



ISSN: 2980-2253

Contemporary Research in Language and Linguistics

Volume: 2 Issue: 2

## Examining Instructors' Perspectives on Writing Activity Challenges in High School Settings

ZERNİŞAN KORKMAZ HURÜZ<sup>1</sup> 

### Abstract

Writing transforms communication and human development by turning thoughts into elegant words, ideas into engaging stories, and facts into effective statements. Writing instruction in English Language Teaching (ELT) guides students towards critical thinking, effective communication and lifelong expression. This research explores high school English teachers' perspectives on the complexities, techniques, and challenges of writing instruction and how these challenges are overcome. This qualitative study captures the essence of the practical experiences of 10 English teachers actively working in high schools in Istanbul. The thematic analysis reveals that writing is crucial for high school education and is intertwined with communication, critical thinking and personal development. According to this study, teachers see themselves as mentors who encourage creativity and writing. This study clarifies these observations and contributes to the literature on writing pedagogy that emphasises encouragement, constructive criticism and collaborative engagement to develop students' writing skills.

**Keywords:** Writing skills, English language teaching, Teachers' perspectives

### INTRODUCTION

Writing skills are very important in English language teaching (Mirshekaran et al., 2018). The barriers that EFL teachers face when implementing writing activities have not been sufficiently researched. The quality of writing instruction depends on these problems and teachers' solutions. The main topic of this study is how high school EFL teachers perceive, struggle with,

---

<sup>1</sup> MEB, [korkmazhuruzzernisan@gmail.com](mailto:korkmazhuruzzernisan@gmail.com)

and respond to writing challenges and how these perspectives and strategies can improve writing pedagogy across the curriculum. This study examines the multifaceted challenges English language teachers face when teaching writing skills, their strategies for overcoming them, and how their perspectives can influence high school writing instruction. By evaluating these teachers' experiences and perspectives, this research hopes to improve high school writing instruction.

The focus of this study is high school English writing instruction. Academic success, critical thinking, effective communication, and lifelong learning need writing. Quality high school writing teaching is crucial. This research focuses on the multiple challenges high school English instructors confront while planning, executing, and assessing writing activities. Engagement, assessment, curriculum limitations, and student needs are issues.

This study examines English instructors' writing instruction viewpoints, attitudes, and beliefs in addition to the challenges. The research examines how instructors value writing, their roles in developing writing abilities, and their problem-solving methods to present a comprehensive view of writing. The research seeks to investigate how instructors' viewpoints and methods might improve high school writing education. The research aims to assist instructors and students improve writing teaching and curriculum.

This research affects high school English language instruction. This study is important because it might enhance high school writing training. This research identifies English instructors' issues, viewpoints, and curriculum approaches to improve students' writing. Teachers' professional development can benefit from this research. Understanding how teachers see and address writing problems can influence professional development. In addition, better writing instruction affects student learning. Better writing skills help students perform better academically, communicate well, and therefore succeed in their jobs. In summary, this study influences high school students' academic and professional development.

This study is designed to address the following research questions:

1. What is the view of English teachers at high schools on the significance of writing instruction and their own roles in supporting the growth of writing?

2. What particular difficulties do English teachers in high school have while planning, carrying out, and evaluating writing assignments in their classrooms?
3. What methods and techniques do English teachers in secondary schools use to overcome the difficulties involved in teaching writing assignments?

This study acknowledges several limitations that restrict its breadth and generalisability. The sample of 10 high school English teachers may limit the diversity of perspectives. The results of the study may also be limited to a smaller group of educators due to regional or educational similarities. This research with high school English teachers in Istanbul may not be applicable to other English teachers or educational institutions. Self-report data from semi-structured interviews dominated the data collection. Self-report data are vulnerable to bias, subjectivity and recall limitations. Qualitative data analysis requires interpretation and subjectivity is inevitable when seeking rigour and reliability. Finally, social desirability or other circumstances may influence interviewees' responses, which in turn may influence their self-reported experiences and perspectives.

This research relies on various assumptions to guide its findings and interpretations. First, the high school English teachers in this study are assumed to be honest and truthful throughout interviews. Second, the research assumes that the Istanbul high school English teachers sample is varied and representative of educators in this environment. Despite efforts to diversify the sample, these individuals may not represent all high school English teachers in the region. Finally, the research acknowledges that its findings may not apply to all high school English teachers or all educational institutions. Instead, it expects that the ideas will be contextually relevant and help explain teaching writing in Istanbul-like situations.

English has two types of skills: receptive and productive. Production skills include speaking and writing, whereas receptive skills involve reading and listening. Writing is a vital skill. Writing involves expressing a language using symbols (Sarwat et al., 2021). Students begin school-level communication through writing. Writing is more complicated, and even native English speakers may struggle in difficult situations (Javed et al., 2013).

In modern life, writing is essential for expressing thoughts, feelings, and opinions, as shown in email, text, and social media (Aminatun et al., 2019). Writing abilities are essential for teaching

in schools (Hosseini et al., 2018). According to Alexander (2008), good writing skills can boost students' success.

Deane (2018) claims that writing is the greatest human achievement, allowing people to exchange knowledge, information, views, and opinions across generations and nations. Writing helps students widen their thinking, organise their information, use language efficiently, improve their cognitive capacities, and enhance their mental vocabulary through mental processes (Güneş, 2013). Writing is learned via practice and experience. Writing may be intimidating for students since it requires a lot of work and devotion. Writing is also seen as a complex talent, based in traditional communication, and a distinctive method of self-expression (Cumming, 2001).

According to Nyugen (2009), many English as a Foreign Language (EFL) teachers struggle to teach writing despite its importance. Teaching EFL students English writing requires linguistic and communication skills (Bilal et al., 2013). However, teachers are required to help students write.

English writing has always been difficult for second language learners. ESL teachers in most schools struggle to improve students' writing skills (Moses & Mohamad, 2019). Learning to write presents unique challenges for each learner. Each student has unique traits. These specific problems might impair students' efforts to write well.

Moses and Mohamad (2019) state that students struggle with writing owing to a lack of vocabulary, grammar, spelling, physical or mental preparedness, exposure, and motivation. Teachers struggle with student conduct, competency, parental disengagement, professional inexperience, and student disinterest. Hidayati (2018) found that internal and external variables cause teachers' problems. Linguistic competency, native language interference, learner motivation, and reading habits are internal influences. However, external effects include classroom circumstances, writing teaching resources, and time limits.

Students and teachers face distinct writing challenges for different causes, and most crucially, due to our unique variations, our responses are likewise diverse. Amalia et al. (2021) found that teachers suggested specific English vocabulary training, collaborative English writing, and English writing tasks to address these issues.

Researchers stress motivation in writing issues. Teachers should provide students favourable feedback on their written assignments to motivate them (Sarwat et al., 2021). A study by Süğümlü et al. (2019) found that students with high writing motivation ratings also had good writing evaluation scores. According to Bulut (2019), motivation is highly linked to language proficiency and is a vital factor in foreign language learning success.

## **METHODOLOGY**

This component of the term project document describes the study methodology, participants, methodologies and techniques, data collecting, and data analysis. This study investigates the problems and methods that high school EFL teachers in Istanbul face when teaching writing. This study uses a qualitative research method to explore the writing teaching experiences, views, problems and techniques of high school English teachers in Istanbul. Semi-structured interviews are conducted with 10 English teachers from various high schools in Istanbul to gather in-depth information. This qualitative study explores complex, context-dependent narratives. The qualitative research approach allows for in-depth topic study.

Semi-structured interviews were used in this study. These interviews collect participant data in a flexible yet organised way. The open-ended questions allow for an in-depth examination of the problems and methods of high school English teachers in Istanbul. The semi-structured interviews allow the participants to speak freely while addressing important study issues in a coherent way. Interview questions 1 and 2 relate to the first research topic, 3, 4 and 5 to the second research topic and 6 and 7 to the third research topic.

The 10 English teachers in this survey are carefully analysed in this part. Istanbul high schools need them to learn writing issues and approaches. Targeted sampling attracted Istanbul high school English teachers. For the inquiry, these 10 people were carefully chosen to present diverse viewpoints and experiences.

Each participant teaches English in Istanbul high schools. This category comprises new and seasoned English teachers. The Istanbul high school English teaching community is age, gender, and background varied. All 10 participants consented to engage in the study and express their opinions and experiences in semi-structured interviews. Table 3.1 includes participant demographics.

Table 1. Demographic information of the participants

Participant	Age	Gender	Teaching Experience (Years)
Participant 1	34	Female	10
Participant 2	42	Male	13
Participant 3	28	Female	4
Participant 4	39	Male	15
Participant 5	31	Female	7
Participant 6	45	Male	20
Participant 7	29	Female	5
Participant 8	38	Female	14
Participant 9	33	Male	9
Participant 10	40	Female	17

The systematic method used to collect qualitative data from 10 English instructors in this study is described here. Semi-structured interviews are the principal qualitative data collection method. High school English teachers can contribute their unique perspectives and stories in open-ended interviews. Prior to interviews, people were deliberately sampled (3.3). Contacted participants were informed of research aims and confirmed their voluntary participation.

Participants were informed of the study's goals, confidentiality, and right to withdraw. Participants were questioned alone in a comfortable setting. Audio-recorded interviews were agreed upon to gather responses. Their writing teaching experiences and viewpoints were discussed in depth using the interview protocol's open-ended questions. Audio and thorough field notes were captured for each interview. These notes recorded non-verbal cues, contextual observations, and other insights from the interviews to help understand each participant's story.

Data analysis involves methodically assessing qualitative data from 10 English instructors' semi-structured interviews. This step requires analysing participants' narratives on writing issues and methods in Istanbul high school English classes to offer insights, trends, and

revelations. The first stage in data analysis is interview transcription. These transcriptions form the basis for analysis. Every interview is thoroughly transcribed to preserve vocal emotions, pauses, and nuanced emphases. For participant privacy, pseudonyms are used throughout the analysis.

Thematic analysis is used to methodically analyse qualitative data. This procedure follows clear stages. Researchers start by reading the transcripts, detecting themes, and taking notes. Starting codes are formed by systematically finding relevant data segments and labelling them. This includes breaking down data into manageable pieces. Initial codes are then sorted into themes. Themes are refined and developed through data analysis. Participants contribute patterns and experiences to form themes.

Themes undergo numerous cycles of evaluation, refining, and validation. To maintain consistency, trustworthiness, and dependability, researchers compare transcript codes and themes. The study questions and goals provide context for theme interpretation. Researchers investigate how the themes affect writing instruction.

The data analysis results are detailed using narrative descriptions, participant quotations, and theme summaries. These studies attempt to provide a comprehensive understanding of English teachers' issues, techniques, and perspectives on high school writing instruction. Confidentiality and informed consent are crucial to data analysis.

## **FINDINGS**

A comprehensive study of teachers' views on the problems and techniques of English writing instruction in high school led to these conclusions. Rich data from semi-structured in-depth interviews with 10 experienced teachers in Istanbul shed light on writing pedagogy. This chapter synthesises teacher opinions, their role in influencing students' writing abilities, the difficulties of creating and conducting writing activities, the difficulty of measuring writing skills, and the different ways to overcome these issues. These findings offer a nuanced view of the difficulties and demonstrate teachers' innovative and adaptable writing instruction.

Table 2. Themes

Themes Explored in Interviews	Description
Significance of writing skills	Teachers' perspectives on the importance of writing skills in education, communication, and beyond.
Role of high school English Teachers	The multifaceted roles and responsibilities of teachers in guiding and nurturing students' writing abilities.
Challenges in designing writing activities	Obstacles faced by teachers in creating engaging and curriculum-aligned writing tasks for students.
Challenges in implementing writing activities	Difficulties encountered when executing writing activities in classrooms, including time management and student engagement.
Challenges in assessing writing skills	Barriers faced by teachers in evaluating and providing effective feedback on students' writing proficiency.
Strategies and Approaches Employed by Teachers	Techniques used by teachers to inspire and encourage students to engage actively in writing tasks.

Table 4.1 summarises the main themes of the semi-structured interviews with high school English teachers. Six themes related to high school writing instruction emerged from these interviews. The table shows the educators' views, problems and writing pedagogy techniques derived from rich exchanges. The themes explored the importance of writing skills in education and communication. The numerous functions of high school English teachers in developing students' writing skills were also analysed. The design, execution and evaluation of writing activities are discussed and teachers' writing challenges are highlighted. The chart also lists the methods teachers use to engage students and overcome these barriers. This review reflects the depth and breadth of the interviewees' reflections and sets the findings part.

### **Significance of Writing Skills**

Writing abilities are crucial for high school, according to English teacher interviews. These teachers stress that writing abilities are essential for communication. Teachers believe that writing is a life skill that helps students excel at employment.

“Writing is more than just putting words on paper; it's the basis of communication. It connects thoughts to the real world and helps students talk to each other in any subject.”      Teacher D

“Being able to write is important in everyday life, not just in school. It gives students the tools they need to share their thoughts, understand difficult material, and make strong arguments or skills that go beyond school.”      Teacher J

The quotes from Teachers D and J demonstrate the importance of non-academic writing. Teacher D emphasises writing's role in connecting concepts and reality, promoting cross-course interaction. This shows that writing is about communicating ideas, not simply words. Teacher J strengthens this notion by promoting writing as a life skill. Students' ability to communicate, comprehend complex concepts, and argue empowers them outside of school. These findings support the teachers' conviction that writing is essential for academic and real-world success, facilitating effective expression and comprehension.

### **Role of High School English Teachers**

As flexible architects, high school English instructors teach language, creativity, and critical thinking. They encourage creativity, unique voices, and a passion for writing beyond grammar and composition.

“As teachers, our goal is to help people become better writers and thinkers who use language to discover the world, where critical thinking and imagination come together to make expressions.”      Teacher B

“When we write in class, it's like going on a journey to find your own voice and style, each student at his own pace.” Teacher D

“I teach not only language, but also a love of reading and writing, which helps

students learn new things and express themselves.” Teacher G

Teachers' opinions on helping high school students write are complex and comprehensive. They promote, coach, and critique students' writing. Most of them believe a supportive school promotes writing since creativity is as important as grammar and composition. They emphasise good writing practices, including rewriting, as fundamental to writing. Teachers also provide many writing opportunities to improve students' skills. Most significantly, they seek to teach basic writing abilities. This devotion includes critical thinking and writing. They encourage students to appreciate writing from concept to final reading. Some teachers emphasise research skills for well-informed and compelling writing. Reading diverse literature helps students' writing skills, thus many teachers encourage a love of reading. Finally, effective teachers are patient and empathic, realising that children learn at different paces and offering personalised writing instruction. Writing mechanics, creativity, critical thinking, and effective communication are taught in their complete high school writing program.

### **Challenges in Designing Writing Activities**

English teachers in high school expressed that they face various challenges when creating writing activities.

“It's hard to teach formal writing and get students to think creatively at the same time.”

Teacher B

“It's hard to come up with ideas that will appeal to a wide range of people. Adding the topic to the curriculum without any problems is necessary for writing that is interesting and meets learning goals.” Teacher F

Interesting writing topics are hard to pick. Teachers must ensure that these themes fit the curriculum and appeal to students' different backgrounds and experiences. Another challenge is blending academic writing structure with uniqueness. Teachers should foster creativity and teach writing rules. Customised education and assistance are needed to meet students' needs and abilities in the classroom. Explaining revision's importance for writing growth to students is difficult. Managing plagiarism and citation issues is continuous. Motivating reluctant

students and using technology fairly are other issues. Writing tasks for students with learning disabilities and English language learners must be planned and differentiated.

### **Challenges in Implementing Writing Activities**

High school English teachers face different problems when implementing writing exercises.

“My goal is to give students valuable writing experiences while also making sure they all get help, guidance, and care.” Teacher A

"It's hard to give each student individualised help while also managing a wide range of skills and keeping a good writing environment." Teacher H

Time management is essential for effective writing, revision, and feedback in limited class time. Differentiated instruction and feedback in the classroom need time to maximise student ability. Time constraints are our instructors' biggest problem. Teachers said that when writing exercises are done in class, some students feel bored and cause classroom management issues. Large classes make it hard for teachers to answer students' questions one-on-one. Homework writing assignments make it hard to determine who produces the job or how much translation is used.

### **Challenges in Assessing Writing Skills**

English teachers in high school have challenges while judging students' writing. Students need differentiated exercises and comments to enhance writing.

“When I grade writing, it's like taking a peek into a maze of creativity and skill. I try to make comments that are useful while also being constructive and supportive.”

Teacher B

"It's hard to find original work in a sea of materials; keeping things real while also teaching students how to take constructive criticism needs a complex way of judging work." Teacher I

Students who are unhappy with the initial critique should focus on writing and revisions to establish a development mentality. Teachers provide thorough and relevant comments to engage students, yet some students fear being criticised when their work is assessed. Teachers also agree on addressing plagiarism and verifying student writing. Teachers agreed that assessing writing, especially in big courses, takes time and they don't have it. These hurdles demand strategy and persistence to overcome throughout the writing teaching process.

### **Strategies and Approaches Employed by Teachers to Navigate Writing Instruction Challenges**

High school English teachers face several obstacles when measuring students' writing skills.

“When students are graded together, they are more likely to be in charge of their own learning. This creates an environment where growth is encouraged and deep thought can happen.” Teacher F

Essay grading takes time for many teachers, especially in large classes. Therefore, some teachers employ peer evaluation and most use well-defined rubrics to simplify grading. Students receive comments from others, encouraging collaborative learning. Student participation depends on peer cooperation. Discussion of student work builds community and critical thinking. One-on-one writing conferences are common in classrooms. These conferences assist teachers to understand students' needs and goals and give customised support.

“Grading doesn't just rate students; it gives them the tools they need to find their own writing path. Fairness is ensured by calibrated criteria and personalised feedback, and every update is seen as a step toward mastery in a culture of progress.” Teacher B

Another issue is fair and consistent grading, especially for subjective writing. Teams of teachers adjust grading standards and set expectations with clear rubrics. These strategies improve grading uniformity and fairness. Students' different writing talents are addressed. Teachers provide students personalised feedback and differentiated challenges to improve. They also teach students to view writing as a process and grow via revisions.

“It's important to teach students what will happen if they plagiarise, but it's also important to create a supportive space where students can get help from helpful feedback. I tell them to use criticism to get better by focusing on the good first. This way, every word becomes a chance to learn.” Teacher A

Combating plagiarism is hard. Teachers emphasise dishonesty's repercussions to overcome this. Teachers balance negative remarks with student motivation and inspiration is tough. Teachers highlight students' strengths before addressing faults to create a positive atmosphere. This strategy fosters active examination and learning from comments.

“In our school, being helpful is very important. To build community and lower stress, I tell students to work together and share their work in smaller groups before bigger performances. Students feel like they belong when they use this method, and they are less afraid to share their work.” Teacher J

Teachers reported building a nice classroom to lessen students' fear about being assessed during work reviews. When students present their work in small groups before class, teachers promote respect and inclusiveness. This helps students feel connected and calmer.

“Students' writing is inspired by visuals, videos, and music. These tools show writing as a dynamic and diverse art form, inspiring students. I provide hesitant students with short, pleasant writing jobs to build their confidence. Technology and friendly writing contests motivate students.” Teacher C

Pictures, videos, and music inspire creativity and show students that writing is flexible. Since students lack motivation, teachers employ these tools. Teachers give reluctant writers brief, low-pressure writing assignments to improve confidence. Success with these prompts encourages lengthier writing. Competitive writing competitions and friendly writing challenges push students to work hard. Modern students are tech-savvy, therefore incorporating new technology into writing tasks motivates them.

“I value variety, acceptance, and different points of view. I give students detailed input on topic, organisation, and style to help them improve their writing using the praise-correct-advise method.” Teacher E

Teachers assist culturally and linguistically diverse students. They encourage diversity and inclusion. Student writing growth requires more than cosmetic fixes. Teacher praise-correct-advice remarks on content, organisation, and style help students grow. This strategy lets them own their writing.

High school English teachers utilise several strategies to motivate students to write class projects. These methods pick relevant, engaging, and accessible student writing. Many teachers say writing assignments should link to current events or students' experiences. This approach engages students and promotes effective writing. According to teachers, giving students a choice of writing themes lets them write about their hobbies to stay engaged. Topic choice encourages independence. Creative strategies employed by high school English teachers to motivate and engage students in writing make writing more relevant and fun for many students.

## **CONCLUSION, DISCUSSION AND SUGGESTIONS**

High school EFL teachers' writing instruction experiences, opinions, issues, and solutions were studied in this study. To investigate the issue, the study model used qualitative methods. The qualitative study included semi-structured interviews with 10 high school EFL instructors. These conversations illuminated the importance of writing in ELT and instructors' many duties. The semi-structured qualitative interviews with 10 high school English instructors highlighted the challenges they confront while creating, executing, and assessing writing activities and how they solve them. This exploration helps instructors manage writing's intricacy with major practical consequences.

The findings highlight the difficulty of teaching writing and the necessity of high school writing. Most English teachers say writing enhances communication, critical thinking, and self-expression. English teachers motivate high schoolers via writing and self-discovery. Language, composition, creativity, critical thinking, and effective communication are essential for university and beyond, thus they prioritise these. The study also showed instructors' challenges in designing, executing, and assessing writing activities. These challenges include choosing appealing writing themes, balancing creativity with academic rigour, and fulfilling students' different needs and talents. Time management, student involvement, plagiarism, and evaluation concerns remained. Teachers' diverse approaches to overcoming these obstacles are

inspirational. Grades and collaboration are improved by peer evaluation, explicit rubrics, and one-on-one writing conferences. Teachers have developed ways to distinguish projects and give tailored feedback to meet students' writing talents while keeping fair and consistent grading. To minimise students' concerns and stimulate cooperation and creativity in a friendly classroom.

ELT writing abilities, instructors' writing challenges, and solutions are highlighted in the literature review. This study and the literature review stressed writing in ELT. Writing reflects thoughts and feelings and is an essential linguistic skill, say both sources. Writing is essential for academic and professional success (Sarwat et al., 2021; Alexander, 2008). This aligns with the findings of this study.

Both the literature review and this study found writing education issues. These include vocabulary, grammar, student motivation, and instructors' performance and behaviour problems. These concerns demonstrate a shared awareness of writing instruction's complexity. The study evaluated how high school English instructors combine creativity with structure, grade, and accommodate varied learners. The literature review focused on high school issues, not these distinctions.

Many studies have stressed the importance of writing motivation. Students' writing progress needs positive feedback and support. There is unanimity on the importance of real-world interaction, peer cooperation, and technology in fostering student writing interest (Sarwat et al., 2021; Süğümlü et al., 2019; Bulut, 2019). The findings of this research is aligned with those studies and gives a good summary of how high school English teachers excite and engage students.

Studies in the literature and this study agree on the relevance of writing skills in ELT and writing teaching challenges. Analysing high school EFL instructors' experiences provides classroom practice insights. By integrating theory and practice, these complementing characteristics help instructors and students grasp writing education holistically.

High school English teachers help students write. This research suggests several ways to improve writing teaching and address its issues. First, high school English instructors require continuous education. Teachers should attend seminars and continuing education to remain

current on writing teaching methods and best practices. Teacher professional development improves abilities and offers new approaches. Educators should explore technology to make teaching writing more dynamic and interesting. Online platforms and technology can teach students writing and digital literacy. Assessment method balance is also crucial. New formative-summative writing evaluations should be researched. Students get constructive critique, strengthening them as writers and measuring their growth. Learn motivational approaches to fulfil students' different needs. Research should examine culturally and linguistically varied learners' motivation. Writing instruction requires student passion and participation.

## REFERENCES

- Alexander, M. (2008). Good writing leads to good testing. 2008.
- Amalia, H., Abdullah, F., & Fatimah, A. S. (2021). Teaching writing to junior high school students: A focus on challenges and solutions. *Journal of Language and Linguistic Studies*, 17(S2), 794-810.
- Aminatun, D., Ngadiso, N., & Marmanto, S. (2019). Applying PLEASE strategy to teach writing skill on students with different linguistic intelligence. *Teknosastik*, 16(1), 34-40.
- Bilal, H. A., Tariq, A. R., Din, N. u., Latif, H., & Anjum, M. N. (2013). Investigating the Problems Faced by the Teachers in Developing English Writing Skills
- Bulut, S. (2019). *The effects of automated writing evaluation on EFL students' writing achievement and motivation towards writing* (Master's thesis, Lisansüstü Eğitim Enstitüsü).
- Chuo, T. W. I. (2007). The Effects of the WebQuest Writing Instruction Program on EFL Learners' Writing Performance, Writing Apprehension, and Perception. *Test-ej*, 11(3), n3.
- Cumming, A. (2001). Learning to write in a second language: Two decades of research. *International journal of English studies*, 1(2), 1-23.
- Deane, P. (2018). The challenges of writing in school: Conceptualizing writing development within a sociocognitive framework. *Educational Psychologist*, 53(4), 280-300.
- Güneş, F. (2013). Türkçe öğretimi. *Ankara: Pegem Akademi*.

- Hidayati, K. H. (2018). Teaching writing to EFL learners: An investigation of challenges confronted by Indonesian teachers. *LANGKAWI: Journal of the Association for Arabic and English*, 4(1), 21-31.
- Hosseini, M., Taghizadeh, M. E., Abedin, M. J. Z., & Naseri, E. (2013). In the importance of EFL learners' writing skill: Is there any relation between writing skill and content score of English essay test. *International Letters of Social and Humanistic Sciences*, 6(1), 1-12.
- Javed, M., Juan, W. X., & Nazli, S. (2013). A study of students' assessment in writing skills of the English language. *International journal of instruction*, 6(2).
- Mirshekaran, R., Namaziandost, E., & Nazari, M. (2018). The effects of topic interest and L2 proficiency on writing skill among Iranian EFL learners. *Journal of Language Teaching and Research*, 9(6), 1270-1276.
- Moses, R. N., & Mohamad, M. (2019). Challenges faced by students and teachers on writing skills in ESL Contexts: A literature review. *Creative Education*, 10(13), 3385-3391.
- Nguyen, H. H. T. (2009). Teaching efl writing in Vietnam: Problems and solutions-a discussion from the outlook of applied linguistics. *VNU Journal of Foreign Studies*, 25(1).
- Sarwat, S., Ullah, N., Shehzad Anjum, H. M., & Bhuttah, T. M. (2021). Problems and Factors affecting students English writing skills at elementary level. *Ilkogretim Online*, 20(5).
- Süğümlü, Ü., Mutlu, H. H., & Çinpolat, E. (2019). Relationship between writing motivation levels and writing skills among secondary school students. *International Electronic Journal of Elementary Education*, 11(5), 487-492.