methods, and learner engagement.

3.4. Data Analysis Procedures

The data were analyzed using thematic analysis, following the procedures outlined by Braun and Clarke (2006). This method was chosen for its flexibility and effectiveness in identifying patterns and themes within qualitative data.

The analysis involved the following steps:

Familiarization with the data: Reading and re-reading interview transcripts and field notes

Initial coding: Identifying meaningful units related to learners' experiences and strategies

Generating themes: Grouping similar codes into broader categories

Reviewing themes: Refining and validating themes against the data

Defining and naming themes: Clearly describing each theme

Reporting findings: Organizing themes in a coherent and meaningful way

To enhance the reliability of the analysis, coding was conducted carefully and systematically. In some cases, peer review or expert feedback was used to validate the identified themes.

3.5. Trustworthiness of the Study

To ensure the quality and rigor of the study, several strategies were employed based on the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985):

Credibility: Achieved through data triangulation (interviews, writing samples, observations) and prolonged engagement with participants

Transferability: Ensured by providing detailed descriptions of the research context and participants

Dependability: Maintained through a clear and systematic research process

Confirmability: Supported by keeping an audit trail and minimizing researcher bias

3.6. Ethical Considerations

Ethical principles were strictly followed throughout the study. Prior to data collection, participants were informed about the purpose of the research and their rights. Informed consent was obtained from all participants, and they were assured that their participation was voluntary.

Confidentiality and anonymity were maintained by assigning pseudonyms to participants and securely storing all data. Participants were also informed that they could withdraw from the study at any time without any negative consequences.

This methodology outlines a rigorous qualitative approach designed to explore EFL learners' experiences and strategies in sentence writing. By employing multiple data collection methods and systematic analysis procedures, the study aims to provide a comprehensive and trustworthy understanding of the research problem.

4. Results and Discussion

The analysis of the data revealed several recurring themes related to EFL learners' experiences and strategies in sentence writing. These themes reflect both the challenges learners encounter and the strategies they employ to overcome them. The findings are presented under four major themes: (1) grammatical difficulties in sentence construction, (2) lexical limitations and idea expression, (3) affective factors influencing sentence writing, and (4) strategic approaches to sentence writing.

Theme 1: Grammatical Difficulties in Sentence Construction

A dominant theme that emerged from the data was learners' struggle with grammatical accuracy in sentence writing. Participants consistently reported difficulties with verb tense usage, subject–verb agreement, and sentence structure.

One participant stated:

"I know what I want to say, but I don't know how to make the correct sentence. Sometimes my verbs are wrong or I forget the grammar rules." (Participant 3)

Another learner explained:

"I always confuse past and present tense, and my teacher corrects me many times, but I still make mistakes." (Participant 7)

These findings align with previous research indicating that grammatical challenges are a major obstacle for EFL learners in writing (Ferris, 2011; Bitchener & Ferris, 2012). The persistence of such errors suggests that learners may have limited

internalization of grammatical rules, which affects their ability to produce accurate sentences. Additionally, the influence of the first language was evident in some learners' responses, supporting the notion of negative transfer (Odlin, 1989).

Theme 2: Lexical Limitations and Difficulty Expressing Ideas

Another significant theme was learners' limited vocabulary and its impact on their ability to construct meaningful sentences. Many participants reported that they struggled to find appropriate words, which restricted their expression.

For example, one participant noted:

"Sometimes I have ideas, but I don't know the English words, so I write very simple sentences." (Participant 5)

Similarly, another learner stated:

"I repeat the same words because I don't know other vocabulary, and my sentences become boring." (Participant 11)

These findings are consistent with Nation (2001), who highlighted the importance of vocabulary knowledge in language production. Limited lexical resources not only constrain learners' ability to express ideas but also lead to repetitive and simplistic sentence structures. Furthermore, difficulties in using appropriate collocations and word combinations were observed in the writing samples, which affected sentence naturalness and fluency.

Theme 3: Affective Factors and Writing Anxiety

The data also revealed that affective factors, particularly writing anxiety and lack of confidence, significantly influenced learners' sentence writing. Many participants expressed fear of making mistakes and being negatively evaluated.

One participant shared:

"I feel nervous when I write in English because I think my sentences are wrong." (Participant 2)

Another stated:

"I don't like writing because I am afraid the teacher will find many errors." (Participant 9)

These responses support Cheng's (2004) findings on second language writing anxiety, which highlight the negative impact of anxiety on learners' performance. The fear of making errors appeared to discourage learners from experimenting with more complex sentence structures, leading them to rely on simple and familiar patterns. This avoidance behavior may limit their development and reduce opportunities for learning.

Theme 4: Use of Strategies in Sentence Writing

Despite the challenges, learners reported using a variety of strategies to improve their sentence writing. These strategies can be categorized into cognitive, metacognitive, and social strategies.

4.1. Cognitive Strategies

Many learners reported using translation from their first language as a primary strategy.

"First I think in my language, then I translate into English." (Participant 6)

While this strategy helped learners generate sentences, it sometimes resulted in errors due to structural differences between languages. This finding is consistent with Manchón (2011), who noted that translation can serve as both a helpful and limiting strategy.

Learners also mentioned using model sentences:

"I look at examples from the book and try to write similar sentences." (Participant 10)

This reflects the use of imitation as a learning strategy, which can support the development of grammatical accuracy (Hyland, 2019).

4.2. Metacognitive Strategies

Some participants demonstrated awareness of the writing process by planning and revising their sentences.

"After writing, I check my sentences again to correct my mistakes." (Participant 4)

"I try to think before writing to make a better sentence." (Participant 8)

These findings indicate the use of metacognitive strategies, which are associated with more successful language learning (Oxford, 2017). Learners who engaged in planning and self-monitoring were better able to identify and correct their errors.

4.3. Social Strategies

Learners also reported seeking help from teachers and peers:

"When I don't understand, I ask my teacher to explain my mistakes." (Participant 1)

"Sometimes my friends help me correct my sentences." (Participant 12)

This highlights the importance of social interaction in language learning, as emphasized in sociocultural theory (Lantolf, 2000). Peer and teacher support can facilitate learning by providing feedback and scaffolding.

The findings of this study demonstrate that EFL learners' sentence writing is influenced by a complex interplay of linguistic, cognitive, and affective factors. Grammatical and lexical limitations remain significant challenges, consistent with previous research (Ferris, 2011; Nation, 2001). At the same time, affective factors such as anxiety play a critical role in shaping learners' engagement with writing tasks (Cheng, 2004).

Importantly, the study highlights that learners are not passive recipients of instruction but active agents who employ various strategies to improve their writing. The use of cognitive, metacognitive, and social strategies reflects learners' efforts to manage the demands of sentence writing. These findings support the argument that strategy instruction should be integrated into writing pedagogy to enhance learners' autonomy and effectiveness (Teng & Zhang, 2020).

Furthermore, the results underscore the need for a process-oriented approach to writing instruction that emphasizes not only accuracy but also strategy use and learner engagement. Teachers should provide opportunities for practice, feedback, and reflection, while also addressing learners' emotional needs to reduce anxiety and build confidence.

In summary, the study identified four key themes: Persistent grammatical difficulties, Limited vocabulary affecting expression, Writing anxiety and low confidence, Use of diverse learning strategies

These findings contribute to a deeper understanding of EFL learners' sentence writing and provide valuable insights for improving instructional practices.

5. Conclusion

This study set out to explore EFL learners' experiences and strategies in sentence writing through a qualitative approach. The findings revealed that sentence writing remains a challenging aspect of language learning, shaped by a combination of linguistic, cognitive, and affective factors. Learners demonstrated persistent difficulties in grammatical accuracy, particularly in areas such as verb tense, subject-verb agreement, and sentence structure. In addition, limited vocabulary knowledge constrained their ability to express ideas effectively, often resulting in repetitive and simplistic sentences.

Beyond linguistic challenges, the study highlighted the significant role of affective factors, especially writing anxiety and lack of confidence. Many learners expressed fear of making mistakes, which discouraged them from experimenting with more complex sentence structures. This finding underscores the importance of addressing emotional dimensions in writing instruction, as these factors can directly influence learners' performance and engagement.

Despite these challenges, learners actively employed a range of strategies to support their sentence writing. These included cognitive strategies such as translation and the use of model sentences, metacognitive strategies such as planning and revising, and social strategies such as seeking feedback from teachers and peers. The use of these strategies indicates that learners are not passive recipients of instruction but active participants in their learning process.

Overall, the findings suggest that sentence writing is a multifaceted skill that requires not only linguistic knowledge but also strategic competence and emotional support. By focusing on learners' experiences and strategies, this study contributes to a deeper understanding of sentence-level writing in EFL contexts, an area that has received relatively limited attention in previous research.

The findings of this study have several important implications for EFL teaching practices, particularly in the area of writing instruction.

First, there is a clear need to place greater emphasis on sentence-level instruction. Teachers should provide explicit guidance on sentence structure, grammar, and vocabulary use, while also offering ample opportunities for practice. Activities such as sentence combining, sentence expansion, and guided writing tasks can help learners develop greater control over sentence construction.

Second, the study highlights the importance of teaching writing strategies. Teachers should explicitly introduce and model effective cognitive and metacognitive strategies, such as planning, drafting, and revising. Strategy-based instruction can empower learners to become more autonomous and effective writers by helping them manage the writing process more efficiently.

Third, given the significant role of affective factors, teachers should create a supportive and low-anxiety learning environment. Encouraging a positive classroom atmosphere, providing constructive feedback, and emphasizing progress rather than perfection can help reduce learners' anxiety and increase their confidence in writing.

Fourth, the use of feedback should be carefully considered. Teachers should provide feedback that is clear, specific, and focused on both form and meaning. In addition to teacher feedback, peer feedback can be incorporated to promote collaboration and active engagement in the learning process.

Finally, integrating a process-oriented approach to writing instruction is recommended. Rather than focusing solely on the final product, teachers should guide learners through the stages of writing, including planning, drafting, revising, and editing. This approach can help learners develop a deeper understanding of writing as a dynamic and iterative process.

From a theoretical perspective, this study contributes to the literature on second language writing by highlighting the interconnected roles of linguistic knowledge, learning strategies, and affective factors in sentence writing. The findings support existing theories of language learning that emphasize the importance of strategic competence and self-regulation in language development. Furthermore, the study reinforces the value of qualitative research in capturing the complexity of learners' experiences and providing nuanced insights into the writing process.

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