
| RESEARCH ARTICLE

Perceived Challenges to Writing Development and Audience Awareness: Evidence from Moroccan University Undergraduate Students

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| ABSTRACT

In recent decades, writing development and audience awareness have received increased attention in education settings. Yet, the challenges faced by Moroccan university students in writing development and audience awareness have not yet closely investigated in the context of Moroccan Higher education. To address these gaps, the present study examines the challenges encountered by Moroccan university students in developing their writing and addressing audience awareness as perceived by both students and teachers. A total number of one hundred and twenty-three university students and eight professors from Sultan Moulay Slimane university in Morocco participated in the current study. Quantitative data were collected by completing a questionnaire, while qualitative data were collected through semi-structured interviews. The participants consisted of second-year and third-year students. The participants expressed their perceptions and described their experiences with the challenges related to writing development and audience awareness. The findings reveal that students experience difficulties in developing both linguistic and rhetorical features of writing. The study also indicates that writing instruction in the university context does not adequately emphasize writing development and audience consideration in writing. It highlights the need for pedagogical practices that help overcome the challenges, enhance writing, and integrate audience-focused writing tasks in the classroom.

| KEYWORDS

Audience awareness, perceived challenges, students' perceptions, teachers' perceptions, writing development.

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1. Introduction

Writing as an essential component of academic success in higher education has become one of the issues that captured attention of scholars in English language teaching and learning. In EFL contexts, university students are expected not only to develop writing but also to address different audiences appropriately. As such, students are required to improve grammar, develop vocabulary, enhance cohesion, adjust register, politeness, and level of formality according to the target audience.

Despite the importance of writing development and audience awareness in the Moroccan context, many university students continue to experience significant challenges in developing writing and increasing audience consideration in writing. Previous studies have displayed that students encounter difficulties with linguistic features including grammar, vocabulary, spelling, and mechanics. Furthermore, adjusting the written production to the audience remains a challenging task among students, especially when they are asked to address different audiences. Students tend to use similar writing style regardless of the target audience. There may be several reasons behind these difficulties such as time constraint, limited practice, and limited exposure to some aspects.

However, there is currently a lack of research in the literature about the challenges associated with writing development and audience awareness in the context of Moroccan higher education. The present study sought to investigate Moroccan university

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students' and teachers' perspectives on the challenges encountered by second-year and third-year students in writing development and audience awareness. Specifically, it sought to explore the most difficult aspects of writing, the reasons behind these difficulties, and the challenges related to audience awareness.

Accordingly, the study attempts to answer the following question:

- 1) What challenges do second-year and third-year Moroccan university students face in writing development and audience awareness?

One hypothesis is intended to be tested in this study. 1) It is hypothesized that university students perceive writing development and audience awareness to vary between second-year and third-year students.

2. Literature Review

2.1. Writing Development

Writing development is recognized as a complex and dynamic process. According to Nystrand (1989), writing is viewed as a process in which writers compose texts by considering their readers' knowledge and expectations. Building on this view, writing development involves gradual improvement in complexity and the expansion of expertise (Berninger et al., 1996). Zakaria & Mugaddam (2014) state that writing is defined as a process in which emphasis is put not only on the form of a language, but also on function so as to convey meaning to the target audience. In the context of higher education, writing development is complex and evolving process, which may present various challenges for students.

Nystrand (1989) claimed that writing development should not be understood as the production of a text but also as a process, shaped by the social contexts in which it takes place. Similarly, for Hansen (1989), the writing process and its development occur in social contexts, where both students and teachers engage in smooth interactions. Students write for different purposes and are learnt how to write and structure their writing accordingly. If writing assignments are boring or confusing, or the classroom is viewed as a punitive or unfriendly place, students are less likely to engage fully in learning how to write. To elucidate this point, writing development is essentially based on mutual interactions between teachers and students in specific social contexts. This basically necessitates suitable environment, which encourages successful teaching and learning.

2.2. Audience Awareness

Audience awareness is considered an important component of effective writing. Ede & Lunsford (1984) argue that audience awareness entails understanding the target audience in terms of needs, perspectives, and experiences. This involves analyzing and bearing in mind audience expectations in students' writing and adapting the written production accordingly. In a similar vein, Hyland & Jiang (2016) argue that audience awareness involves anticipating the background knowledge, field of interests, expectations and adjusting content, tone, and style accordingly. Xiping (2016) also argues that audience awareness involves adjusting the content, tone and style based on the characteristics of the readers that writers consider while writing. Such adjustments on the basis of mutual characteristics facilitates communication between the writer and the audience, which may contribute to shared perspectives (Wong, 2005).

Developing an awareness of the audience is one of the most fundamental elements in the writers' texts. Elbow (1987) says "... that we are liable to neglect audience because we write in solitude; that young people often need more practice in taking into account points of view different from their own; and that students often have an impoverished sense of writing as communication because they have only written in a school setting to teacher". (p.51). Writers are likely to overlook audiences' needs due to their tendency to write in solitude. This means that students find it difficult to determine the target audience due to limited practice, and therefore, they may fail to consider the audience. Yet, there appears to be a common ground in the analysis of audience. According to Maxine Hairston (1978), several factors should be taken into account, including audience educational and social background, age, occupation, beliefs and values. Audience should also be analyzed in terms of specific characteristics and determine the conclusions which can be drawn based on these characteristics.

2.3. Challenges in Writing Development and Audience Awareness

Despite the importance of writing development, it remains challenging for many university students. Previous research has demonstrated that students face difficulties in relation to writing proficiency, particularly in grammar, vocabulary and syntax (Uba & Souidi, 2020). In a similar vein, students often face linguistic difficulties in writing particularly in grammar and vocabulary as they struggle to find appropriate words for complex writing, and experience difficulty in finding complex sentences with implicit meanings (Grabe & Zhang, 2013). This may hinder their ability to express ideas effectively and appropriately. In addition, instructional factors also play a significant role in shaping students' writing. According to Javadi-Safa (2018), an overemphasis on the product approach while teaching writing may lead to lower levels of students' performance. To facilitate the teaching process and meet students' expectations, Abouabdelkader and Bouziane (2016) adopt an approach which is referred to as "the eclectic

approach" (as cited in Mamad and Vigh, 2023). These challenges suggest that writing development may be influenced by several linguistic and instructional factors.

In addition to writing challenges, students encounter difficulties related to audience awareness. Many students find it difficult to communicate ideas with their teacher and at the same time address an audience who is interested in the message (Dahbi, 1984). More specifically, Mamad and Vigh (2023) highlight that Moroccan teachers did not sufficiently emphasize engaging audience in writing and rarely asked students to apply their knowledge of writing types when producing texts. Teachers often find it difficult to help students develop an awareness of audience within the classroom. Since students usually write for their teachers or classmates, it may be hard for them to adjust their writing to different audiences outside the classroom settings. These challenges indicate that audience awareness requires explicit instruction and more practice in order to be developed.

Despite the growing body of research on writing development and audience awareness, limited attention has been given to associating these two aspects simultaneously within the Moroccan university context. Most studies focus on linguistic difficulties encountered by students without considering how students adapt their writing style to different audiences. Thus, this study aims to fill the gap by exploring the challenges faced by Moroccan university students in writing development and audience awareness, with particular focus on two different academic levels.

2.4. Research Gap

Overall, although a considerable body of research has explored writing development, audience awareness, and the challenges associated with both skills, several gaps persist that warrant further investigation. It was highlighted by numerous studies that students' writing and their consideration of audience in writing may develop; yet, few studies have examined this development across two different academic levels and compare the differences between them. Thus, the way through which both writing and awareness of audience evolve throughout students' academic levels is still not sufficiently understood, especially in terms of whether such development is consistent across academic trajectories or not. Furthermore, a large portion of the existing literature consider writing development and audience awareness as distinct constructs. These skills were given limited attention, particularly in terms of the challenges encountered with both writing development and audience awareness. While many of these studies identified linguistic challenges, such as vocabulary, grammar, spelling and mechanics, others tend to emphasize rhetorical challenges, particularly in understanding the importance of considering the audience and developing awareness of audiences' s needs and expectations. This indicates that the complexity of exploring writing development and audience awareness simultaneously may not have been fully examined in a holistic manner.

In addition to what has been mentioned earlier, the current literature has rarely considered how the challenges associated with both writing development and audience awareness may differ across two different academic levels, or how these challenges are inherently interrelated and should be addressed holistically. However, according to the existing body of research, the development of writing and awareness of audience in writing were all hindered by limited linguistic competence, inadequate perceived feedback, and lack of explicit instruction.

When considered together, these gaps in the literature highlights the need for further investigation, especially in underexplored contexts, such as the Moroccan educational environment. This exploration may be required to examine the perceived challenges to writing development and audience awareness. As a result, the present study aims to address the gaps by investigating the challenges students encounter with developing both writing and audience awareness within the Moroccan higher education environment.

3. Methodology

3.1. Research Approach

A mixed methods study, mixing qualitative and quantitative approaches, was used in the present study. The quantitative approach was beneficial in identifying the common challenges that both second-year and third-year students faced in developing their writing and adapting writing to different audiences as well as the reasons behind these difficulties. On the other hand, the qualitative approach was helpful in eliciting more in-depth explanations about students' challenges in writing development and audience awareness, as perceived by teachers. Mixing both approaches increase the validity and the reliability of the data, and thus the quality of the findings.

3.2. Participants

The population sample involved in the present study was composed of two groups, namely the Moroccan university students and teachers from Sultan Moulay Slimane university in Morocco. The first group was composed of Sixty-one second-year and sixty-two third-year male and female students in the Department of English. The second group involved eight university professors (5 males and 3 females) and the selection was based in the light of the subjects taught. This population was chosen since it represented the ones who were involved in the teaching and learning of writing. Random sampling was used to select a representative sample of university students and teachers. This technique of sampling was chosen because it is more objective, and it gives the chance to everyone to take part in the study.

3.3. Data Collection Instruments

The first data collection tool used in this study was an open-ended questionnaire. It is a quantitative data collection instrument used to measure the quantity, amount and frequency of something. In this study, the questionnaire was used to investigate the challenges encountered by students in developing their writing and becoming aware of the audience to whom writing addressed. One-hundred and twenty-three students at the Department of English, faculty of letters and Humanities Sultan Moulay Slimane completed the questionnaire.

Since one of the weaknesses of the questionnaire is its limitation to elicit in-depth data from the respondents, the interview was also used to collect data. This qualitative data aims to elicit clarifications and elaborations on some of the items in the questionnaire. It enables the investigator to extract comprehensive data regarding the topic. The questions revolved mainly around the challenges encountered by students in writing development, audience awareness and the types of difficulties experienced.

3.4. Data Collection Procedures

The first data collection instrument that was used to collect quantitative data was the questionnaire. It is composed of two parts 1) the participants' background information and 2) university students' perceptions of the challenges they encountered in developing writing and audience consideration in writing. Demographic information, including gender, age, semester of study and overall confidence in writing, is requested in Part 1 of the questionnaire. Four items comprised Part 2, 2 of which dealt with the most difficult writing aspects and reasons behind these difficulties. This section also covers the difficulties they experienced in understanding audience. The questionnaire was administered in person at Sultan Moulay Slimane university, with the researcher giving the respondents instructions on filling them out and collecting the completed forms. The researcher could fully comprehend the questions by providing the participants with relevant explanations during the in-person distribution and questionnaire completion. One of the strengths of using a questionnaire in this study is to elicit quantitative data related to the challenges students encountered in relation to writing development and audience awareness. Semi-structured interviews were also used to investigate teachers' perceptions of the challenges that students faced in developing writing and increasing audience consideration in writing. Eight teachers comprised the interview. It also explores the types of difficulties experienced by students.

The data collected were analyzed by comparing questionnaire responses across second-year and third-year students, while interview data were examined to identify recurring challenges.

4. Methodology

4.1. The most challenging Aspects of Writing and the Reasons Behind this Difficulty.

The most difficult writing aspects and the reasons underlying their responses were explored. The writing aspects which students find the most difficult were first considered, and then the reasons behind their difficulty were examined. Thus, these results provide a descriptive and explanatory view of the issue.

Table 1: Extent to which Aspects of Writing were Difficult

Writing Aspects	2 nd Year (N=61) Mean	SD	3 rd Year (n=62) Mean	SD	Total (N=123) Mean	SD
Generating Ideas	2.33	1.01	2.42	1.18	2.37	1.10
Organizing Ideas	2.41	1.13	2.31	1.11	2.36	1.12
Developing Ideas	2.51	.99	2.61	1.12	2.56	1.06
Grammar and vocabulary	2.89	1.27	2.19	1.13	2.54	1.26
Structure and Organization	2.28	.99	2.40	1.09	2.34	1.09
Writing for an Audience	2.61	1.10	2.73	1.19	2.67	1.13

Table 1 compares second-year and third-year students on six writing aspects related to writing challenges. A variation in the mean scores was recognized when the findings between second-year and third-year students were compared. For instance, vocabulary and grammar was the writing aspect which second-year students faced more difficulties with compared to third-year students who perceived grammar and vocabulary as the least difficult aspects, as reflected in the mean scores. On the other

hand, writing for an audience received comparable mean scores from both second-year ($M=2.61$) and third-year students ($M=2.73$), indicating similar levels of difficulty among the two groups. Among the six aspects, only grammar and vocabulary showed a significant difference between second-year and third-year students $t(121) = 3.181, p=.002$, which indicates that second-year students were more likely to struggle with the complexity of grammar and vocabulary compared to third-year students.

Table 2: Reasons behind the Difficulty of Writing Aspects

Reasons	2nd Year N	2nd Year Mean	2nd Year SD	3rd Year N	3rd Year Mean	3rd Year SD	Sig. (2-tailed)
Lack of practice	61	.62	.49	62	.60	.49	.766
Lack of understanding	61	.20	.40	62	.19	.40	.965
Limited exposure to some aspects	61	.62	.49	62	.53	.50	.309
Time constraints	61	.25	.43	62	.42	.50	.041

As displayed in table 2, second-year and third-year students were compared on four reasons behind the difficulty of the writing aspects analyzed earlier. Across the four reasons, there were no meaningful differences emerged for lack of practice, lack of understanding and limited exposure to some aspects, and the mean scores for both groups were similar. Time constraint, on the other hand, was the only reason, where a statistically significance difference was found with third-year students reporting a higher mean score. These results suggest that there was a relationship between facing challenges in grammar, vocabulary and time constraint as a reason behind this difficulty. Put it differently, the difficulties in grammar and vocabulary were obviously related to time constraint in that they demonstrate that both second-year and third-year students who faced these challenges had greater chances to overcome them when given sufficient time. Overall, the most difficult writing aspects and the reasons behind them did not differ significantly between second-year and third-year students, with only grammar, vocabulary, and time constraint emerging as an exception.

With regard to the difficulties teachers reported students face in developing their writing, limitations in writing proficiency such as lack of practice, grammatical and structural issues, poor organization of ideas, struggle with errors, and misuse of linking devices were highlighted by several participants. As reported by a teacher, "limited prior exposure to structured writing, difficulties with grammar and sentence construction, lack of practice in organizing and developing ideas logically, limited vocabulary and inappropriate use of linking devices, struggling to revise or identify errors" (teacher 1). Another participant expressed a similar view, linking it with lack of meta-cognitive strategies. He reported that students experience multiple difficulties: "language proficiency, their ability to plan, organize, evaluate and revise ideas critically, and self-monitoring. A great majority of students still have not gained these skills and meta-cognitive strategies to be able to improve at a rapid pace" (teacher 4). This indicates that lack of meta-cognitive strategies and limited writing proficiency may impede students' development of writing. Other participants noted that limited exposure to reading can lead to repetitive use of vocabulary and therefore negatively affect writing development.

4.2. Challenges in Audience Awareness and the Types of Difficulties Experienced by Students.

It would be appropriate to start by examining whether students encountered challenges in understanding who their audience was, which is exhibited in the following table before analyzing the types of difficulties students experienced.

Table 3: Students' Responses to the Challenges Encountered in Understanding Audience

Response	2nd Year (N=61)	3rd Year (N=62)	Total (N=123)
Yes	41(67.2%)	41(66.1%)	82(66.7%)
No	20 (32.8%)	21(33.9%)	41(33.3%)
Total	61(100.0%)	62(100.0%)	123(100.0%)

Table 3 shows that a slightly larger proportion of second-year students (67.2%) reported facing challenges in understanding their audience while writing compared to third-year students (66.1%). In contrast, a smaller proportion of second-year students (32.8%) and (33.9%) reported encountering no challenges with understanding their audience. This may be attributed to the fact that students may not have greater experience understanding the audience and become able to effectively address them.

Table 4: Students' Challenges in Understanding the Intended Audience

Test	X2	Df	Sig. (2-tailed)
Pearson Chi-Square	.016 ^a	1	.899

The Pearson Chi-square was performed to see if there were any differences between both-second-year and third-year students of whether they encountered difficulties in understanding the target audience. As indicated in table 4, the responses of both second-year and third-year students were not statistically significant, and the challenges faced by the two groups in their way to understand and effectively address the intended audience was not necessarily affected by the academic level.

Table 5: Types of Difficulties in Understanding the Audience

Types of difficulties	2 nd Year (N=61) Mean	SD	3 rd Year (N=62) Mean	SD	Sig. (2-tailed)
Lack of knowledge about the audiences' needs and expectations	0.59	0.50	0.53	0.50	.52
Limited knowledge of the audiences' background knowledge	0.54	0.50	0.50	0.50	.64
Inability of adjusting language, tone and structure	0.23	0.42	0.37	0.48	.09
Difficulty of organizing ideas to the target audience	0.23	0.42	0.32	0.47	.24

Regarding the types of difficulties students face in understanding the target audience, it was revealed that second-year students obtained slightly higher mean scores in lack of knowledge about the audiences' needs and expectations and limited knowledge of the audiences' background knowledge. In contrast, third-year students reported higher mean scores in inability of adjusting language, tone, structure, and the difficulty of organizing ideas to the target audience. These findings highlight that both second-year and third-year students' responses were not statistically significant, which was clearly shown in the difference values, as they were higher than the threshold value ($p=0.05$). However, the type of difficulty which showed a little significance between the two groups was (inability of adjusting language, tone and structure). The difference approached significance ($p=.09$), but it did not reach statistical significance.

Teachers highlighted further challenges related to adaptation of students' written production to different audiences. Lack of understanding of audiences' needs and unawareness of cultural differences was one of the most frequently mentioned challenges students faced in developing their awareness of the audience. As teacher 2 explained, "Lack of understanding of audience needs and expectations and lack of awareness of different cultural backgrounds". A comparable perspective was reported by another teacher, who associated the difficulty of audience awareness also with poor register: "Lack of awareness of register; their inability to adjust according to different audiences, limited understanding of audience needs, unawareness of cultural differences" (teacher 5). Other teachers shared a similar opinion indicating that students may overgeneralize or assume that the audience possesses the same knowledge, which may lead to inappropriate adjustment of writing style and ideas to the audiences concerned. Some also stated that students' awareness of different levels of formality was limited, which affected their ability to use them appropriately. These responses indicate that adaptation of students' writing for different audiences was hindered not only by the misuse of appropriate tone or vocabulary and lack of awareness of different degrees of formality, but also by lack of understanding of their audiences' needs and expectations, and the assumption of shared knowledge between the writer and the addressed audience.

5. Discussion

The purpose of the current paper has been to investigate perceived challenges reported by students and teachers in relation to writing development and audience awareness. The paper has raised one research question that was answered by using different data collection instruments.

The research question examines the challenges reported by students and teachers in developing their writing and increasing audience awareness. Drawing on questionnaire and interview data, the most difficult aspects of writing, the reasons behind these difficulties, and the challenges related to audience awareness are discussed. The discussion, then, seeks to find out whether the

academic level affects students' reported experiences or whether the challenges continue to exist even as students advance from one academic level to another.

The questionnaire findings with regard to the most challenging aspects of writing and the reasons behind this difficulty display that both second-year and third-year students faced difficulties in relation to vocabulary and grammar, with some variation across academic levels. The question that we should ask ourselves here is that why then do vocabulary and grammar? Why do these aspects of writing cause more trouble to students. This can be explained by the fact that second-year students have not yet enriched their vocabulary and mastered grammatical rules thoroughly. This finding is consistent with previous research indicating that the main difficulties in students' writing are primarily related to vocabulary and grammar (Bulqiyah et al., 2021). The reasons including lack of practice, lack of understating, and limited exposure to some aspects were similar across the two academic levels. However, time constraint is related to writing challenges, which obviously indicates that sufficient time is required for writing to be developed. In a similar vein, Mahardika and Utami (2024) have emphasized that time constraint affected writing quality, as students tend to produce higher- quality essays when given sufficient time compared to shorter time. Similarly, teachers' interviews highlighted that the development of writing may be hindered by several challenges. Teachers revealed that students often struggle with limited writing proficiency, lack of metacognitive strategies, the misuse of vocabulary or tone, limited awareness of appropriate register, and lack of understanding of the audiences' expectations. These perspectives reveal that some of the challenges reported in the questionnaire are also identified by teachers in the interviews.

Regarding audience consideration in writing, most third-year and second-year students reported facing challenges in understanding the audience, whereas a smaller proportion of third-year and second-year students reported facing no challenges with understanding the audience. Although third-year students encountered difficulties in adapting language, tone, structure and idea organization to better suit the audience, second-year students faced more challenges stemming from limited awareness of audiences' needs, expectations, and background knowledge. This highlights that audience awareness may be recognized at the theoretical level but not implemented in practice. This raises the question of why this aspect is the most difficult. Addressing an audience and being aware of it is also considered as a difficult task among both second-year and third-year students, i.e., producing a text which appropriately addresses audiences' needs, experiences, and beliefs is required. Indeed, understanding the audience's needs and tailoring the written production to the audience is not an easy task not only for second-year and third-year students but also for others as well. This interpretation is consistent with previous research indicating that anticipating audiences' expectations may be a very difficult task, particularly among novice writers who are not used to produce texts that takes into consideration the interests, needs, and requirements of the audience (Hyland, 2005). A similar view was stated by Kurniawan & Hidayati (2016) who indicated that learners perceive audiences to have shared characteristics and therefore do not respond to their needs, interests, or personal backgrounds. While the questionnaire results highlighted students' perceptions of the challenges faced in audience awareness, teachers' interviews allow for a deeper understanding of the difficulties students encounter in developing their audience awareness in writing. The teachers' perceptions highlight the difficulty of developing audience awareness among students. Schmidt (2020) argues that teaching audience awareness is a challenging task for teachers, which is consistent with the findings of the present study. Their views not only support the reported challenges in the questionnaire but also shed light on the instructional practices influencing writing for an audience.

The questionnaire findings suggest that the challenges students encountered in writing development and audience awareness remain consistent across the two academic levels. This consistency between second-year and third-year students suggests that these challenges are persistent and not limited to a specific academic level. Instead, continuous guidance from teachers and the integration of some resources may be useful in overcoming these challenges, and therefore demonstrating significant improvement in writing and audience awareness.

6. Implications

The findings of the present study have led to implications and suggestions on the challenges reported by students and teachers with writing development and audience awareness. Second-year and third-year students must develop an awareness of the development of writing and audience consideration in writing. They need to learn how to organize ideas, use cohesive devices, vocabulary, spelling, mechanics, and grammar appropriately. They also need to learn how to adjust register, purpose, and polite forms according to the needs and expectations of the intended audience. This requires engagement with various tasks that help improve writing and which involve addressing different audiences. Moreover, students must be more responsive to feedback from their teachers and use it as a tool for improving writing and audience consideration in writing. In so doing, they can identify recurring difficulties and try to overcome them over time.

Teachers must emphasize the importance of writing and audience awareness in writing instruction. They have to design classroom activities that aim to enhance students' writing awareness of audience. These students should be guided to use appropriate linguistic and rhetorical aspects of writing. In addition, teachers must provide sufficient feedback which focuses on

both grammatical accuracy and rhetorical effectiveness. Students therefore not only learn how to write correctly, but also how to produce written texts which are better suited to different audiences.

Teachers must adopt more effective pedagogical practices that aim at supporting students' writing development and increasing audience awareness. For example, teachers may include explicit teaching of forms of writing, analysis of models of writing for different audiences, error correction, and peer-review. Such practices reflect great effort to help students overcome the difficulties they encounter and therefore improve their writing and produce texts which meet audiences' expectations.

7. Limitations

As with any research, the present paper has some limitations. The first has to do with the specific institutional context, which may limit the generalizability of the findings to other universities. Due to access, availability and time constraints, this research does not employ classroom observation or longitudinal tracking as instruments to collect the data. Besides, to have a clear idea of the perceived challenges in writing development and audience awareness, it would be better to have teachers' perspectives differentiated by academic levels rather than being collected at a general level.

8. Conclusion

The present study explored students and teachers reported challenges in relation to writing development and audience awareness. The results showed that students continue to face a range of challenges in the development of writing and audience awareness. Difficulties related to vocabulary use, grammatical accuracy, writing proficiency, understanding audience expectations, and degrees of formality. The persistence of these difficulties indicates that writing development and audience consideration in writing are skills that require more practice and continuous support. These findings suggest that there is a need for designing structured activities to help students develop their writing and increase their awareness of the audience.

Numerous inferences can be made in light of the results and the discussion that followed. With regard to the challenges students encountered with writing development and audience awareness, teachers emphasized that they are linked to lack of meta-cognitive strategies, limited engagement with reading practices, and lack of listening skills, which lead to repetition of the same lexical items and thus negatively affect writing development and audience consideration in writing. Moreover, teachers highlighted that students often demonstrate resistance to change and make recurring errors despite teachers' correction. Lack of self-confidence is also identified, as students are reluctant to engage in the writing process as well as share their written work with their peers. This suggests that students need additional support including, self-confidence, courage, and effective strategies to develop their writing and increase their awareness of audience over time.

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