



**TECHNICAL UNIVERSITY OF COTOPAXI**  
**PUJILÍ CAMPUS**

**UNDERGRADUATE PROGRAM**  
**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY**  
**ENGLISH MAJOR**

**RESEARCH REPORT**

**“BELIEFS AND PRACTICES IN TEACHING EFL WRITING  
IN HIGH SCHOOLS”**

Research report before obtaining the bachelor degree in National and Foreign  
language Pedagogy, English Major

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**MARCH - 2024**

## DECLARATION OF AUTORSHIP

I, Carvajal Jácome Claudia Liset with ID number 1803755642, I declare to be the author of the following RESEARCH PROJECT: **“BELIEFS AND PRACTICES IN TEACHING EFL WRITING IN HIGH SCHOOLS”**, Cando Guanoluisa Fabiola Soledad, MgC., serves as the Tutor of this work. We expressly release the Technical University of Cotopaxi and its legal representatives from any potential claims or legal actions.

Furthermore, we certify that the ideas, concepts, procedures, and results presented in this research work are solely my responsibility.

Pujilí, march 2024

A handwritten signature in black ink, appearing to read 'C. Carvajal', is written over a light pink rectangular background.

Claudia Liset Carvajal Jácome  
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## **ENDORSEMENT FROM THE PROJECT TUTOR**

As the Tutor of the Research Project titled:

**“BELIEFS AND PRACTICES IN TEACHING EFL WRITING IN HIGH SCHOOLS”**,  
by Carvajal Jácome Claudia Liset, from the Department of National and Foreign Language Pedagogy  
English Major, we believe that the aforementioned Research Project deserves approval endorsement for  
meeting the technical standards, translation, and prescribed formats, as well as for incorporating the  
observations and recommendations proposed during the pre-defense.

Pujilí, march 2024



Cando Guanoluisa Fabiola Soledad, MgC

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## **APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE**

As the Readers' Committee, we hereby approve the present Research Report in accordance with the regulatory provisions issued by the Technical University of Cotopaxi and its Pujilí Extension. The applicants, Carvajal Jácome Claudia Liset, with the title of the Research Project: “**BELIEFS AND PRACTICES IN TEACHING EFL WRITING IN HIGH SCHOOLS**”, have taken into consideration the recommendations issued in a timely manner and possess sufficient merits to undergo the thesis defense.

Based on the aforementioned, authorization is granted to record the corresponding files on a CD, in accordance with institutional regulations.

Pujilí, March 2024

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## **GRATEFULNESS**

*Dwelling under the shadow of the omnipotent, I sincerely thank my Technical University of Cotopaxi in the Authority of Mr. Engineer Carlos Mantilla as director of the extension Pujilí, for its support from the first moment.*

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## **DEDICATION:**

*With eternal love for Jimenita my beautiful mother; Your support has always been unconditional even with your illness, you are so strong, solid, and positive at all times, you never let me down, now I dedicate this English degree to you alone, even knowing that in Veterinary Medicine you also achieved it by obtaining a Medical professional Veterinarian, now you have a professional English teacher, I love you mommies.*

*To my daddy Marco for waiting for the nights to return home*

*To my beloved husband Fabián with Freedom, Love and Patience and*

*My brother Jose Luis, my nephew Caleb.*

*Claudia*

# TECHNICAL UNIVERSITY OF COTOPAXI

## UNDERGRADUATE PROGRAM

### DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

#### ENGLISH MAJOR

THEME: “Beliefs and practices in teaching EFL Writing in high schools”

Author:

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#### ABSTRACT

The present study “Beliefs and practices in teaching EFL Writing in high schools” has features of a survey research design besides. The objective was to describe teachers’ beliefs and practices in teaching writing in high schools of the Cusco - Perú. Therefore, a quantitative descriptive approach was used to collect and analyze data through a survey applied to twenty-one EFL teachers situated in the Province de Cusco, Department of Cusco, - Perú. Indeed, the Cusco city was selected with the criteria of convenience sampling because of the accessibility to the English teachers’ coordinator to ask for the authorization. Moreover, data was analyzed by SPSS 20.0. As a result of the study showed that there is a strong consensus among respondents, endorsing writing as a cognitive process-based activity and favoring its role as a form-based activity. Thus, this collective perspective emphasizes the significance of writing as a tool for learning and practicing linguistic structures, coupled with the application of specific textual genre features through controlled composition tasks. Moreover, participants advocate for teachers to assume a dual role as transmitters and facilitators in the writing instructional process. Finally, the majority of high school instructors adopted the principles (activities, strategies) of the product approach and process approach to teach writing.

**Keywords:** Classroom Practice; Teacher’s Belief; Teaching Writing; Writing Skills.



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Carrera de  
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## *AVAL DE TRADUCCIÓN*

En calidad de Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al idioma español del proyecto de investigación cuyo título versa: **“BELIEFS AND PRACTICES IN TEACHING EFL WRITING IN HIGH SCHOOLS”** presentado por: Claudia Liset Carvajal Jácome, egresada de la Carrera de: **Pedagogía De Los Idiomas Nacionales Y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizo bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo en cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente aval para los fines académicos legales.

Pujilí, marzo del 2024

Atentamente,

Cando Guanoluisa Fabiola Soledad MSc.  
ID: 0502884604  
**TUTORA**





## UNIVERSIDAD TÉCNICA DE COTOPAXI

### EXTENSION PUJILI

**TITULO:** “Creencias y prácticas en la enseñanza de la escritura en inglés como lengua extranjera en las escuelas secundarias”

**Autor:**

Claudia Liset Carvajal Jácome

### RESUMEN

El presente estudio “Creencias y prácticas en la enseñanza de la escritura en inglés como lengua extranjera en las escuelas secundarias” tiene además características de un diseño de investigación por encuesta. El objetivo fue describir las creencias y prácticas de docentes en la enseñanza de la escritura en escuelas secundarias del Cusco - Perú. Por lo tanto, se utilizó un enfoque descriptivo cuantitativo para recolectar y analizar datos a través de una encuesta aplicada a veintiún profesores de inglés como lengua extranjera ubicados en la Provincia de Cusco, Departamento de Cusco, - Perú. En efecto, la ciudad del Cusco fue seleccionada con el criterio de muestreo por conveniencia debido a la accesibilidad al coordinador de profesores de inglés para solicitar la autorización. Además, los datos fueron analizados por SPSS 20.0. Como resultado del estudio se demostró que existe un fuerte consenso entre los encuestados, que respaldan la escritura como una actividad basada en procesos cognitivos y favorecen su papel como una actividad basada en la forma. Así, esta perspectiva colectiva enfatiza la importancia de la escritura como herramienta para aprender y practicar estructuras lingüísticas, junto con la aplicación de características específicas del género textual a través de tareas de composición controlada. Además, los participantes abogan por que los docentes asuman un doble papel como transmisores y facilitadores en el proceso de instrucción de la escritura. Finalmente, la mayoría de los profesores de secundaria adoptaron los principios (actividades, estrategias) del enfoque de producto y del enfoque de proceso para enseñar escritura.

**Palabras clave:** Práctica de Aula; Creencia del Maestro; Enseñanza de la escritura; Habilidades de escritura.

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## **UNDERGRADUATE DEGREE WORK STRUCTURE**

### 1. General Information

Theme: "Beliefs and practices in teaching EFL Writing in high schools"

Starting Date: October - 2023

Ending Date: March - 2024

Place of Research: Cusco - Perú

Sponsoring Faculty: Carrera de Pedagogía de los Idiomas EXTENSION PUJILI

Sponsoring career: National and Foreign Language Pedagogy English

Linked Research Project (if applicable):

Macro project of the career: Formative processes in the teaching and learning of the English language in the educational institutions of the province of Cotopaxi

Research Group: English Teacher's

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Knowledge area: Education

Research line: Education, Communication and Design for the development human and social

Research line of the career: Pedagogical, practices, didactic, curricular and inclusive in the areas of knowledge

## PROBLEM STATEMENT

Teaching English includes developing different skills such as: listening, speaking, reading, and writing. Generally, “teachers perceive writing as the most important and difficult skill to acquire in language learning” (Thaqi and Gagarin, 2019, p. 77) Writing is a very complex thought process and its learning must be guided in such a way that the teacher allows students to express their ideas and thoughts in an open and clear way with cultural knowledge and the linguistic development of students both in their mother tongue as in the foreign language. The main problem is that it can constitute a source of difficulties in the acquisition of new rules, forms and strategies for the development of writing, including failures in the construction of sentences, with imprecise and confusing wording, difficult to understand. If a sentence lacks order in syntax, then it lacks logic, for which understanding will be confusing for success in writing and the teaching-learning process of writing must result in the student's ability to develop strategies that allow issuing an efficient written message, along with the correction of errors in writing that will be carried out from the first versions of the written process. The teacher must keep a record of individual student results to make inferences. According to Pajares (1992), the belief system represents a personal guide, since it helps individuals define and understand the world and themselves.

The application considers necessary instruments in the teaching of the English language, among them there are beliefs about writing, the assessment instrument and the indicators to determine the level of the students, as well as planning activities to be used in the different skills of the writing, the implementation of the application by the English teaching teacher, as it provides them with the necessary information to know and determine the level of competence of each student, as well as the activities that they can successfully carry out. (Pham & Truong, 2021 p. 23)

To increase this level by always indicating the four skills of the English language: listening, reading, speaking and writing for the development of writing and its contribution to the teacher is to provide innovative tools that allow and facilitate the teaching and learning of English through strategies, methods and techniques of writing in the English language. (Thaqi and Gagarin, 2019, p. 78)

Writing should be learned as a means to learn new lexical elements, grammatical rules, etc., and as an end to express your own narrative ideas, which is why knowing the beliefs and practices in teaching EFL writing is imperative. Even though there is some international research on this issue, there is no research about the secondary English teachers' beliefs and practices in teaching writing in EFL classrooms in Cusco -Peru. Some of the studies investigated mentioned that “there appears to be a significant gap that separates English language learning with its weak or nonexistent focus on English writing” (Fu & Matoush, 2012, p.36). Teachers agree on the importance of writing skills, which suggests that the problem does not lie in their beliefs, but in the way they teach writing, that is, their practice. (Jashari & Fojkar, 2019). However, these results cannot be generalized, due to the different research context. The little or no interest in the beliefs and practices in the teaching of writing in English as a foreign language in the secondary schools of El Cusco-Peru means that there are no contributions on this field in the aforementioned city, generating a null vision of it and the difficulty in applying corrective strategies if necessary.

Thus, the objective of this research is to describe the beliefs and practices in teaching EFL writing in high schools in El Cuzco-Peru. This study will contribute to visualizing and improving teaching practice in teaching writing, in addition to encouraging discussion on the topic, making it serve as a basis for future research for those interested due to its scarcity. The following research questions will guide this study:

**Research questions:**

- What are the English teachers' beliefs and practices about writing in high schools in El Cusco Perú?

### 3. Objectives

#### 3.1 General objective

- To describe teachers' beliefs and practices in teaching writing in high schools of the Cusco - Perú.

#### 3.2 Specific objectives

- To analyze the teaching and learning of writing skill in EFL classrooms.
- To identify teachers' beliefs about teaching EFL writing in Cusco.
- To explore teachers' practices of writing skills of secondary school EFL learners.

#### 4. Activities and task system in relation to the objectives proposed.

Specific objective	Activities	Verification Means
To analyze the teaching and learning of writing skill in EFL classrooms.	Search bibliography about teaching writing Find previous research Create an outline Review papers. Write a draft Develop the theoretical Framework. Write a new draft Browse information. Choose Variables	Theoretical framework Sources Outline
To identify teachers' beliefs about teaching EFL writing in Cusco.	Apply a Personality test by internet Tabulate the results Analyze and interpret the results. Do the analysis	Analyze and interpret the statistical result SPSS

explore teachers' practices of writing skills of secondary school EFL learners.	Do the data analysis and discussions. Result tables.	Conclusion and Recommendation
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## 5. Justification

Although English is taught as a foreign language in schools, colleges and universities from an early age, the vast majority of students often face difficulties when developing their writing skills. According to Pham & Truong (2021) “some common difficulties students experience in writing are lack of vocabulary, writing anxiety, lack of ideas, interference from the native language, grammatical difficulties, weak structural organization, and poor spelling. Teachers suggest that these difficulties could be due to lack of reading and writing practice, ineffective teaching methods, and low motivation to write” (p11). In other words, the limited time for written production in interlearning, the lack of interest on the part of teachers and students, the lack of vocabulary to produce the language, as well as the reduced opportunities to practice within the class or insufficient independent work have generated that the writing of apprentices are deficient.

Although research has been conducted on writing teaching methods, there is no study that generally determines what teachers believe and what they do in the classroom to teach writing. This research can motivate researchers to investigate writing and how to teach it in various contexts, since both teachers and students consider writing to be a very challenging task. Language teachers play a fundamental role in the teaching-learning process of writing skill; therefore, it is important to explore their beliefs about teaching writing and their influence on classroom practices.



## **6. Scientific and technical foundation**

### **6.1 Background**

Thaqi and Gagarin (2019) developed a study to explore teachers' perceptions about the learning of writing skill in elementary and secondary EFL learners in Kosovo. This was a quantitative study that collected data by using a survey applied to 85 primary and secondary English teachers. To test the correlation between teachers' opinions and writing development the Chi Square statistic was used. According to their responses, some common difficulties learners experience while writing are a lack of vocabulary, writing anxiety, lack of ideas, mother tongue interference, grammar difficulties, weak structure organization and poor spelling. The teachers suggest that these difficulties might stem from a lack of reading and writing practice, ineffective teaching methods and low motivation for writing. This study set out to evaluate English language teachers' perceptions regarding the writing skills of primary and secondary foreign language learners in Kosovo. It found that the teachers perceive writing as the most important and difficult skill to acquire in language learning. Moreover, the teachers are aware that their students are not motivated to write in English. As such, the teachers give little attention to writing in class, and put more emphasis on the development of the other language skills. Likewise, the teachers do not differentiate writing tasks for their students. It might be said that Kosovar teachers fail to practice what they believe in.

Sarwat et al. (2021) investigated the elementary students' writing problems and factors that hamper their English writing skills by using a Quantitative approach with survey method. A questionnaire was applied to 32 Pakistanie English teachers. Data was analyzed by using SPSS software. Findings of the study disclosed that the main problems

of students' English writing are due to poor command over English tenses, grammar, syntax and insufficient vocabulary, lack of creative ideas, writing anxiety, and weak structural organization. Elementary students do not have adequate knowledge and exposure about English writing skills. Considering learners' writing problems, factors and supportive suggestions. This research concluded that A little under half of the instructors reported that it is difficult to work with other colleagues during scoring of writing exams. Very few of them (23.6%) disagreed with collaborating with other teachers during scoring of writing exams and implement transmission methods, which do not permit teachers to reflect on their experiences, participate in their learning, and collaborate with their colleagues (Bayrakçı, 2009; Cimer, Çakır, & Çimer, 2010; Özer, 2004; Uysal, 2012). The result of such shortcoming is apparent in teachers' voices in this study

Wijaya (2022) investigate Indonesian EFL teachers' perceptions on the use of formative assessment in EFL writing. It used a qualitative method that contains interviewees in context. Participants were 2 Indonesia experienced EFL teachers. while the Data collection obtain the Journal results with These possible results with a higher degree of caution to not blindly implement all these probable suggestions into their multivariate language fields, in Conclusion, there were some particular shortcomings discovered in this present small-scale qualitative study. Firstly, since there was only a small number of research participants taking part to share their perspectives toward the role of formative assessment in varied writing classroom learning contexts Secondly, since the obtained findings merely focused on 2 experienced EFL teachers holding English Education Master Degree, it is worth reminding that all ELT parties all around the globe to interpret these possible results with a higher degree of caution to not blindly implement all these probable suggestions into their multivariate language fields

Valizadeh (2019) applied a Quantitative Survey in Turkey with the Participants 152 English as a Foreign Language. Data collection by Questionnaire Further, this research

explored the teachers' beliefs about different writing assessment methods, general assessment issues in writing classrooms and then scoring accuracy in writing assessment. Although 80.9% of the teachers stated that they had already received prior training in WAL, a vast majority of the participants (over 90%) stated they need to receive training in all the investigated WAL areas. In conclusion writing instruction and assessment must not be neglected in teacher training and education courses in Turkey. Nevertheless, more research is needed to know how to improve the quality of writing instruction in EFL classroom in this country

Fu and Matoush (2016) investigated Teacher's perceptions of English language writing instruction in China; whether the students' writing is assessed against normative standards of genre, style, grammar, spelling, and handwriting or calligraphy. There are 123 teachers that participate in the survey. If English is to serve the multiple perspectives of an

language versions of 'proper' English" (Nayar, 1997, p. 31) needs to be reconceptualized. There is a need for the development of theorized interdisciplinary (Chinese literacy combined with English language) education that is specifically aimed at adequately acknowledging the depth of knowledge associated with native language literacy, while positioning students to grow into consciously flexible biliterate bilinguals who, equipped with a repertoire of discursive strategies, are able to demonstrate deeply structured, empowered discourse.

## **6.2 Theoretical Framework**

### **6.2.1 Writing in English language**

Writing in English, being a universally recognized language utilized in various academic, professional, and informal settings, incorporates a wide range of communicative

objectives, genres, and conventions (Seidlhofer, 2013). Constantly contested are suitable norms and standards for a language with more than a billion non-native speakers that is pluralistic in nature (Jenkins, 2014).

The examination of cultural variations in organizational preferences and rhetorical patterns is the focus of comparative rhetoric research (Kaplan, 1988). Initial interpretations of the deficit model suggested that remediation was necessary for strict first language interference. However, subsequent reconceptualization acknowledge that diverse strategic preferences are indicative of varied thought processes (Connor, 2008).

The dynamic characteristics of standards within internal, external, and growing spheres of English usage are further underscored by frameworks associated with English as a lingua franca (ELF) and World English's (Kachru, 1985). Authors utilize regionalized idiomatic expressions and inventive lexicogrammar to attain intelligibility while deviating from the standards of inner circle natives (Cogo & Dewey, 2012). Emergent hybridity and multilingual code-meshing characterize ELF. Postcolonial and translingual theories advocate for the importance of writer agency and fluidity, as opposed to rigid rules or a limited sense of "nativeness" (Pennycook, 2010).

From an educational standpoint, task-based approaches promote the idea of students gaining practical experience in real-life communication scenarios, collaborating with others, and resolving uncertain challenges. By providing scaffolding for genre knowledge and the writing process, appropriating conventions of target discourse communities is facilitated. Regardless of variations in formal properties, the ultimate evaluative standard continues to be the production of functional, meaningful texts for readers (Long, 2014).

### **6.2.2 Teaching EFL Writing**

Writing in a foreign language presents language learners with numerous obstacles. The cultivation of writing proficiency necessitates a comprehensive grasp of rhetorical conventions in the target language, in addition to a solid foundation in vocabulary and grammar. The instruction of writing in English as a Foreign Language (EFL) is a multifaceted endeavor that requires thoughtful deliberation of pedagogical strategies that promote achievement among students (Graham, 2018).

Negative language transfer, inadequate English linguistic knowledge, and cross-cultural rhetorical differences all present challenges for EFL writers (Zhang, 2021). The output is erroneous when first language structures are transferred into English that do not translate properly. Furthermore, it is difficult for inexperienced EFL authors to construct the grammatical structures and lexicon required to convey precise meaning (Al Samadani, 2010). Linguistic barriers converge with contrastive rhetoric, a theoretical framework positing that cultural values influence the way languages construct messages in relation to aspects such as authorial presence and linearity (Kaplan, 1988).

Considering the intricate obstacles encountered by EFL writers, scholarly investigations support the use of eclectic teaching frameworks as opposed to inflexible approaches. Eclectic methodologies enable the adaptation and recognition of varied contexts (Hyland, 2003). Prominent suggestions encompass the following: instructing writing as an iterative process to fortify the development of ideas; explicitly addressing rhetorical patterns and genres to cultivate linguistic and contextual awareness; encouraging collaborative writing to facilitate the exchange of knowledge; empowering students with authority over writing assignments to enhance their investment; and integrating deliberate grammar instruction to enhance precision (Graham, 2018).

In addition to facilitating research, feedback, composing, collaboration, and metacognitive monitoring, digital tools aid EFL writers. By strategically incorporating these methodologies into an integrative framework, pupils can capitalize on their unique strengths while improving their areas of weakness (Zheng & Warschauer, 2017).

### 6.2.3 Elements of Writing in English

As an endeavor that employs a variety of cognitive resources and capacities, writing is complex. In addition to linguistic knowledge, lower-level transcription skills, higher-order self-regulation abilities, and motivational engagement, scholars have identified critical elements that influence the development of written literacy in English (Graham, 2018).

- **Transcription:** involves the process of transforming verbal concepts into written form by verifying the accuracy of orthography, constructing grammatically correct sentences, and adhering to conventions such as capitalization and punctuation. Cognitive resource allocation is liberated for more complex tasks such as revision and organization when fluid transcription capabilities are utilized, whereas laborious transcription strains the limited resources of working memory (Graham & Perin, 2007).
- **Controlling Oneself:** written work that is intricate in nature can be autonomously guided by means of self-regulation. Self-directed writing is distinguished by key competencies such as goal setting, self-monitoring progress, activating pertinent knowledge, logically organizing concepts, rereading to assess coherence, and intentionally revising in response to feedback (Graham & Harris, 2000).

- **Knowledge of Linguistics:** in addition to a comprehensive understanding of rhetorical conventions, effective writing necessitates the use of large vocabularies, precise grammar, cohesive devices, and cohesive devices. Word quality is influenced by lexical abundance, precise morphosyntax usage, transitional elements, and genre consciousness. Language consciousness and production skills are enhanced via explicit analysis of linguistic features in model texts (Myhill, 2018).
- **Driven by intention:** There is relation between students' motivation and proficiency in writing and their level of self-efficacy and clear intentions when it comes to communicating. Engaging individuals is facilitated by appealing to their intrinsic motivation via ownership of meaningful writing (de Milliano et al., 2017),
- **Evaluation and Adaptive Teaching:** tailored instruction focuses on the specific areas where competence is lacking, as determined by diagnostic evaluations. A comprehensive approach to writing instruction incorporates all essential components by employing practices supported by empirical evidence, such as process writing, guidance on strategies, collaborative activities, and personalized feedback (Graham & Perin, 2007).

#### 6.2.4 The Writing Process

It is generally accepted that writing is a recursive process, as opposed to a linear one, that requires the integration of various cognitive functions. To enlighten instruction and facilitate comprehension of the complex writing process, scholars have identified crucial stages that comprise it (Flower & Hayes, 1981).

- **Planning:** To effectively plan, it is necessary to establish writing objectives, generate and arrange ideas that are pertinent to the purpose and audience, and take

genre conventions into account. Proficient writers dedicate a substantial amount of time to carefully organizing content prior to transforming concepts into sentences, employing methods such as concept mapping, outlining, or listing (Graham, 2018).

- **Creating drafts:** Drafting transforms preliminary plans into initial written work conveying significant substance. In sloppy, exploratory manuscripts, the communication of meaning takes precedence over technical precision. Regular practice is essential for students to develop ideas in writing in a substantive manner (Graves, 2003)
  
- **Examining and revising:** When compositions are reviewed diagnostically to identify areas that require refinement, and then revised meaningfully to update, elucidate, refine, or restructure ideas, coherence and depth are enhanced. Skilled writers engage in recursive cycles of content revision and composition, regarding initial endeavors as malleable (Graves, 2003).
  
- **The editing processes:** While refraining from altering the content itself, editors concentrate on technical aspects such as grammar and mechanics. As soon as concepts are solidified, subsequent revisions shift the focus towards refining clarity via sentence variety, word selection accuracy, adherence to formal orthography and capitalization conventions, punctuation, and layout (Graves, 2003).
  
- **Content publication:** By means of print or digital platforms, publishing brings writing to the public. Providing motivational incentive throughout the process is the act of sharing work with authentic audiences, which extends beyond the instructor (Graves, 2003).



### 6.2.5 English writing skills

Proficiency in English writing requires the gradual development of a variety of interrelated abilities facilitated by mentored practice and specific instructional criticism. Ferris and Hedgcock (2021) posit that essential writing competencies encompass the capacity for recursive revision, the ability to integrate research, astute flexibility across genres and contexts, and a substantial vocabulary for precise expression, all of which contribute to the generation of pertinent ideas, deliberate organization through cohesive structures, and recursive revision capabilities.

In the context of a content approach, competent ideation pertains to the capacity to decipher prompts, mobilize, and arrange pertinent prior knowledge, strategically devise content strategies, and ultimately convert concepts into written form. One way in which writers can effectively convey nuanced meanings is through the intentional use of evocative descriptive language, literary devices such as metaphors, and subject-specific expressions or terminology (Yancey et al., 2021).

In terms of organization, proficient English writers deliberately arrange paragraphs, align arguments, and employ logical transition phrases to direct readers through narratives or analyses. The utilization of rhetorical techniques such as illustrations, examples, formatting, providing details, topic sentences, and rhetorical queries effectively integrates various elements into prose to enhance its flow and comprehension (Laminack & Wadsworth, 2012).

Pupils can convey ideas clearly and without distracting mechanics errors when they apply punctuation standards, conventions of grammar, rules of capitalization, and appropriate tone or formality with ease (Graham, 2019).

Furthermore, proficient skills in the areas of content revision, editing, and deliberate rewriting of written material are essential competencies. Informed targeted revision is

metacognition that identifies reflectively areas where manuscripts can be improved through modifications to content, language usage, organization, and evidence citation, among other things (Murray, 2009).

By contextually applying evidence from external sources, succinctly synthesizing references, and disclosing limitations surrounding textual claims, research fluency enhances the credibility of an academic work; addition to bolstering writing, adept incorporation of citations supports analyses. In conclusion, the ability to adapt one's writing style and conventions to new genres signifies the acquisition of specialized knowledge (Meisani, 2022).

### **6.2.6 Approaches to Teach Writing**

To ensure that writing instruction is effective, an integrative approach must be taken that considers the various domains of knowledge and skills that influence the development of written literacy (Graham, 2019).

From theory and practice, two principal instructional orientations have emerged: the process methodology and the product methodology. Modern approaches to writing instruction emphasize the recursive process rather than the final written product or text, whereas traditional approaches emphasize the final product or text (Graham, 2019).

#### **A. Product Approach**

The product approach focuses instructional efforts on teaching students about literary techniques, grammatical rules, controlled composition exercises, model texts that showcase quality writing, and usage conventions. The objective is to enable students to reproduce the refined linguistic elements and organizational patterns that are evident in exemplary sample texts (Brown & Lee, 2015).

The product approach prioritizes precision in completed texts and familiar forms over original expression. These strategies include sentence combining to connect simpler patterns into more complex constructions, fill-in-the-blank activities that require students to complete predetermined story starters, and text transformation, which involves the systematic alteration of an original piece (Graham, 2019).

According to Castro (2017), critics argue that the product methodology fails to consider recursive writing processes, limits students' ability to take advantageous risks for progress, reduces their sense of ownership over communicative objectives, and does not extend beyond formulaic text forms. Students may imitate superficial linguistic elements found in high-quality examples without developing the more profound strategies that proficient writers utilize to construct persuasive texts that align with learning objectives. Prescribed requirements that include predetermined organizational schemas, vocabulary, and syntactic choices may impede the connection between genuine purpose and audience, which is crucial for motivation.

## **B. Process Approach**

Process-based instruction, on the other hand, emphasizes extended writing for authentic communicative objectives, recursive cycles of planning ideas through the use of strategies such as outlining or webbing, translating evolving plans into language during sloppy initial drafts, content review, structure revision, and detail elaboration in response to feedback, rewriting to ensure clarity, and publishing polished final texts for actual readers (Pritchard & Honeycutt, 2008).

The process methodology encompasses several elements: extended classroom time dedicated to writing and sharing drafts in a collaborative community where students

support one another's development, brief skill-focused mini-lessons on flexible writing strategies that students may choose to incorporate into their developing works, and publication opportunities that inspire young authors as they acquire publication experience (Graves, 2003).

An effectively integrated writing pedagogy fosters linguistic proficiency, compositional skills, the application of adaptive strategies, student motivation, and self-direction through the implementation of authentic writing tasks that are suitably scaffolded and scaffolded. Students navigate these tasks by flexibly applying phase-based composition processes that are appropriate for the current objectives (Myhill, 2009).

### **6.2.7 Methods and strategies for teaching writing in English**

Efficient writing pedagogy is predicated on adaptive instructional methods that are grounded in research and customized to the evolving abilities and knowledge of a wide range of students who write (Graham, 2019).

Fundamental strategies that are universally applied across age cohorts consist of the following:

- **Explicit Objectives:** Objectives for explicit writing that are derived from standards offer students clear and unambiguous aspirations Whether composing an argument or an informational report, learning is guided by outcomes such as logically sequencing ideas, integrating evidence, and revising for impact (Troia & Olinghouse, 2013).

- **Preparing models:** By means of shared demonstration writing that students can observe and subsequently imitate, instructors' model by verbalizing implicit compositional thought as they compose messages, assess effectiveness, and resolve problems. To transform concepts into persuasive writing, models expose the tactical decision-making process. Extending, analyzing, and discussing examples facilitates transfer (Roth & Guinee, 2011).
  
- **Collaborative Building:** By engaging in collaborative activities such as peer revision, writers can support and develop one another's progress by observing and incorporating ideas from more experienced partners. This approach strikes a balance between interdependence and ownership (Yu & Lee, 2016).
  
- **Deletion of differences:** By utilizing assessment results, responsive instruction ensures that proficient writers receive advanced creative challenges while struggling writers receive targeted reteaching. This is achieved using fluid groupwork, conferencing, or independent practice (Tomlinson, 2017).
  
- **Feasible Feedback:** Developing writers are empowered to implement effective strategies and purposefully enhance abilities using personalized feedback that links explicit suggestions with transparent outcomes (Wiggins, 2012).
  
- **Motivating Factor:** Young authors are inspired to persevere by the self-efficacy that is fostered through the celebration of incremental improvements and effort within a supportive community (Wiggins, 2012).

### 6.2.8 Teachers' Beliefs in Writing Instruction

As teachers play such a critical role in developing learners' writing performance, their beliefs have also become a key issue in education since what they believe and what they do not believe has an imperceptible influence on their classroom behaviors. This may originate from the view posited by Borg that "teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81). In recapitulation, teacher beliefs are cognitive tools that powerfully shape or control a teacher's behaviors, instructional choices, material development, etc.

Peculiar to the field of writing instruction, in recent years, researchers have shown an increased interest in exploring how teachers think, feel, and perceive about the nature of writing, their teacher roles and teaching in the classroom, as well as the congruence between what they believe and what they actually do in writing instruction. Since an exploration of teachers' beliefs is at the heart of our understanding of their planning, instructional decisions, and classroom practices, the researchers decided to seek what beliefs the selected high school teachers in Ho Chi Minh City, Vietnam holds about the nature of writing, as well as about their roles and orientations to teaching writing for the high school level

### **6.2.9 Beliefs in the Nature of Writing Skill**

In the realm of teaching writing skills, it is of utmost importance to explore teachers' perceptions or views about the nature of writing due to the fact that "teachers can have very limited to very eclectic views of their subject and that in some cases their ideas about subjects vary from one context to another" (p. 35). In other words, according to every particular educational environment in which we work, beliefs about the nature of writing can be different to some extent. For example, there is a belief that the content of writing is single and consistently true in many cases, often imposed by teachers. However, from another belief, the content of writing requires being socially contextual, particular situational, and purposeful. In this case, writing is a social activity to achieve communicative goals. Writing is built on the basis of ranges of vocabulary, expressions,

and grammatical structures in isolation. It can be believed that writing is a form-focused or linguistic accuracy-based activity through memorization and rehearsal. Teachers play a crucial role in building up students' English writing ability. Whereas, from another belief, this ability is primarily constructed through active self-reflection, peer interaction, and meaning making. It is inferred from this belief that writing may be a complex cognitive process of multiple steps, and it is a social activity in terms of interaction among writers.

### **6.2.10 Beliefs in the Teachers' Roles and Teaching Orientations**

For Richards, Gallo, and Renandya, teachers' beliefs can also be reflected through views about teacher roles and how teachers define their work. According to Zheng, "people hold different conceptual orientations towards teaching and the role of teachers" (p. 76). Then, Zheng exemplifies that "some teachers may regard language teaching as a process of information transmission, while others think of the teacher as a facilitator of language learning" (p. 76). Additionally, Chai conceptualizes teachers' beliefs into the knowledge transmission and construction views. Based on this domain of teachers' beliefs, what teachers think about models of effective instruction, instructional approaches, teaching roles, and appropriate classroom activities can be grasped.

### **6.2.11 Problems in English Writing**

Mastering English writing in its entirety is a challenging endeavor for many, including native speakers. Most scholarly investigations pertaining to challenges in the development and proficiency of English writing center on vocabulary, organization, mechanics, and ideation (Saddler & Asaro-Saddler, 2013).

Proficient English writers frequently encounter challenges pertaining to mechanics, encompassing proper grammar usage, punctuation, capitalization, and orthography.

Graham (2019) explains that there are numerous reasons why mastering English principles pertaining to punctuation and grammar can be perplexing. For starters, certain norms, such as the "I before e" orthography rule, have numerous exceptions. Furthermore, the English language possesses a complex orthography, which implies that the correspondences between letters and noises are not invariably clear-cut or predictable. Students may encounter difficulties when attempting to implement phonetic strategies in their spelling.

With respect to organization, commencing the development of topics, logical flow of ideas, and coherence within and between paragraphs are common challenges for English writers. Writers may encounter difficulties with thought organization, idea connection, substantiating arguments with effective examples, transitioning between concepts in a seamless manner, and other similar tasks (De La Paz & Graham, 2002).

Another domain that certain individuals encounter difficulty in isolating and cultivating sound ideas for written work is ideation. This encompasses various activities such as precisely deciphering writing prompts or assignments, generating novel concepts for writing, determining which ideas merit emphasis, expanding upon concepts, and surmounting writer's block (Al-Shboul & Huwari, 2015).

Writers must possess adequate vocabulary and skill in selecting words to accurately communicate meaning. This consists of employing descriptive vocabulary, suitable word forms, affixed terms, and words associated with a variety of subjects, among other things. Vocabulary development requires time and can be a continuous struggle (Olinghouse & Wilson, 2013)

Prevalent challenges encountered in English writing pertain to fundamentals such as orthography and grammar, coherence and organization, ideation, and idea development,



as well as possessing a robust vocabulary and proficient writing abilities. Mastering these challenges is crucial in the process of enhancing one's proficiency in English writing. English authors can further develop their abilities with consistent practice and focused instruction in these specific domains.

### **6.2.12 Assessing EFL Writing**

Writing evaluation is particularly difficult in English as a foreign language (EFL) setting. As Drid (2018) explains, when evaluating EFL writing or utilizing assessments to inform instruction, there are several crucial factors to consider rather than any definitive right or incorrect approaches.

First, evaluations must correspond to the writers' objectives and proficiency level, it is advisable to place greater emphasis on vocabulary usage, grammatical accuracy, and basic organization skills when evaluating novices. Conversely, assessments designed for advanced students should prioritize the development of intricate arguments, cohesion between ideas, and nuanced language usage. In the same way that assessments must demonstrate communicative abilities for ordinary situations and adhere to academic writing conventions, they must also reflect the ultimate objectives (Hyland, 2021).

Second, EFL writing assessments strike a balance between explicit criteria and student-centered flexibility. Instructive criteria for writing standards encompass content, organization, syntax, grammatical rules, and protocols, when students experiment with a non-native language, however, excessively rigorous rubrics may inhibit innovation and risk-taking (Crusan, 2015)

Third, a comprehensive understanding of developing abilities can be most effectively captured by utilizing multiple samples of student writing over time. A solitary composition or isolated examination paragraph might not accurately reflect general aptitude or continuous development. Portfolios comprising both preliminary and final

iterations of various assignments, consistent journal entries, revisions, and edits provide instructors with a more comprehensive understanding of students' strengths, limitations, and development (Mohamadi, 2017)

Fourth, the integration of peer and self-evaluation into the assessment procedure promotes introspection and assists students in acclimating their own perceptions, by requesting student feedback on one another's writing, instructors can identify potential discrepancies between student and instructor priorities regarding writing. Self-assessments provide valuable insights into students' levels of confidence, enabling them to identify areas that require further support without becoming discouraged by instructor criticism (Saito, 2008).

Finally, conversational feedback offers essential context and assistance when evaluating the writing of students. When educators engage in student conferences to discuss evaluations in person, they can resolve any misunderstandings regarding comments or scores, work together to develop development strategies, and provide motivation to maintain persistence (Lee, 2017).

Fundamentally, efficacious English as a Foreign Language (EFL) writing evaluations employ comprehensive methodologies that are in harmony with the varied objectives of the writers, reconcile adaptability with prescribed writing standards, scrutinize progressing student projects sourced from multiple locations, integrate peer and self-evaluation, and enable continuous instructor feedback. The integration of this approach enhances the efficacy of evaluations for instructors and aspiring student writers alike.

### **6.2.13 Feedback on English writing**

To assist pupils in developing their English writing abilities, it is critical to offer helpful feedback. Feedback motivates authors to continue revising and improving their work, as Graham et al. (2015) explain, by directing them toward their ultimate objectives. In addition to highlighting the writing's positive attributes, high-quality feedback identifies areas that require refinement and provides specific recommendations for refining or enhancements.

In providing feedback on the progress of English writers' work, several best practices are substantiated by research. Ferris et al. (2011) state that initial feedback ought to be explicit, comprehensive, and linked to predetermined objectives or rubrics. Students are frequently perplexed by imprecise, abstract remarks such as "insert additional details" or "improve the flow." Examine an outline to determine, on the contrary, which points lack essential information, exhibit choppy transitions, or manifest illogical organizational structure.

Further, it is optimal to incorporate both positive reinforcement and constructive evaluation. Offer favorable remarks, such as recognizing imaginative concepts, proficient utilization of terminology, or outstanding illustrations or descriptions; however, please also highlight instances of improper word selection, repetitive grammatical errors, ambiguous wording, and so forth (Cheng & Zhang, 2021).

Moreover, prior to providing feedback, grant student writers the opportunity to conduct self-evaluation. Metacognition and self-editing abilities are fostered when students initially evaluate their own work. Concerns such as lucidity, flow, adherence to grammatical rules, consistency in formatting, and areas requiring improvement can be assessed by writers. Teachers' feedback can then be contrasted with the students' own observations (Lam, 2016).

Additionally, ensure that students are allocated an adequate amount of time to inquire about the feedback in a manner that is easy to understand, and subsequently integrate the suggestions in a reflective manner. This reinforces English proficiency by cultivating critical revision skills. Ensuring growth in specific domains through follow-up (Erkan, 2022).

It may be necessary to provide more explicit feedback that specifies how to rectify errors for beginning English learners. Expert writers can interpret less-obvious feedback regarding flow, descriptions, and so forth, whereas intermediate students gain from self-identification tasks facilitated by queries. Customizing feedback to suit varying skill levels prevents excessive criticism while simultaneously challenging abilities (Ferris, 2014).

Instructors can enhance the writing of English language learners with the assistance of individualized, accurate, balanced, and learner-focused feedback that is linked to rubrics and objectives. Students are inspired to continue their development while acquiring competencies in self-evaluation, discerning constructive criticism, deliberate revision, and establishing objectives.

#### **6.2.14 Teaching EFL Writing**

Difficulties are inherent in instructing writing to English as a Foreign Language (EFL) learners. Writing, according to Hyland (2021), necessitates the mastery of intricate linguistic, cognitive, and sociocultural competencies, making it one of the most challenging proficiencies for L2 learners to acquire.

In addition to acquiring grammatical and vocabulary skills, English as a Foreign Language (EFL) learners must also develop the ability to structure thoughts, style their speech according to the intended meaning and audience and adhere to the cultural norms of the target country (Cimasko & Reichelt, 2011).

Lower order considerations encompass aspects such as semantics, punctuation, morphology, and correct orthography. Content, organization, purpose, audience, and flow are all encompassed within higher order concerns (Lee, 2014). Due to the close relationship between the two levels, a balanced writing pedagogy simultaneously attends to both. In addition to offering ample opportunities for writing practice, instructors should employ model texts and direct instruction to impart the qualities that define effective writing (Alharthi, 2021).

Enhancing student motivation and engagement in the writing process can be achieved by presenting them with an authentic audience (Hyland, 2021). Technological advancements facilitate the dissemination of student writing to an international audience via online publishing and collaborations with classes located overseas (Moses & Mohamad, 2019).

This promotes intentional discourse in which learners can obtain valuable criticism. Incorporating a process-genre methodology that directs students through the phases of planning, composing, receiving feedback, revising, and submitting the final product is also suggested (Cimasko & Reichelt, 2011). By utilizing collaborative writing activities, templates, outlines, and scaffolding, one can simultaneously reduce cognitive burden and increase competence (Graham & Perin, 2007).

The evaluation of English as a Foreign Language (EFL) writing necessitates the use of explicit rubrics that focus on characteristics that are suitable for the given context, including concepts, structure, vocabulary application, and formal language (Lee, 2014). To meet expectations, students require explicit guidance on revising and refining their work, in addition to the utilization of both holistic evaluation and targeted feedback on

skills. By implementing these pedagogical principles with consideration, instructors can foster the growth of writing among EFL learners (Moses & Mohamad, 2019).

### **6.2.15 Problem's teaching writing in English**

The instruction of writing poses a multitude of obstacles, even for proficient English language educators. Graham (2019) argues that writing is a multifaceted undertaking that necessitates the coordination and activation of numerous skills concurrently, including but not limited to planning, generating ideas, translating concepts into written form, reviewing, and revising. Mentoring inexperienced writers through these interrelated stages necessitates substantial pedagogical expertise and scaffolding.

An increasing number of significant challenges often arise for English composition instructors. In the beginning, many novices are overwhelmed by the cognitive burden that accompanies learning writing conventions and attempting to compose meaningful content. Novices experience cognitive strain when it comes to remembering rules and procedures for orthography, grammar, punctuation, syntax, and formatting, in addition to generating and developing ideas. To foster authentic communication, instructors must skillfully manage the integration of meaning-centered activities and explicit instruction in language mechanics (Deane et al., 2008).

Moreover, fostering and sustaining intrinsic motivation for writing poses a challenge, particularly for aspiring writers and academically challenged pupils; in contrast to oral communication, which incorporates nonverbal signals, fractional expressions, and social interactions to imbue meaning with words, writing is predicated exclusively on intentionally entered text. To mitigate disengagement, it is beneficial to provide opportunities for meaningful self-selected topics, creative license in approach, collaborative peer interactions for idea generation, and sharing of completed work (Barratt-Pugh et al., 2021).

For a composition to be of high quality, it must undergo extensive stages, beginning with preliminary planning and continuing through drafting, repeated review, and amendments. However, due to curricular obligations and time constraints, instructors are frequently compelled to rush through new subjects, neglecting the writing process. By employing more rapid formative assessment methods and providing targeted feedback instead of completely grading preliminary manuscripts, tensions between depth and tempo can be alleviated (Applebee & Langer, 2011).

The needs, backgrounds, skill levels, language proficiencies, self-regulation abilities, learning preferences, and writing confidence of aspiring authors vary. Adaptable mixed modalities of instruction in conjunction with differentiated, individualized feedback accommodate this spectrum more effectively than totalitarian individualized teaching approaches (Christensen, 2009).

While there are inherent challenges in facilitating English writing, instructors can improve their proficiency and refine their methods through focused preparation in various areas such as composition development, strategies to motivate students, scaffolding techniques, efficient assessment, and cultural sensitivity.

#### **6.2.16 Writing in mother tongue language**

The use of the native language in writing fosters literacy development and provides cognitive, academic, and affective advantages (Cummins, 2021). Students are better able to apply the knowledge and skills they acquire in literacy and academic subjects when they are instructed in their native language, rather than being forced to learn exclusively in that language (August et al., 2009).

A substantial body of research has unequivocally demonstrated the cognitive benefits associated with prioritizing learning in the mother tongue over additional languages. According to Cummins (2021) linguistic interdependence hypothesis, proficiency in one language can facilitate growth in the other due to shared foundational knowledge. Literacy, specific vocabulary, conceptual understanding, and reading strategies are transferable across languages. To generate sophisticated academic writing, cognitive processes such as analyzing instructions, organizing ideas, providing evidence, and revising drafts are necessary. Sparks et al. (2006) assert that a child can use the same writing skills that he or she has perfected in his or her native language.

Writing proficiency is rooted in basic understanding of linguistic structures, vocabulary, and subject matter, a proficiency that is most easily developed through mother tongue instruction. To initiate the process of language acquisition in a second language as efficiently as possible, Krashen's (1982) theory of second language acquisition also emphasizes the importance of a thorough initial input in the mother tongue. Lee and Oxelson (2006) also point out that academic performance in a second language can be hindered for learners who lack a solid foundation in the subject matter and literacy of their native language.

In addition to theories relating to cognition and acquisition, empirical research has also revealed notable affective benefits. Skutnabb-Kangas (1981) introduced the notion of linguistic human rights, which posits that when students are denied the opportunity to learn their mother tongue, their fundamental right to participate broadly in intellectual and cultural affairs is infringed.

### **6.2.17 Writing in a foreign language**



For language learners, writing in a foreign language poses distinctive obstacles. Composing coherent texts, as stated by Effatpanah and Baghaei (2021), necessitates strategic decisions across various dimensions, including vocabulary, grammar, mechanics, organization, and audience customization. Writers of foreign languages are confronted with these choices despite their limited linguistic expertise. An examination of empirical findings and theoretical perspectives concerning the cognitive, linguistic, and sociocultural aspects of writing in a foreign language.

When viewed through a cognitive lens, writing utilizes the limited capacity of working memory (Kellogg, 2008). Writers navigate through the challenges of short-term memory while juggling complex tasks such as generating ideas, constructing structures, and revising. As available resources are overwhelmed by translation, monitoring, and rule-searching, foreign language writers are more susceptible to cognitive overflow (Wang & Wen, 2002). However, capacity deficiencies can be compensated for through efforts such as planning and rereading (Manchón et al., 2009). Additionally, proficiency dictates whether syntactic encoding and lexical access deplete finite cognitive reserves (Schoonen et al., 2011).

Numerous difficulties encountered by foreign language authors stem from linguistic deficiencies. An excessive reliance on general vocabulary results from lexical gaps (Crossley & McNamara, 2014). Furthermore, shortcomings in grammatical and pragmatic understanding result in non-target forms in idiomatic expressions, collocations, morphology, and conventions concerning reader expectations (Celce & Snow, 2014). To conduct comprehensive analyses of language development in learner writing, computational tools that evaluate linguistic properties such as lexical diversity, accuracy, syntax complexity, and more are now available (Ädel & Erman, 2012).

Social context also has a significant impact on the development of writing. The evolution of authorial voice and identity is facilitated by new language mediums. Although individuals may have limitations, scaffolding enables the development of competence throughout "zones of proximal development" (Miller & Kubota, 2012).

González et al. (2022) states that feedback focused on meaning, content, and communication is more effective than only correcting specific errors. Therefore, in the face of individual linguistic deficiencies, sociocultural theory deems environmental support indispensable.

#### **6.2.18 Writing in a foreign language teaching and learning**

Incorporating and valuing minority languages in educational institutions fosters cultural identity, validation, and greater student engagement. Students experience alienation and diminished self-esteem when they attempt to fully articulate themselves in a second language under immersion models that prohibit mother tongues (Stoewer, 2018).

Although substantial evidence supports its advantages, mother tongue-based education often faces political opposition or practical difficulties, particularly in formerly colonized nations where multilingual environments predominate (Albaugh, 2007). Enhancing educators' professional development is crucial to effectively utilize learners' language abilities by employing contrastive analysis and translingual strategies (Garcia & Wei, 2013).

The acquisition of writing skills in a non-native language presents considerable obstacles for students and necessitates the implementation of specialized teaching methods. What

motivates students to write in additional languages, how writing systems, genres, and processes transmit or diverge across languages, and which specific skills instructors should emphasize are fundamental inquiries in foreign language writing (Hyland, 2016).

The understanding of second language acquisition has evolved from a behaviorist approach to one that emphasizes social constructivism, which places writing within discourse communities (Atkinson, 2003). In contrast to earlier methodologies that concentrated exclusively on grammatical aspects, more recent theories emphasize the interconnectedness of reading, speaking, listening, and writing (Grabe & Zhang, 2016). Collectively, these four abilities strengthen one another. Furthermore, it is imperative that students are exposed to a wide range of authentic textual forms beyond the confines of academic essays (Hyland, 2016).

Writing differentially engages working memory and executive function abilities in a second language from a cognitive standpoint (Schoonen et al., 2003). Error monitoring and planning, translation, and revision all necessitate increased self-regulation and metacognitive awareness. The influence of motivation on outcomes is substantial (Lamb, 2017); persistence is more strongly inspired by integrative objectives that foster cultural connection rather than test scores. Evaluation should strike a balance between process and product by employing multiple iterations and significant objectives (Liu & Carless, 2006).

### **6.2.19 Technology in EFL Writing**

As worldwide interconnectivity expands, English as a foreign language (EFL) writing instruction is progressively incorporating technology. This integration presents unique advantages but also presents potential obstacles that educators should proactively confront. Multiple studies have demonstrated that networked laptops, tablets, and software provide student writers with greater independence and adaptability regarding their work pace, in addition to access to a wide variety of multimodal resources (Zheltukhina et al., 2023).

In the meantime, digital tools enable instructors to personalize and tailor feedback with greater efficiency. However, demographic disparities in digital access must be rectified, and student utilization must be closely monitored to ensure distraction-free endeavors rather than inappropriate behavior (Zheltukhina et al., 2023).

Students demonstrate a greater inclination to revise papers electronically rather than manually by utilizing word processors and document editing software (Erkan., 2022). While concentrating on correcting grammar and conventions, speech-to-text tools enable English language learners and struggling writers to transcribe their thoughts more quickly. Further research suggests that, in comparison to completely individual assignments, collaborative writing projects facilitated through video conferencing and cloud-based document sharing enhance student motivation and language production (Lee, 2017).

AWE platforms, which employ artificial intelligence algorithms, also offer instantaneous personalized feedback from any location; additionally, automated grading conserves instructors' time, which can be invested in providing more personalized assistance. Student authors are provided with concrete areas for development through immediate, specific feedback. However, computer scoring has significant limitations when it comes to evaluating creativity, idea development, and cultural context navigation; therefore, AWE and teacher feedback are optimal for its application (Abdul et al., 2022).

Although the incorporation of technology has contributed to improvements in EFL writing, significant inequalities continue to exist in terms of digital access and literacy. For optimal use, poor pupils frequently lack dependable residential internet, personal devices, or digital literacy skills. Furthermore, as previously stated, vigilant instructor oversight guarantees that online tools serve to enhance writing development rather than cause distraction (Tarrayo et al., 2022).

By enabling revision capabilities, fostering engagement through interactive collaboration, providing immediate automated feedback for fundamental skills, and customizing resources, writing technologies aid in the development of English as a Foreign Language (EFL) writers through cautious implementation that promotes widespread student access and monitors usage. Enhanced pedagogical inquiry and ongoing professional development for educators can optimize advantages while alleviating obstacles.

## **7. Methodology**

### **7.1 Research approach and level**

This research is quantitative. “Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods” (Drnyei, 2011, p. 24). A quantitative approach was used to collect and analyze data about the beliefs and practices in teaching EFL Writing in high schools in Cusco city Perú. This is also a descriptive study because it describes English teachers’ beliefs and practices in teaching EFL writing in secondary high school by using SPSS (Statistical Package for the Social Sciences). According to Cohen, et al. (2007), this type of research “looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyses and interpret the entities and the events that constitute their various fields of inquiry” (p. 205).

### **7.2 Research context and participants**

This research was conducted in the Department of Cusco, Province de Cusco, with 21 English teachers with 27.3 % male 72.7 % female teacher of the second level of high school, which work in sectors public and private in the zone rural and urban. El Cusco was selected with the criteria of convenience sampling because of the accessibility to the English teachers’ coordinator to ask for the authorization (See annex 1). Nikolopoulou (2022) states that “convenience sampling is a non-probability sampling method where

units are selected for inclusion in the sample because they are the easiest for the researcher to access (pp. 1)”. However, participants decided to be part or not of this research. That is why this also used voluntary sampling. Ortega (2023) said that “Voluntary sampling is a type of non-probabilistic sampling, made up of participants selected by the researcher. However, this method produces response bias, since members are self-selected. The process involves choosing a person to volunteer to answer the survey because they may have a particularly strong opinion on the topic, for convenience, or for ethical reasons” (pp.2).

### **7.3 Data collection procedure**

It collected data by using a survey applied to 21 secondary English teachers. This survey (See annex 2) was taken from Pham and Truong (2021); it was divided into two sections; the first with demographic data and the second part with items about beliefs and practices. his questionnaire was translated to Spanish, transcribed to the google forms, and applied with the EFL instructor’s help. The questionnaire was applied in Spanish to ensure teachers’ comprehension and to get valid data (See annex 3). The teachers had to select an answer to each item in an approximate time of 15 minutes. They were informed that their personal data is confidential.

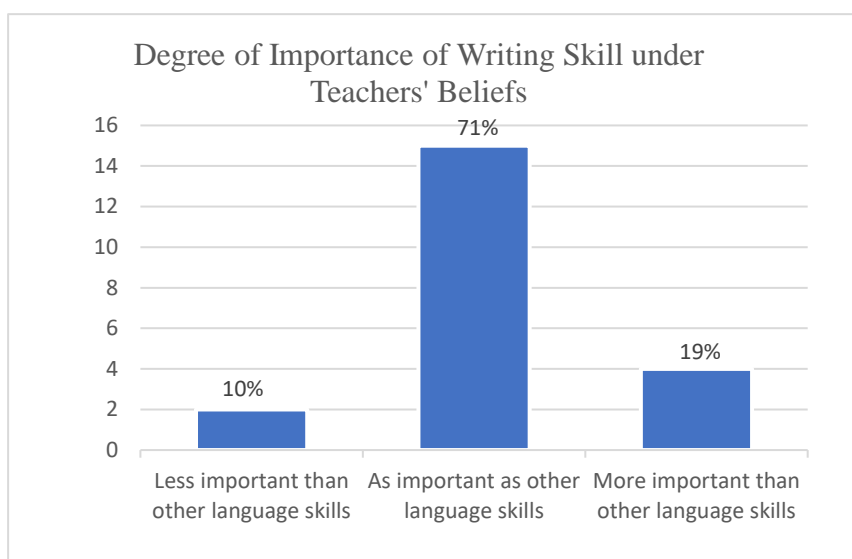
### **7.4 Data Analysis procedure**

Statistical Package for the Social Sciences (SPSS) was used to analyze the descriptive statistics of the collected questionnaires in terms of mean (M) and standard deviation (SD). Finally, the data was reported based on pre-determined themes, including the teachers’ beliefs and practices. The media was analyze following this scale: 1.00–2.60: Low degree, 2.61–3.40: Medium degree, 3.41–5.00: High degree (Pham and Truong, 2021)

## 8. Analysis and Discussion of results

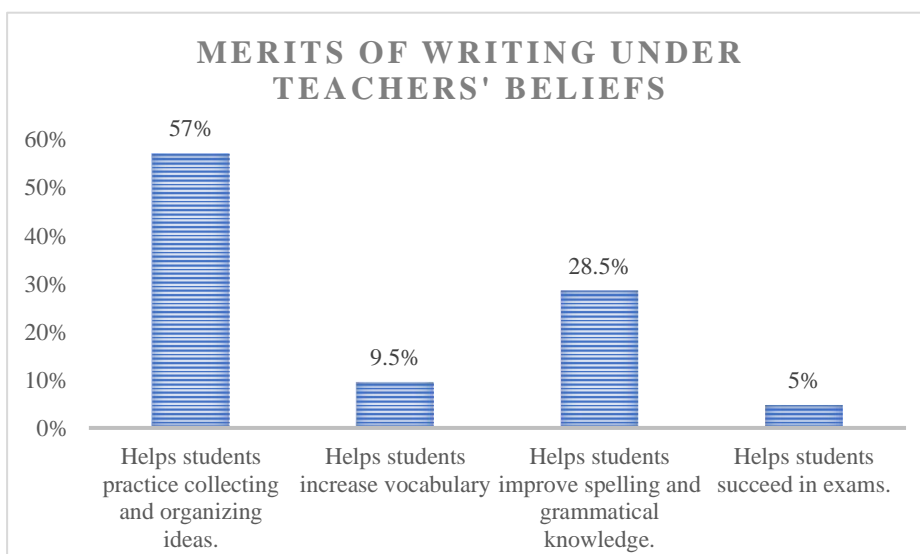
In order to respond to the first research questions about the teachers' beliefs about writing, the researchers categorized and analyzed data into themes.

**The following data corresponds to English teachers' beliefs about teaching writing in EFL high school classrooms in El Cusco Perú.**



**Figure 1.** Teachers' beliefs in importance of writing

Figure 1 shows that the majority of teachers consider writing skills as important as other language skills. In this context Harmer (1998) points out, the writing skill has finally been recognized as an important skill for language learning. He lays stress on the essentiality of the writing skill saying “The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right” (p.79).



**Figure 2.** Teachers' beliefs in merits of writing.

Figure 2 shows that most of the teachers (57%) think that writing helps students practice collecting and organizing ideas about a topic. While 9.5 % of teachers says that it helps students increase vocabulary. But 29% of teachers think that it helps students improve spelling and grammatical knowledge. And finally, 5% of teachers help students succeed on exams. So, writing is seen as a teaching-learning instrument. (Arciniegas and López, 2000. p. 9) states that "... the practice of writing would help students assume the responsibility for their growth in learning, based on the recognition of writing as the key instrument of the process."

**Table 1.** Beliefs in nature of writing.

Item	Statement	N. of people	Mean	Std. Deviatio	Degree
3	Writing is a form-based activity	21	3.90	1.044	High
4	Writing is the cognitive process-based activity	21	4.14	0.792	High
5	Writing is a functional social-based activity	21	3.76	0.700	High
6	Writing is an interactive social-based activity	21	3.85	1.062	High

Based from Table 1, majority of respondents strongly endorsed writing as the cognitive process-based activity to the highest degree (Item 4). The mean of teachers who consider that writing is the activity based on cognitive processes is 4.14 and the standard deviation is 0.792 with respect to the mean. This endorsement aligns according to the National Curriculum (2017). In Peru, the teaching of English follows the communicative approach, in which teachers should promote spaces and activities for students where they can practice and model interactions between people in various situational contexts and thus



develop language and orality according to sociocultural characteristics specific to each interaction. It should be noted that according to this approach, language acquisition should not focus only on vocabulary and theoretical acquisition of rules grammatical, but in genuine social practices that allow students to locate themselves in different social contexts.

Equally striking is the considerable favorability towards writing as Item 5. The average of teachers who consider that writing is a functional social-based activity is 3.76 and they deviate on average 0.7 from the mean. Then to construct the meaning of the texts you write; it is essential to assume writing as a social practice that allows you to participate in different groups or sociocultural communities. In addition to participating in social life, this competence involves other purposes, such as the construction of knowledge or the aesthetic use of language. By getting involved with writing, students are offered the possibility of interacting with other people using written language in a creative and responsible way, taking into account its impact on others (National Curriculum of Peru, 2017).

In item 3, the average of teachers who consider writing to be a form-based activity is 3.90 and they deviate on average 1.044 from the mean. For that reason, this suggests that these educators view writing as a means to learn and practice linguistic structures (e.g., grammar, vocabulary, mechanics) and specific textual genre schematic features (e.g., parts of expository, narrative, report, letter) through controlled composition tasks (e.g., completion, matching, arrangement) (Deane et al. 2008).

Furthermore, a prevalent belief among teachers is that writing should be an interactive social-based activity in high schools (Item 6.) The average of teachers who consider that writing is an interactive social activity is 3.85 and they deviate on average 1.062 from the mean. In this sense, students are envisioned to collaborate, construct ideas collectively, and mutually address linguistic errors. Finally, a minority of teachers expressed the perspective that writing serves as a functional, social-based activity (Item 5,  $M = 3.76$ ,  $SD = 0.7$ ). Writing in language learning by the selected teachers is a positive sign, which

may drive them to rethink and modify their roles and teaching orientations as well in their high school contexts (Nguyen. 2019, p 53).

**Table 2.** Beliefs in teachers' roles.

Item	Statement	N. of people	Mean	Std. Deviatio	Degree
7	The teacher should primarily perform the role of a knowledge transmitter	21	3.33	1.390	Médium
8	The teacher should primarily perform the role of a facilitator only	21	3.33	1.110	Medium
9	The teacher should perform both knowledge transmitter and facilitator	21	3.85	1.108	High

Participant believe that teacher should play the role of transmitter and facilitator (Item 9). Teachers consider that the teacher should perform functions of both transmitter and facilitator of knowledge (mean= 3.85 and SD 1.108). Participants prefer the role of knowledge transmission and construction in a combined way (Chai's 2010 p 28). The teacher is not a mere transmitter of knowledge, but an interlocutor between information and knowledge, a facilitator and companion who will ensure that students learn to be self-managers of their own learning with the support of new didactic methodologies. (Mendez 2013, p 1).

**Table 3.** Beliefs about teaching.

Item	Statement	N. of people	Mean	Std. Deviatio	Degree
10	The teacher should study model texts on the basis of linguistic features and	21	4.28	0.783	High

	genre schematic structures before students write.				
11	The teacher should raise students' awareness of the social function and purpose of the text.	21	4.38	0.669	High
12	The teacher should guide students on how to compose a text.	21	4.38	0.804	High
13	The teacher should set up collaborative activities among students in pairs/groups.	21	4.33	0.730	High
14	The teacher should use authentic supplementary materials (e.g., newspaper, letters, stories) besides textbooks for writing class.	21	4.33	0.658	High
15	The teacher should create a favorable environment for students to write a lot.	21	4.33	0.658	High
16	The teacher should provide corrective feedback on students' language use (vocabulary, grammar, mechanics).	21	4.47	0.749	High
17	The teacher should provide corrective feedback on students' idea development (coherence and cohesion).	21	4.66	0.658	High
18	The teacher should provide corrective feedback on students' both language use and idea development.	21	4.47	0.679	High

The average of teachers who consider that the students should study model texts based on linguistic characteristics and schematic genre structures before they write is 4.28 and they deviate on average 0.783 from the mean (Item 10). In item 11, the average of teachers who consider that the teacher should raise students' awareness about the social function and purpose of the text is 4.38 and they deviate on average 0.669 from the mean. According to Burhansyah and Masrizal (2004), the provision of the model may help students recognize what is typical of the text being focused on in terms of syntactic patterns, vocabulary choices, and cohesive devices" (2004, p.441).

The average of teachers who consider that the teacher should guide students on how to write a text is 4.38 and they deviate on average 0.804 from the mean (Item 12). Teachers must take care of generating actions aimed at helping students learn written production

strategies, their discrimination and self-regulation, based on different types of texts and communicative situations (Vásquez all 2008).

In item 13, the average of teachers who consider that the teacher should establish collaborative activities between students in pairs/groups is 4.335 and they deviate on average 0.730 from the mean. In this regard, Latifah, et al. (2020) conducted a study whose results show

that there were significant differences in students writing of recount text. The students that using collaborative writing strategy has higher score in writing recount text than those who are taught without collaborative writing strategy in teaching writing. After researcher gave treatments in experimental group, researchers also conclude that collaborative writing strategy has a good progress to develop students' writing skill on recount text (p. 16)

In item 14, the average of the teachers who consider that the teacher should use authentic complementary materials (for example, newspapers, letters, stories) in addition to the textbooks for the writing class is 4.33 and they deviate on average 0.658 with respect to average. Therefore, the use of authentic material is essential in teaching the English language since through these authentic materials any of the English skills can be developed so that the student can communicate effectively in another language (Pozo, 2011)

In item 15, the average of teachers who consider that the teacher should create a favorable environment for students to write a lot is 4.33 and they deviate on average 0.658 from the mean. In this context, Guard (2012) claims the following: "It is convenient to take the learning environments as an incident factor in the transformation of written production" (p.24)

Likewise, some studies suggest that playful writing environments and familiarization with the use of digital technology promote communication between co-authors and strengthen collaboration processes. This conclusion was inferred from studies with young university students, who used chat rooms,

forums, computer games and videos to propose writing activities that encourage collaboration, the creativity of the participants and the connection with their interests (Alexander, 2009 & Lornsen 2010 p.87).

In item 16, the average of teachers who consider that the teacher should provide corrective feedback on the students' use of language (vocabulary, grammar, and mechanics) is 4.47 and they deviate on average 0.749 from the mean. Similar data is in item 17, the average of teachers who consider that the teacher should provide corrective feedback on the development of students' ideas (coherence and cohesion) is 4.66 and the SD is 0.658 from the mean. Pparticipants show preference in offering corrective feedback on students' idea development, particularly in terms of coherence and cohesion. This indicates that teachers have a tendency to favor an approach that emphasizes the formal aspects rather than giving priority to a process-oriented approach focused on meaning, especially when delivering written feedback. Writing was seen as valuable for improving vocabulary and honing spelling and grammar skills rather than emphasizing the practice of gathering and organizing ideas. As noted by Zaman and Azad (2021) the provision of accurate feedback by teachers is considered an essential element in the teaching process contributing to the development of students' writing.

Finally in item 18, teachers consider that the teacher should provide corrective feedback both on the use of language and on the development of students' ideas is (M =4.47 and SD = 0.679

**Data presented below corresponds to teacher's practices in EFL high school classrooms in El Cusco Peru.**

**Table 4.** Actual pre-writing activities.

Item	Statement	N. of people	Mean	Std. Deviatio	Degree
19	Before having students write, I supply a model text of writing for them to mimic.	21	3.71	0.845	High
20	I supply students with a model text of writing from a textbook.	21	3.47	1.030	High

21	I supply students with a model of writing text from authentic supplementary materials.	21	3.80	0.980	High
22	I elicit students some kind of comprehension questions about the model text: What is the text about? Who wrote it, and who will read it? What is the text written for?	21	4.04	0.804	High
23	I highlight linguistic features and the genre schematic structure of the model text.	21	3.85	0.727	High
24	I have students do a few controlled exercises of the highlighted linguistic features and genre schematic structure: filling in, matching, ordering, etc.	21	3.85	0.727	High
25	Before students begin writing, I let them brainstorm to generate ideas on the writing topic individually.	21	4	0.774	High
26	Before students begin writing, I let them brainstorm to generate ideas on the writing topic in pair or group.	21	4.28	0.717	High

The

items of the table above describe activities of the process approach. All of them are of high degree and with a low standard deviation, except from the item 20, which shows that the textbooks do not have model texts ( $SD=1.030$ ).

Many authors advocate the advantages of this approach in teaching writing. The idea of creativity on the part of the writer is defended; Written competence is learned more than taught and the teacher must encourage reflection through activities prior to writing without imposing rules, models or suggestions beforehand. (Hudelson, et al 2001).

The cognitive aspects of writing are emphasized, the idea of writing is important to solve a problem, considering reflection and the process as two fundamental concepts. Identify rhetorical problems, propose the solution to the problem and select the most appropriate one. This process consists of transforming this entire stage of reflection into paragraphs and sentences, writing and revising a series of different drafts until reaching the final text (Dudley et al 1998).

The product focus forces the writer to focus on the finished text, or the product of writing, rather than on the steps and stages necessary to get to that product. Finishing the piece quickly, efficiently and in one go is what counts. Some advantages; are less time, it can release creativity and relieve writer's block, it can be exciting to race against the clock, well suited to visual thinkers who imagine the outcome in their mind before starting to write.

The disadvantages; the desire to write everything perfectly the first time can be demoralizing and disabling for some writers, also there is much to learn through the process of writing, revising, and rewriting that is not included in this approach, producing a single draft forces the writer to settle for what came first, which may or may not be their best work, leaves little or no opportunity for feedback from others. (Olivares and Rodriguez 2023)

“The process approach helped students to generate ideas and to organize those ideas in a text composition; and the product followed by the process approach helped students to learn the linguistic knowledge (grammar, spelling, vocabulary and punctuation)”

**Table 5.** Actual while-writing activities.

Item	Statement	N. of people	Mean	Std. Deviatio	Degree
27	I ask students to use linguistic features and genre schematic structures they have learned along with the given cues to produce the product.	21	3.80	0.813	High
28	I ask students to outline their own gathered ideas based on the genre schematic structure that they have been introduced.	21	4.09	0.700	High
29	I have students to write more than one draft.	21	3.80	0.928	High

30	I ask students to exchange their first draft and provide feedback.	21	3.85	0.727	High
31	I ask students to improve their first draft based on teacher feedback and peer feedback to produce their final draft.	21	4.14	0.727	High
32	During students writing, I move around the class and help when they get stuck.	21	4.28	0.845	High

Table 5 shows that teachers use activities of the process approach more than from product in the while writing stage. All means are of high degree and low standard deviation.

The process approach to teaching writing in English offers advantages such as improving students' writing skills through recursive, interactive cognitive and social processes, improving communication skills in a variety of situations. situations and significantly improve students' writing skills. Additionally, it allows for collaborative writing under teacher guidance, encourages creativity and critical thinking skills, and provides a structured framework that students can follow in their when completing the writing task. Additionally, it emphasizes the stages of student development, including acquiring and understanding knowledge, analyzing knowledge, and using knowledge creatively, thereby improving skills write. However. Teachers must take into account the disadvantages of a process approach, which often leads only to a formal transition from functional to process management. Failure at one stage can lead to failure of the entire organization of the writing task (Ferrell. 1995). “The main concern that people have with the process approach is that it pays less attention to grammar and structure, and puts little importance on the final products” (Onozawa, n/p, p. 148). Thus, teachers can combine process and product approaches.

**Table 6.** Actual post-writing activities.

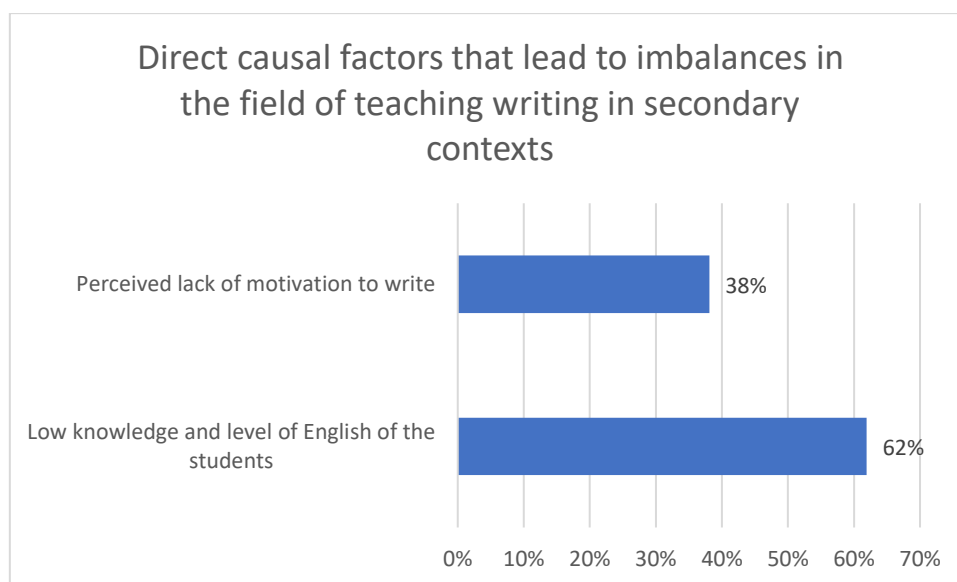
Item	Statement	N. of people	Mean	Std. Deviatio	Degree
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33	I invite one or two students to write their work on the board so that I can provide feedback and evaluate for the whole class to keep track.	21	3.47	1.077	High
34	I provide feedback and evaluate students' writing primarily regarding grammar and vocabulary accuracy.	21	3.95	1.023	High
35	I provide feedback and evaluate students' writing primarily regarding organization and idea development.	21	4.14	0.910	High
36	I provide feedback and evaluate students' writing regarding overall quality in terms of organization, idea development, grammar, and vocabulary.	21	4.28	0.902	High
37	After each writing class, I ask students to finish their uncompleted text at home.	21	3.71	0.956	High
38	After each writing class, I assign students another similar topic to write at home.	21	3.85	1,108	High
39	After each writing class, I assign students another similar topic to write at home.	21	3.85	1,108	High

Teachers' opinions about post writing activities, mainly about feedback are varied. Something to highlight is the item 36 which shows that teachers provide feedback and evaluate students' writing regarding overall quality in terms of organization, idea development, grammar, and vocabulary ( $M = 4.28$  and  $SD = 0.902$ ). Data show that teacher use feedback. However, in Nuñez and Beltrán (2016) found that teachers have negative attitude toward feedback. However, they agree that the purpose of feedback must offer direct and concise information about the quality criteria of the writing task. They mention that feedback must not damage students' self-esteem, but is must facilitate the improvement of the written text. (Nuñez and Beltrán 2016).

In summary, during the post-writing phase, teachers occasionally corrected and assessed their students' writing before concluding the writing lessons, with a notable preference for precise language forms over the organization of ideas. This aligns with the findings of the study conducted by Phạm & Truong (2021). Also, teachers sometimes reviewed and evaluated the writing of their students, typically focusing on one to two students, before concluding the writing sessions. Importantly, the priority was given to the correctness of language forms rather than the structuring of ideas which aligns with the assertions made by Zaman & Azad (2002). There are two approaches to delivering corrective feedback, encompassing form accuracy and content fluency.



**Figure 4.** Teachers' beliefs of direct causal factors.

According to Figure 4, 62% of teachers consider students' low knowledge and level of English as direct causal factors that lead to imbalances in the field of teaching writing in secondary contexts. 38% of teachers consider lack of perceived motivation to write as direct causal factors that lead to imbalances in the field of teaching writing in secondary contexts. However, Mekki's (2012) states that a significant obstacle to acquiring writing skills lies in the misconception that students' proficiency in writing is solely derived from their understanding of language and text forms. In addition, Mekki (2012) emphasizes that students and teachers often neglect specific steps and collaborative strategies for enhancing writing abilities.

## 9. Conclusions

Writing in English as a foreign language is one of the four language skills and it is a complex and thoughtful social activity that students need. Teachers' beliefs play a key role in understanding what is going on in the classroom because they tend to do what they think.

The study reveals a unanimous consensus among participants, positioning writing as a pivotal cognitive and formative activity aligned with educational guidelines. Educators perceive writing as a dynamic tool for honing linguistic competencies and navigating diverse text genres through structured tasks. Furthermore, participants advocate for teachers to function as both knowledge transmitters and facilitators, aligning with contemporary educational theories.

This study also shows that participants' practices in teaching writing are aligned with the principles (strategies, activities) of Product approach and process Approaches. They apply different strategies and activities of these approaches, with predominant preference for collaborative brainstorming among students for idea generation in writing tasks. There is also a tendency to prioritize language forms over organizational aspects in the post-writing phase.

## **10. Recommendations**

It is recommended for both students and teachers to explore the essentials of successful English as a foreign language (EFL) writing through an inclusive guide that underscores the vital elements. Writing is one of the most difficult skills in the English language. Sentence and paragraph composition and proper grammatical structure are all aspects that students cannot easily master.

EFL writing must be seen as a holistic activity that involves applying different skills. Thus, it is necessary to employ different activities in regular practice in which the teacher acts as knowledge transmitter and facilitators; teachers must be able to write well and guide in students' writing.

Providing corrective feedback in writing requires a considerable amount of time in class. Therefore, teachers must create clear assessment criteria so that high school students can self-assess and grade their writing performance. Teachers should combine both activities of process and product approach since they have advantages and disadvantages.

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