

# The Impact of Teaching English on Prompting EFL Learners' Writing Skill

Abdullah Hassan Ibrahim Easi

Lecturer of English Language, Department: English Language College: First Common Year, Al Jouf University - Saudi Arabia – KSA

**Abstract:** *The paper based on action research carried out in Aljouf University, Saudi Arabia. The purpose of this study concentrated on prompting EFL Learners' writing related with the impact of teaching English language. Some problems include EFL Learners have interference of their mother tongue, lack of grammatical rules, lack of vocabulary and they don't know how to write an essay very well exactly in using structure sentences, punctuation and style of writing. The research conducted among the students of the first common year in Aljouf University and teachers of English language in different universities. The study recommended with using a good techniques and methods in teaching English language. In addition, teachers motivated EFL Learners' writing inside and outside classroom and they should more practice in writing to improve their vocabulary, grammatical rules and style of writing.*

## 1. Introduction

Learning a foreign language is a long process and there are many challenges for learning English language. However, learning English is a difficult issue among foreign language learners. According to Brown (2000), in order to improve English language, learners have to study four basic skills listening, speaking, reading and writing.

Writing has always been as an important skill in English language acquisition. This importance because it reinforces grammatical structures and vocabulary that teachers strive to teach their students. It is known to be the complex skill. According to that, a Learner will need to know the morphological and syntactic the essential of rules of grammar (Braganza, 1998).

It is the area in which learners need to be offered adequate time to develop their writing skill. Therefore, more time should be devoted to it in classrooms containing EFLs so that they will be prepared to effectively communicate in real life as well as academic situations.

Writing skills can be developed when the learners interests are acknowledged

When they are given frequent opportunities to actually practice writing (Ismail 2007) because one of the main goals of ESL students is to learn to produce a well – thought- out piece of writing, Specific writing program must be in place in order to meet the needs of the learners. Indeed, to master the writing skill, the learner has to consider the grammar of the target language and structure of language. (Schmidt 2002).

Rogers, 2000,P.2 ( a writer uses writing skill to send message to a reader and has to use his language correctly in terms exactly grammatical, vocabulary and mechanics.

Tribble (1997:8) Learners use writing skill because they express about their ideas, thoughts and opinions but teachers must identify problems of writing which help learners to overcome the problems because objectives of many learners want to be become members of international business,

administrative or academic communities all of these jobs related with qualified writers .

### 1.1 Statement of the Problem

Writing skill is difficult for foreign language learners among English language learners because writing requires the ability of knowing the process of writing such as prewriting, organizing and writing.

Writing involves paragraph structure, it means there are three parts of paragraph such as topic sentence, supporting sentence, Examples and concluding sentence. The researcher observes English language learners are poor and lack in using punctuation, vocabulary, grammatical errors and spelling errors.

### 1.2 Questions of the study

- What difficulties do EFL Learners face in their writing essays?
- Which strategies and methods do teachers use in teaching EFL Learners 'writing'?

### 1.3 Hypotheses

- EFL Learners face many difficulties in their writing essays.
- Teacher of English language use some methods and strategies to develop EFL Learner's awareness in writing topics.

### 1.4 Objectives of the study

- To know the suitable strategies for English teachers can use when teaching English writing skills.
- To know some problems and challenges that face EFL Learners when they write their essays.
- To suggest ways to enhance English writing that English language learners can do in their productive vocabulary.

### 1.5 Significance of the study

English writing is very important because teachers will check their learners in understanding and productive

Volume 9 Issue 7, July 2020

[www.ijsr.net](http://www.ijsr.net)

Licensed Under Creative Commons Attribution CC BY

vocabulary .It consists of several important components such as the writing process, paragraph structure and when the learners use punctuations, grammatical and spelling effectively.

According to the researcher's experience in teaching English language, exactly writing skills are the most difficult for English language learners. Many English language learners like English very much, but they do not like writing and do not know how to write topics and have lack in vocabulary to reflect their productive exactly in writing skills.

### 1.6 Data collection

The researcher follows two tools to collect data that help in achieving objectives after that will know which challenges and difficulties for English language learners when they write topics.

There are two tools such as

- 1) Test will give for the learners a) Pretest b) posttest
- 2) Questionnaire for teachers of English language.

## 2. Literature Review

### 2.1 Definition of writing

Byrne (1996), writing means words, sentences and ideas, which ordered together in certain ways to make effective paragraphs for a reader. Writing is a crucial component of language performances. English writing is more important for both educational and professional that it becomes much more important in countries of non-native speakers of English (Leki, 2001: 199).

### 2.2 The importance of writing

It helps learners to express about personal ideas and thoughts; it is one way of communication to develop thinking skills. It used extensively in higher education and in the workplace. If learners do not know how to express themselves in writing, they do not be able to communicate well with professionals, employers, peers or just about anyone else.

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of three language skills such as listening, reading and speaking. It aids language development at all levels: grammar, vocabulary, phonology and discourse.

Suleiman (2000:p2 ) asserts writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures and language development.

### 2.3 Teaching Writing

Writing is the vehicle for communication and a skill mandated in all aspects of life. Parents write notes for their children. Doctors write prescriptions. Automotive

technicians write work orders. Politicians write speeches, grandparents write letters, friends write emails.

Watkins (2004 ) Teaching writing is very important part of teaching English language and it needs special attention for both teachers and learners because it isn't an easy skill then reflects productive vocabulary of learners

It means writing as communication is a daily activity that using by all people even in different purposes.

Teaching writing provides opportunities for learners to develop their thinking skills and making them as active and they are responsible about their learning.

There are many reasons for teaching writing such as its tool for communication and making practice of learners for aspects grammar and vocabulary.it is relatively way of practicing language outside classroom by using in business, letters, emails, reports English and professional needs.

Hedge (1999) learning writing is essentially process for learners because it motivates, builds more confidence and gives them opportunities to explore the language and communicate each other by using best ways of self-expressions.

Teacher's role is to prepare an environment in classrooms where learners will learn about writing, by showing them models of good writing, correct mistakes and help learners who have plenty of practicing writing.

The teacher has to do many roles, instead of teaching writing but being a facilitator, helper, motivator, consultant, prompter, advisor and finally assessor for his learners.

According to Ur (2002, 169) in order to become good at writing, learners will get frame lesson plans of writing such as prewriting, drafting, revising stages and conclusion. They need concentration, instruction, practice and patience.

There are some challenges for learning writing because teachers learn how to teach English language rather than writing teachers and some of the approaches used in teaching writing are problematic because they are considered in adequate and don't address particular aspects of students' writing needs ( Schalkwy et al (2009).

Teachers and Learners are unaware of various approaches to teaching English writing (Cheung 2011; Lee, 2008) many learners learn how to write an essay through imitating their favor to teachers and their colleagues in their workplace.

Teachers focus on teaching writing for many purposes such as description, comparison, and contrast to develop learners' level from accuracy to discourse level.(Silva,1990).some successful writers compose longer essays with more infrequent vocabulary (McNamara&Roscoe) (2013 ) and fewer grammatical, spelling and punctuation errors with more syntactically complex sentences.

The teachers has many roles as not teaching only but being a facilitator, helper, motivator, consultant, prompter, advisor and finally assessor for their learners.

## 2.4 EFL writing difficulty

In order to identify second language difficulty more clearly that related with the weakness of EFL Learners in writing performance to the following factors:

- There is lack of motivation from Teachers of English language
- Teachers' low proficiency in English.
- EFL Learners have limited vocabulary that effects in their writing.
- Teachers do not do practice of writing for their learners.
- EFL Learners do not invent spelling of words that they use in their writing.
- It is difficult to understand writing performance of the EFL Learners.

The researcher observe many errors in EFL Learners' writing, these errors refer to two points such as:

Interlingua errors: Richards (1971:205) defined Interlingua errors as the errors caused by interference of the native language. These errors are the results of the learners' application of the native language elements in their spoken or written performance of the target language.

The interference can occur in various areas of linguistics components including phonology, grammar, syntax, lexis and semantics (Ellis 2008, 350).

## 2.5 Intralingua errors

These errors are referred to the errors that occur because of the in effective traits of learning such as faulty application of rules and awareness of the restrictions of rules (Richard, 1971:206).

The intralingua errors normally occur when the learners have acquired insufficient knowledge (Kaweera2013:13).

## 2.6 Previous relevant studies

In 2012, Blanka Kilmova examined thirty. Threestudents in university of Hradec Kralove 20 were male and 13 were female. The findings were a list some problems such as expressing one's thought in a foreign language relevant with a topic, limited knowledge of vocabulary in a foreign language, limited knowledge of grammar in the target language a)word order b) use of articles in English c) use of tenses. There were some problems in using punctuation and spelling of words.

In 2014, Mohamed Okasha and Sami Hamdi examined seventy learners in Jazan University Saudi Arabia. The findings were mentioned 50% they had difficulty of writing, 49% they had lack self-confidence in their writing and they had lack knowledge of grammar rules.

In 2013, Monirosadat Hossesini selected 155 students in University Sains Malaysia. The findings that writing had

been associated with prompting students 'critical thinking and learning skills. Explicit teaching in writing was effective in developing the students' writing.

Writing skill improves reading ability and making students have more information and they enjoyed to express in their writing.

## 2.7 Strategies for teaching writing

Many researchers think, there are some techniques to improve students 'writing and their attitudes towards writing.

## 2.8 Stop strategy

This strategy contains four steps abbreviated as (stop ) where 'S' means suspending judgment and in this stop students are encouraged to write more. The second step, which is taken from 'T 'refers to taking a side. The third step is taken from 'O 'refers to organizing ideas, concepts in their writing. The fourth step is taken from 'P ' it means planning more as students write.

## 2.9 Dare strategy

The Dare strategy comprises four steps; where 'D' means developing a topic sentence. In this step, students are asked to focus on the first sentence to be clear and meaningful.

## 2.10 Star strategy

This strategy contains four steps abbreviated as star where 'S 'means substitution. In this step, students are asked to substitute overused words, in the second step 'T 'stands for taking things out. In the third step 'A' means, add new information and description. The 'R' in the fourth step means rearranging the sequence to produce a desired.

The researcher used method of the study for collecting data by using questionnaire

In addition, test

## 2.11 Method of study

The study adopts descriptive analytical method

## 2.12 Population of study

The population includes teachers who teach English language. They are twenty – five teachers and EFL Learners who study English language as foreign language at Aljouf University – First common year.

## 2.13 Instruments

The data of this study are collected through questionnaire, test for EFL Learners at Aljouf University. The questionnaire and the test are designed for the teachers and test the Learners of English language as sample population.

### 3. Data Analysis

The researcher-designed questionnaire consisted ten questions, which related with two hypotheses of the study. Questionnaire for EFL teachers were distributed among twenty-five teachers and test for students.

The researcher analyzed questionnaire and test, he found many errors in students' writing and teachers responded with agreed about some problems face their learners exactly when they wrote an essay.

1) Teachers' grammatical rules improve EFL Learners writing.

Table 1 shows that 52% of the participants responded strongly agreed, 44% teachers agreed and 4% responded not sure, while 0% disagreed and strongly disagreed. Majority of the teachers agreed that should teach grammatical rules to improve EFL Learners' writing and it is very important for the learners of EFL.

**Table 1:** Teachers' grammatical rules improve EFL Learners writing

Choices	Answer	Percentage
Strongly agree	13	52%
Agree	11	44%
Not sure	1	4%
Disagree	0	0%

2) EFL Learners need more information in vocabulary and spelling for their writing.

**Table 2:** Shows that 76 % of teachers responded, "strongly agree, ".24% of the participants but 0 % responded disagreed

Choices	Answer	Percentage
Strongly agree	19	76 %
Agree	6	24 %
Not sure	0	0 %
Disagree	0	0 %

The percentages clearly show that the learners should know more information to support and improving their writing topics exactly in vocabulary and spelling of words.

3) Teachers explain how to write to EFL learners.

**Table 3:** shows that 88 % of the teachers responded "strongly agree and agree". However, 8 % disagreed while 4% responded not sure

Choices	Answer	Percentage
Strongly agree	7	28%
Agree	15	60 %
Not sure	1	4%
Disagree	2	8%

Most participants agreed that teachers should teach EFL Learners more details and making practice in writing, it means if learners know more information and concepts about writing an essay, it leads them to improve their writing.

4) EFL learners have lack in organization ideas and content in their writing.

**Table 4:** Show that 88 % of the participants responded (strongly agree and agree), 8% responded not sure but 4 % they responded disagreed

Choices	Answer	Percentage
Strongly agree	10	40 %
Agree	12	48 %
Not sure	2	8 %
Disagree	1	4 %

High percentage of the teachers agreed that EFL Learners should know knowledge and more information about organizing writing also what do they write in an essay.

5) EFL Learners feel confident in their ability of writing and it is so difficult skill.

**Table 5:** 52 percentage of the teachers responded (strongly agree and agree), 36 % they responded not sure while 12 % they disagreed

Choices	Answer	Percentage
Strongly agree	5	20 %
Agree	8	32 %
Not sure	9	36 %
Disagree	3	12 %

Some of the teachers agreed about EFL Learners should do more practice for making confident and ability; the teachers should teach writing skill in simple and attractive way to make it an essay.

The researcher observed those five questions were achieved the hypothesis which reflected that EFL Learners faced some difficulties in their writing essays.

There is a below table to show the analyzing of the six questions that related with second hypothesis (Teachers use some strategies and methods to develop EFL Learners' awareness in writing topics.

The researcher analyzed the five questions which they achieved the second hypothesis according to these results.

6) Teachers teach EFL Learners sentences structure and style of writing.

**Table 6:** Shows that 68 % the participants responded (strongly agree and agree), 16 % not sure and 16 % they responded disagreed.

Choices	Answer	Percentage
Strongly agree	8	32 %
Agree	9	36 %
Not sure	4	16 %
Disagree	4	16 %

Majority of the teachers agreed about EFL Learners should learn sentences structure, how to write by knowing style of writing.

7) EFL Learners think writing's lessons are so difficult and boring.

**Table 7:** Shows that 72 % the participants agreed the idea of writing is so boring and difficult while less number of the teachers disagreed

Choices	Answer	Percentage
Strongly agree	8	32 %
Agree	10	40 %
Not sure	1	4 %
Disagree	6	24 %

Most of teachers agreed that writing is so difficult skill in learning and EFL Learners are afraid of it, they need a good method and technique in teaching writing.

8) I think teachers motivate EFL Learners to improve their writing skills.

**Table 8:** 80 % of the teachers responded EFL Learners need motivation for improving English writing, 8 % not sure and 12 % they disagree

Choices	Answer	Percentage
Strongly agree	11	44 %
Agree	9	36 %
Not sure	2	8 %
Disagree	3	12 %

Majority of the teachers agreed, they should follow a good techniques and methods to make English language as attractive that it leads to improve EFL Learners' writing.

9) Teachers have given EFL Learners enough time in classroom to write.

**Table 9:** Shows that 52 % of the participants responded (strongly agree and agree), 24 % not sure while 24 % they disagreed

Choices	Answer	Percentage
Strongly agree	4	16 %
Agree	9	36 %
Not sure	6	24 %
Disagree	6	24 %

52 % percentage of the teachers agreed that concepts or ideas, which reflected EFL Learners, do not have enough time for writing.

10) Teachers use prewriting techniques in their teaching.

**Table 10:** Shows that 56 % of the participants responded (strongly agree and agree), 24 % not sure while 20 % they disagreed

Choices	Answer	Percentage
Strongly agree	5	20%
Agree	9	36%
Not sure	6	24%
Disagree	5	20%

High percentage clearly that the teachers should use a good techniques and methods in their teaching also EFL Learners do practice in or outside of their classrooms

The researcher found those questions 6, 7, 8,9,10 would achieve hypothesis, the teachers use some strategies and methods that develop EFL Learners' awareness in writing topics.

**Summary of learners' errors**

There are an examples from written of EFL Learners at Aljouf university in the first common year 1440-1441 in the second semester exactly grammatical errors, spelling errors, sentences structure errors ,punctuation errors, articles errors and prepositions errors.

The researcher found some errors in EFL Learners' written; they used wrong tense instead of using present. There are errors and corrections as shown in the table.

Learners' errors	Corresponding corrections
We go to swimming five year.	We went swimming five years.
I know him two years ago.	I knew him two years ago.
He says like teaching Math.	He said that he liked teaching Math.

b) The articles errors: the researcher observed some errors in written of EFL Learners they didn't use ( a, an, the ) the definite articles and indefinite articles in their writingbecause EFL Learners have interference with their mother tongue (Arabic language ) those errors influence with their mother tongue but indefinite articles in Arabic language is zero.

There is a table as shown errors and corresponding corrections.

Learners' errors	Corresponding errors
My mother is teacher	My mother is a teacher
London is largest city	London is the largest city
6) My father is policeman	My father is a policeman
7) I'm student	I'm a student
8) At weekend	At the weekend

c) The researcher found some prepositionerrorsin EFL Learners' written and how to correct this errors by rewrite it again. There is a table as shown errors and correction.They had errors in using prepositions in their writing.

Learners' errors	Corresponding errors
9) I know him when we were from high school	I knew him when we were in high school
10) She works school	She works at school

d) Some EFL Learners had spelling errors in their writing when they wrote some words as wrong because EFL Learners had confusing in pronunciation of words then the researcher have shown correction of them.

Learners' errors	Corresponding errors
11)a beautiful	a beautiful
12)Infront	in front
13)years	Years
14) Their	Their
15) a lower	a lawyer
16) children	Children
17) well	Will

(e) The researcher found some sentences structure errors in EFL Learners 'writtenbecause they used unsuitable words in sentences and a table as shown the corresponding correction.

Learners' errors	Corresponding errors
18) I have a beautiful family	I have a beautiful family
19) We spend fun time together	We spend good time together
20) my house	My house
21) We have a big beautiful and very small house.	We have a big and beautiful house.

(f) The researcher observed that EFL Learners did not use the punctuation in their writing also; they did not know where it use.

Learners' errors	Corresponding errors
22) My name is Turki I'm nineteen years old I'm a student	My name is Turki, I am nineteen years old and I am a student.
23) I live with my family in Alqurayat in north of Saudi Arabia	I live with my family in Alqurayat in north of Saudi Arabia.

#### 4. Findings

The researcher found and observed some findings and some obstacles that face EFL Learners in their writing.

- 1) Interference of mother tongue of Saudi EFL university learners in learning English.
- 2) Lack of memorization of spelling words and carelessness.
- 3) Influence of the phonology of Arabic language on spelling words of English.
- 4) Lack of grammatical rules that effecting in writing an essay.
- 5) Ignorance of English reading which cause lack of vocabulary.
- 6) Teachers did not explain for EFL Learners how to write a topic.
- 7) EFL Learners have lack in organization, simplization and punctuation in writing.
- 8) EFL Learners have lack of writing practice in and outside classroom and insufficient exactly in their expressing.
- 9) Teachers do not focus in teaching sentences structure and style of writing.
- 10) Teachers do not motivate EFL Learners to improve their writing.
- 11) Insufficient activities and practice of basic techniques of writing that improving students' performance.
- 12) Lack of knowledge in writing and thinking is difficult skill.
- 13) EFL Learners do not know of using prepositions and articles in their writing.

#### 5. Recommendations and Conclusion

The researcher recommends some recommendations that help EFL Learners in their writing skills such as:

- Teachers should motivate EFL Learners to do practice for their writing.
- Teachers should teach EFL Learners English very well to avoid them interference of mother tongue.
- EFL Learners must check spelling of the words exactly in their writing.
- Teachers should grammatical rules and phonology to support in writing an essay.
- EFL Learners should read many books that improve their vocabulary.

- Curriculum plan should learn learners' organization, punctuations and symbolization in writing topics.
- Teaching and learning should make more practice for learners inside and outside classroom to develop their expressing in writing.
- Teachers must focus in their teaching in explaining sentences structure and style of writing.
- Techniques and methods will be with sufficient activities that improving EFL Learners' performance.

#### 5.1 Conclusion

The study made huge effort to bring out problems and challenges of EFL Learners' writing, to motivate EFL Learners and teachers to make a good relationship in learning and teaching by acquiring effective techniques and methods. While selecting textbooks and designing curriculum then teachers focus on explaining organization, punctuation and style of writing that improving their EFL Learners' writing skills.

EFL Learners think writing is a difficult skill and they do not know to express about their ideas and concepts. Finally, writing is an important skill which it reflect amount of words and high knowledge and information in productive vocabulary.

#### References

- [1] Ahamed, F. E. (2016). An investigation of writing errors of Saudi EFL university students (A case study of College of Science & Arts- Tanumah, King Khalid University). *International Journal of Social Science and Humanities Research*, 4 (2), 189-211. ISSN 2348-3164
- [2] Alfaki, I. M. (2015). University students' English writing problems: Diagnosis and remedy. *International Journal of English Language Teaching*, 3(3), 40-52. ISSN 2055-0839
- [3] Braganza, Michael. 1998. *Common Errors in English*. New Delhi India: Goodwill Publishing House
- [4] Brown, H. D. 2000. *Principles of Language Learning and Teaching*. 4th edition. White plain New York: Longman.
- [5] Cheung, Y. L. (2011). Teacher training for effective writing instruction: Recent trends and future directions. *Procedia Social and Behavioral Sciences Journal*, 15(1), 531-534.
- [6] Ellis, R. (2008). *The study of second language acquisition*. Oxford, UK: Oxford University Press.
- [7] Fawzi Eltayeb Yousuf Ahmed (2016) (An Investigation of writing Errors of Saudi EFL University students. *International journal of social science and humanities Research*.
- [8] Ibnian, S. S. (2017). Writing difficulties encountered by Jordanian EFL learners. *Asian Journal of Humanities and Social Studies*, 5 (3). ISSN: 2321 – 2799 Ja
- [9] Kaweera, C. (2013). Writing error: A review of interlingual and intralingual interference in EFL context. *English Language Teaching*, 6, 9-18.
- [10] Leki, L. (2001). Material, educational, an ideological challenge of teaching EFL writing at the turn of the

century. International Journal of English Studies, 1, 197-209.

[11] McNamara, D. S., Crossley, S. A., & Roscoe, R. (2013). Natural language processing in an intelligent writing strategy tutoring system. Behavior Research Methods, 45(2), 499-515.

[12] Mohamed Alwidy (2019) – Writing problems of Non – English students. Canadian Social Science.

[13] Mohammed, M. (2016). Error analysis: A study on grammatical errors in the writings of Iraqi EFL learners. European Academic Research, 3 (2). ISSN: 2202-9478.

[14] Richards, J.C. (1971). A no contrastive approach to error analysis. English Language Teaching Journal. 25, 204-219.

[15] Tanzin Ara Ashraf (2018) – Teaching English as foreign language in Saudi Arabia Struggles and Strategies – International Journal of English language education.

[16] Watkins, P. (2004) Writing, English Teaching Professional, Issue 30, January 2004.

	Statement	Total	Strongly agree	Agree	Not Sure	Disagree	Strongly Disagree	% agreement	Level
1	Teachers' grammatical rules improve EFL Learners writing.	25	(13) 52.0%	(11) 44.0%	(1) 4.0%	(0) 0%	(0) 0%	96.0%	<b>V.High</b>
2	EFL Learners need more information in vocabulary and spelling for their writing.	25	(19) 76.0%	(6) 24.0%	(0) 0.0%	(0) 0%	(0) 0%	100.0%	<b>V.High</b>
3	Teachers explain how to write to EFL learners.	25	(7) 28.0%	(15) 60.0%	(1) 4.0%	(2) 8%	(0) 0%	88.0%	<b>High</b>
4	EFL learners have lack in organization ideas and content in their writing.	25	(10) 40.0%	(12) 48.0%	(2) 8.0%	(1) 4%	(0) 0%	88.0%	<b>High</b>
5	EFL Learners feel confident in their ability of writing and it is so difficult skill.	25	(5) 20.0%	(8) 32.0%	(9) 36.0%	(1) 4%	(2) 8%	52.0%	Medium
6	Teachers teach EFL Learners sentences structure and style of writing.	25	8 32%	9 36%	4 16%	4 16%	0 0%	68 %	<b>high</b>
6	Teachers teach EFL Learners sentences structure and style of writing.	25	8 32%	9 36%	4 16%	4 16%	0 0%	68 %	<b>high</b>
7	EFL Learners think writing's lessons are so difficult and boring.	25	8 32%	10 40%	1 4%	6 24%	0 0%	72%	<b>high</b>
8	I think teachers motivate EFL Learners to improve their writing skills.	25	11 44%	9 36%	2 8%	3 12%	0 0%	80 %	<b>high</b>
9	Teachers are given EFL Learners enough time in classroom to write.	25	4 16%	9 36%	6 24%	4 16%	2 8%	52%	<b>medium</b>
10	Teachers use prewriting techniques in their teaching.	25	5 20%	9 36%	6 24%	5 20%	0 0%	56%	High

**Teachers Questionnaire**

Dear Teachers,

Dear Participants,

This study aims at investigating the impact of teaching English on Promoting EFL Learners' writing skill. This study is submitted in fulfillment of the requirements for academic paper .Rest assured that all information gained from this study will be dealt with most confidentiality. The results of this study will only be used for academic purposes and any personal information will ever be revealed in the report. Kindly spend some of your valuable time to complete it.

**Questionnaire Statements instruction:**

**Keys:** - 5 (Strongly agree) 4 (Agree) 3(Not sure) 2(Disagree) 1 (Strongly disagree)

Please tick (√) the answer of your choice to show the extent to which you agree or disagree with any of the following statements:

<b>Hypothesis (1): EFL Learners face many difficulties in their writing essays.</b>					
Statements	5	4	3	2	1
1) Teachers' grammatical rules improve EFL Learners writing.					
2) EFL Learners need more information in vocabulary and spelling for their writing.					
3) Teachers explain how to write to EFL learners.					
4) EFL learners have lack in organization ideas and content in their writing.					
5) EFL Learners feel confident in their ability of writing and it is so difficult skill.					
<b>2) Hypothesis: Teachers use some strategies and methods to develop EFL Learners' awareness in writing topics.</b>					
6) Teachers teach EFL Learners sentences structure and style of writing.					
7) EFL Learners think writing's lessons are so difficult and boring.					
8) I think teachers motivate EFL Learners to improve their writing skills.					
9) Teachers are given EFL Learners enough time in classroom to write.					
10) Teachers use prewriting techniques in their teaching.					