

# **Challenges of Teaching EFL Writing Skill at Intermediate and Secondary Stages from Teachers' Viewpoint in Rural Damascus Governorate**

Prepared by

**Dr. Abdulghani Mohammad Kellawe**

## **Abstract**

The research aimed at investigating the challenges of teaching EFL writing skill at intermediate and secondary stages from teachers' viewpoint in Rural Damascus governorate according to the variables of gender, academic stage, academic qualification, and teachers' years of experience. The research sample included (200) male and female teachers from intermediate and secondary schools in Rural Damascus governorate. The method adopted in this research was the descriptive method. The tool of the research was a questionnaire of (18) items distributed to (3) domains. It was applied to the individuals of the research sample after verifying its validity and reliability. Findings of the research showed the following:

- The level of challenges faced when teaching EFL writing skill at the intermediate and secondary stages was high according to the teachers included in the sample of the research.
- There were no statistically significant differences between the mean scores of teachers regarding the questionnaire about the challenges of teaching EFL writing skill at the intermediate and secondary schools according to the variable of gender.
- There were no statistically significant differences between the mean scores of teachers regarding the questionnaire about the challenges of teaching EFL writing skill at the intermediate and secondary schools according to the variable of educational stage (intermediate- secondary).
- There were no statistically significant differences between the mean scores of teachers regarding the questionnaire about challenges of teaching EFL writing skill at the intermediate and secondary schools according to the variable of academic qualifications.
- There were statistically significant differences between the mean scores of teachers regarding the research questionnaire according to the variable of years of experience in favor of teachers whose years of experience are more than 10 years.

**Key words:** challenges, EFL writing skill, intermediate and secondary stages, teachers

## **Introduction:**

Being the language of communication, English is considered the first language around the world. This motivates everybody to learn and even master this language, as it is required in mostly every field of life. The importance of teaching the four skills of English language appears in all stages of education, among which the intermediate and secondary stage.

One important skill among these four skills is the writing skill. Actually, writing is a very important skill in students' daily life. It plays a significant role in language development among students. That is why there is focus on teaching students this skill, as they need it to write compositions, answer questions, and write in exams. In fact, teaching the writing skill for intermediate and secondary stage students enhances their abilities to write in English and gives them the chance to use and practice English writing in academic settings. Therefore, teaching such a skill is important to EFL students.

Moreover, the importance of the writing skill in English motivates EFL students to focus on learning and mastering this skill. However, the process is not that easy and simple. Rather, there are various challenges that make it not easy to learn this skill by EFL students.

## **Research problem**

Teaching English-writing skill for EFL students is not all the time easygoing. Some challenges may appear and complicate the process. Among the studies that addressed the challenges of learning this skill is the study of Abdu Nasser (2016) which indicated most of the prominent challenges of teaching the writing skill. It showed that these challenges were related to the linguistic and cultural background, the learner, the teacher and the teaching context. A second study was the study of Adam et al (2021) which showed different challenges faced by teachers when teaching the writing skill. These challenges are related to the teaching technique, time, linguistics and motivation. A third study was the study of Ahmed (2011) who found that English teachers encountered many challenges and problems when teaching the writing skill such as planning, organizational, lexical and technical challenges. A fourth study was by Islam (2023) which revealed that most of the teachers while teaching the writing skill face challenges regarding the class size, short duration of class, and the mixed ability of students.

Based on his previous experience in teaching, and through discussions with some friends, who are teachers of English at some secondary schools in Rural Damascus, the researcher felt that teaching the English writing skill to students at the intermediate and secondary stages is not a simple or easy task and may encounter different challenges.

Therefore, a pilot study was conducted for surveying the existence of these challenges. The sample of the pilot study was other than the main sample of the research. It included (40) male and female teachers.

Hence, based on what is mentioned above, the research problem can be stated in the following question:

**"What are the challenges of teaching EFL writing skill at intermediate and secondary stages from teachers' viewpoint in Rural Damascus governorate?"**

### **Significance of the research:**

The significance of the research comes from the importance of English writing skill as it is the main focused skill when teaching EFL students. However, teaching this skill to the secondary grade students is not always easy. It is sometimes faced with certain challenges. Hence, the necessity appears to assure the importance of teaching this skill to all students, especially intermediate and secondary stage students, and overcome the challenges that teachers face when teaching this skill.

### **Aims of the research:**

The research aims at the following:

1. Pointing out the challenges of teaching English writing skill faced by teachers when teaching this skill to intermediate and secondary stage students in Rural Damascus governorate.
2. Providing suggestions that may contribute to facilitate these challenges.

### **Questions of the research:**

1. What is the level of challenges faced when teaching EFL writing skill at the intermediate and secondary stages from the teachers' viewpoint?
2. Are there statistically significant differences in the scores of the research sample individuals on the questionnaire according to the variable of gender?
3. Are there statistically significant differences in the scores of the research sample individuals on the questionnaire according to the educational stage variable (intermediate- secondary)?
4. Are there statistically significant differences in the scores of the research sample individuals on the questionnaire according to the variable of academic qualification?

5. Are there statistically significant differences in the scores of the research sample individuals on the questionnaire according to the variable of years of experience?

### **Hypotheses of the research**

The research hypotheses are tested at the significance level 0.05:

1. There are no statistically significant differences between the mean scores of the research sample individuals on the questionnaire according to the variable of gender.
2. There are no statistically significant differences between the mean scores of the research sample individuals on the questionnaire according to the educational stage variable.
3. There are no statistically significant differences between the mean scores of the research sample individuals on the questionnaire according to the variable of academic qualification.
4. There are no statistically significant differences between the mean scores of the research sample individuals on the questionnaire according to the variable of years of experience.

### **Methodology of the research:**

The nature of the current research requires the use of a descriptive-analytical approach, as it is the appropriate method for investigating the challenges facing the teaching EFL writing skill. The descriptive-analytical approach is defined as "the method that examines variables as they exist in their natural state, to determine the relationships that may occur between these variables" (Wiersma, 2004, 15). Using this approach, the researcher developed a questionnaire to study the challenges facing the teaching of EFL writing skill from the teachers' viewpoint at intermediate and secondary schools in Rural Damascus schools. This was achieved by reviewing the theoretical and previous relevant studies. Data was then collected from the research sample and analyzed using appropriate statistical procedures. Then, data was discussed and interpreted in light of literature review and field experience.

### **Definition of terminologies:**

- Challenges:

According to Al-Matar المطر (N.D), challenges are a crisis resulting from new thing, and it is considered as recent until the appearance of new crisis,

The researcher defines challenges in this research as the problems, impediments, or obstacles that make it difficult for English teachers to teach the writing skill to intermediate and secondary stage students, where these problems or obstacles are related to either the textbook, the teacher, or the students themselves.

- English writing skill:

The researcher defines English writing skill as the fourth skill in English as a foreign language that is taught to intermediate and secondary stage students along the series of pre-university public education starting from the first grade and ending with the secondary third grade. It is taught in addition to the other three skills of English language; namely listening, speaking, and reading, with focus on it.

- Teachers: Male and female teachers who teach English subject to intermediate and secondary stage students in Rural Damascus schools where the tool of research is applied.

**Limitations of the research:**

- Human limitations: The human limitations of the research consisted of a sample which amounted to (63) English teachers at intermediate and secondary stages in Rural Damascus governorate.
- Time limitations: The tool of the research was implemented in the second term of the academic year 2024-2025.
- Place limitations: The tool of the research (questionnaire) was implemented in the intermediate and secondary schools in Qudsaya, Hameh, Dahiat Qudsaya, Maadamyyiah, and Artouz in Rural Damascus governorate.

**Previous Studies:**

The study of Bilal et al (2013), Pakistan, entitled with “Investigating the Problems Faced by the Teachers in Developing English Writing Skills”. The study aimed at highlighting the problems and challenges that hinder the teachers of English from developing English writing skill. The sample consisted of (9) English language teachers in the government sector institutes of district Sargodha. The method adopted was the descriptive analytical method, and the instrument was a questionnaire prepared by the researcher for the aim of the study. Results of the study showed that challenges teachers faced were the overcrowded classes, the poor English language background of students, and the traditional method adopted by teachers in teaching the writing skill.

The study of Hidayti (2018), Indonesia, entitled with “Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers”. The study aimed to find out the challenges that Indonesian teachers face in teaching English writing skill and discuss possible solutions to remove or minimize the

problems or challenges. The study sample included (10) English teachers who come from different parts of East Java and teach English in either private or public junior and senior high schools. As for the method applied, it was the descriptive analytical method. Concerning the instrument, it was the structured interview. Results showed that there were internal and external factors contribute to the emergence of the challenges encountered by the teachers. The internal factors included linguistic competence, negative language interference, motivation, and teachers' learning habits, while the external ones included the class condition, aids available for teaching writing, and time availability.

The study of Islam et al (2019), Bangladesh, entitled with “Teaching EFL writing at the Secondary School Classes SSC in Bangladesh: Challenges and Considerations”. The study aimed at examining the challenges faced by EFL teachers teaching writing at the SSC level in Bangladesh. (4) Teachers from four secondary schools in Dakha constituted the sample of the study. Mixed method approach was applied. The instrument of the study was the interview. Findings showed that teachers faced a number of common challenges while teaching writing at SSC including students' tendency to memorize rather than to write productively, large class size and short class duration, insufficient teachers' training, and improper curriculum.

The study of Eryilmaz & Yesilyurt (2020), Turkey, entitled with “Foreign Language Writing as a Developmental Process (Foundation, Expansion, Development, and Completion): The FEDCom Model”. The study aimed at investigating the challenges that are encountered by teachers when teaching writing in English. The sample of the study included (40) teachers of primary, secondary, and high school levels. The descriptive method was applied. Interviews were the instrument of the study. Results revealed that challenges at the primary school level were divided into five casual conditions including negative transfer, lack of transfer of writing skill, lack of writing experience, lack of phonological awareness, and lack of imitative writing, and nine intervening conditions including curriculum, teacher, insufficient training hours, cursive writing, material, method, motivation, information processing capacity, and family. As for challenges at the secondary level, the casual conditions were the same as those of the primary ones with adding lack of grammatical knowledge, and the same was applied to the intervening conditions except for ‘cursive writing’. Related to challenges at high school level, the casual conditions similar to the first three ones at the primary level with adding lack of grammatical knowledge, limited vocabulary, and lack of productive writing, and the same was applied to intervening conditions with adding individual differences and change in developmental task.

The study of Rashid & Hui (2021), Malaysia, entitled with “Analyze the Issues and Challenges in Teaching Writing among English Teachers”. The study aimed at examining the challenges faced by ESL teachers of Arts colleges at universities teaching writing skill to students in university classrooms. The descriptive method was applied. Related to the instrument, it was a questionnaire to survey teachers' concerns about teaching writing skill. The study findings revealed problematic factors contribute as challenges teachers face when teaching writing.

The study of Hafid & Gandana (2021), Indonesia, entitled with “ EFL Teachers' Perceptions and Challenges in Implementing Collaborative Writing”. The study aimed at investigating the teachers' perceptions and challenges in implementing collaborative writing in their teaching process. The study employed the phenomenology research design. As for instruments, interviews were conducted as a single technique for data collection. Findings revealed that challenges teachers face were classified or related to three parts including learners, instruction, and classroom management.

The study of Endarwati et al (2023), Indonesia, entitled with “Exploring the Challenges Faced by Teachers in Teaching Writing Skills and How Anchor Charts Can Address Them”. The study aimed at exploring the challenges faced by teachers in teaching writing skill and evaluate the effectiveness of anchor charts in addressing them. The study sample included (20) experienced teachers from major cities in Java Island. The method used was the descriptive one. Concerning the instrument, it was the semi-structured interviews. Findings of the study revealed some common challenges teachers are faced with, including students' apathy, limited instructional time, varied abilities, organizational difficulties, resources constraints, assessment struggles, and genre incorporation.

#### Comment on the previous studies:

In general, there is accordance or similarity between the present study and the above-mentioned previous studies in that both of them aimed at investigating the challenges the teachers face when teaching EFL writing skill. Therefore, the present study is largely similar in its aim to the study of Bilal et al (2018), Hidayti (2018), Islam et al (2018), Eryilmaz & Yesilyurt (2020), Rashid & Hui (2021), Hafid & Gandana (2021), and Endarwati et al (2023).

The sample of the present study included (200) male and female teachers at the intermediate and secondary stages. Thus, it is similar to the study of Eryilmaz & Yesilyurt (2020), but differs from the studies of Bilal et al (2018), Hidayti (2018), Islam et al (2018), Rashid & Hui (2021), and Endarwati et al (2023).

Concerning the method used in the present study, it was the descriptive analytical method. Therefore, in this regard the present study is similar to the studies of Bilal et al (2018) and Hidayti (2018), but is different from the studies Islam et al (2018), Eryilmaz & Yesilyurt (2020), Rashid & Hui (2021), Hafid & Gandana (2021), and Endarwati et al (2023).

As for the instrument, a questionnaire was applied to the individuals of the sample to achieve the objectives of the present study. Hence, this study is in accordance with the studies of Bilal et al (2018) and Rashid & Hui (2021), but different from the studies of Hidayti (2018), Islam et al (2018), Eryilmaz & Yesilyurt (2020), Hafid & Gandana (2021), and Endarwati et al (2023).

In relation to findings, it can be said that the findings of the present study were similar to the findings of all the previous studies mentioned above in that teachers face challenges when teaching EFL writing skill, but differs from all of them regarding the difficulties. In the present study, teachers face challenges when teaching EFL writing skill in the fields of English textbook, the teacher of English, and the students themselves. In addition, what distinguishes this study from the previous studies is that there were no statistical significant differences in the teachers' viewpoints on the challenges they face when teaching EFL writing skill to students at intermediate and secondary schools according to the variables of gender, educational stage, and academic qualification. However, according to the variable of teachers' years of experience there were statistical significant differences in favor of teachers whose experience was more than 10 years. In addition, the present study benefited from the previous studies in preparing the questionnaire.

### **The concept of writing:**

According to Wingersky 1999 (cited in Hidayati, 2018), writing is a process of communicating with others in which a writer sends his ideas and thoughts in written forms to readers. It is a process of thinking in which the writer discovers, organizes, and communicates his or her thoughts to the reader. Moreover, Farbrain & Which 1996 (cited in Hidayati, 2018) argue that writing is about conveying meaning by using words that have been chosen and put together in written or printed form. In other words, writing means sending information and expressing ideas through written forms. In short, writing is a tool of communication in written form. Richard 1990 (cited in Hidayati, 2018) mentions that learning to write either in the first or second language is one of the difficult tasks not only for EFL learners, but also for the native speakers as well.

### **Definition of writing:**

Writing is a method of putting thoughts, feelings, and experiences into words. According to Nunan 1989 (cited in Rashid & Hui, 2021), writing is not a natural

activity. Ordinary people learn to communicate in the language. Meanwhile, E.S.L. students should be encouraged to express their ideas, experiences, emotions, and feelings.

### **Purpose of teaching the writing skill:**

Regarding the purpose for writing, Nunan 1999 (cited in Urago, 2016) points out three main purposes for writing. They are “action” which includes public signs, product labels, etc; “information” includes newspaper and magazines, etc and “entertainment” which includes comic strips, novels, etc. In addition, the purpose of writing in principle is the expression of information, the transferring of information to the reader. The most important thing of the writing is the information. Harmer 1998 (cited in Urago, 2016) also adds that the purposes for teaching writing to learners of English as a foreign language contains reinforcement ,language development, learning style and most importantly writing as a skill in its own right.

As mentioned in Akramovna (2020), if your writing goal is to achieve a specific result, ask yourself what that result should be. Before you dive into writing, have a clear purpose. Then stick to it. It does not take much thought-organizing to compose the average text message, but if you are writing something more complex, with multiple angles, questions, or requests, get all that stuff sorted before you sit down to write (p. 456).

### **Types of writing:**

It is mentioned in Urago (2016) that writing activities are of three types: controlled, guided, and free.

- 1- Controlled writing activities: According to Atkins et al 1996 (cited in Urago, 2016) the purposes of this is accuracy and there is little chance for making errors. The activities involved in this type are: copying sentences from a substitution table or filling in blanks.
- 2- Guided writing activities: In this type of activity guidance is given to the learners. Here the learners have more chance to make errors, but the emphasis is given for accuracy and there is higher tolerance of mistakes.
- 3- Free writing activities: This is the composition in which the students explain their opinion freely and without controlling. This type of writing activity develops the capacity of learning through insight.

### **Theories of EFL writing:**

Three theories of writing in English as a foreign language are mentioned in Dureman (2012): The cognitivists approach, the social constructionist approach, and the integrated approach.

- 1- The cognitivists approach: According to Reid 1993 (cited in Dureman, 2012) cognitivists see writing as “a thinking and problem solving process”. This approach is commonly found in English for Academic Purposes (EAP) and English for Specific Purposes (ESP) classrooms.
- 2- The social constructionist approach: Social constructionists view writing as a social act that takes place within a social context for a specific purpose, and that the construction of knowledge is the result of social interaction.
- 3- The integrated approach: This means the integration between the strengths of the two above-mentioned approaches which has been proven positive learning outcomes in EFL writing classes.

### **Approaches to writing:**

There are three approaches to writing discussed in Rashid & Hui (2021) as follows: product approach, process approach, eclectic approach.

- 1- Product approach: The product approach to writing focuses on the result rather than the process. For example, the product approach to writing concentrates on the text, essay storyline, etc.
- 2- Process approach: This method has five stages: planning, drafting, revising, editing, and publishing. Various classroom activities like brainstorming, rewriting, and group discussions are given greater emphasis in this method.
- 3- Eclectic approach: This method helps students grasp the target genre’s characteristics, enhancing their competence since they simultaneously study form, language, and function.

### **Influential factors of learners’ EFL writing ability:**

It is shown in Hidayati (2018), that there are several factors that influence one’s EFL writing ability.

- 1- English competence: According to Brown 2004 (cited in Hidayati, 2018) English competence is a broad term which, regarding writing, might include learners’ grammatical competence, vocabulary mastery, and how to organize a good paragraph of English.
- 2- Native language interference: Learner’s native language is closely related to their English competence regarding their influence to learning to write English. Native language, therefore, is also seen as a very influential factor towards the success of a learner’s writing in EFL.

- 3- Motivation and reading habit: The extent to which learners' intrinsic motivation propels them toward improvement will impact their reading habits as well. The teacher does not have other choice except to try to wake learners' motivation. The problem is that motivation is a very complex thing.

### **Major issues involved in the writing skill:**

- 1- Conventional issues: Harmer 2001& 2007 (cited in Bilal et al, 2013) describes conventional issues related to English writing skills. These issues are related to the use of lexical items, punctuation, text format, spellings and syntax. A lot of practice can enable the learners overcome these issues.
- 2- Primary issues: Broughton, Brumfit, Flavell, Hill and Pincas 2003 (cited in Bilal et al, 2013) point out the following four kinds of problems related to developing English writing skills. These include: "(i) Mechanical problems with the script of English; (ii) Problems of accuracy of English grammar and lexis; (iii) Problems relating the style of writing to the demands of a particular situation; (iv) Problems of developing ease and comfort in expressing what needs to be said." These problematic areas can be overcome through effective planning and guided writing.
- 3- Issues at intermediate level: Clementson 2005 (cited in Bilal et al, 2013) argues that Students at advanced level or intermediate level feel difficulties in developing coherent sentences and knitting them in a larger text. At this stage, students also face problems in developing formal or informal piece of writing. Writing skills also accompany many other skills which facilitate the learners to construct their writing.

### **Challenges of teaching writing skill:**

- 1- Teacher as a source of challenges: This refers to the problems made by the teacher during the teaching process of the writing skill in actual classroom situation. Tekle et al 2012 (cited in Urago, 2016) suggest that the problem which can be made by teachers. These are: lack of training for teachers to implement the product oriented approach, lack of emphasis on writing skill and weak beliefs of teachers on writing skill to process it.
- 2- Students as a source of challenges: Molla 2009 (cited in Urago, 2016) argues that students have the difficulties concerning linguistic elements (grammar, punctuation, spelling, etc) and they also have challenges in paragraph or essay writing.
- 3- Textbook related challenges: Textbook related challenges are one of the factors which can hinder teaching of writing skills.

- 4- Class size related challenges: Class size refers to the number of students who attend in each class. Nowadays, there are large number of students in each class. This can affect the teaching learning process, especially language skills.
- 5- Difficult nature of writing: According to Byrne 1988 (cited in Urago, 2016), writing is a complex process that needs the mastery of grammatical devices, conceptual and judgmental. Writing challenges can be classified into psychological, linguistic and cognitive problems.
- 6- Interference of L1 in L2 Writing: In L2 learning process, there is an interference of L1 (mother tongue). This reveals that the transfer is a psychological term that is used to describe a situation where one learning event influences the learning of the other.
- 7- Lack of audio-visual materials: Audio -Visual materials are items that are designed to support written or spoken information so that it can be understood more easily. They are instructional aids which are used to enhance the teaching-learning process. If the process of teaching and learning writing skill in the classroom is supported by audio-visual materials, the learner's ability of the writing skill can be improved.
- 8- Lack of reading: Reading is a useful tool to improve students writing for it is the study of what is written. Students who are good in reading might be good in writing. Furthermore, reading in the classroom is understood as the suitable input for learning writing skills.
- 9- Linguistic problems: Linguistic refers to the knowledge of linguistic elements such as phonetics, phonology, morphology, syntax and semantics. In fact, learners who have linguistic problems especially, grammatical errors and wrong word usage face great difficulty in learning and practicing writing skill.
- 10-Cognitive problems: According to Wilson and Plummer 2013 (cited in Urago, 2016) cognitive problems that can affect teaching writing skills are: organizing problem, ordering problem, composing problem, memory problem, language problem and higher order cognition problem.
- 11-Psychological problems: Psychological problems which can affect the teaching of writing skills are: lack of motivation, anxiety, and stress.

### **Research population and sample:**

The original research population consisted of all English language teachers at the intermediate and secondary stages in Rural Damascus schools, whose number, according to the statistical lists of the Planning and Statistics Directorate in Rural

Damascus Education Directorate in the academic year 2024/2025, was (1,936) male and female teachers.

Table (1) shows the distribution of the original students' population according to variables of gender, educational qualification, and years of experience.

Table (1) Number of original students' population and their distribution according to the variables of gender, educational qualification, and years of experience.

Academic stage	Years of experience	Male	Female	Total
Intermediate	Less than 5 years	112	340	452
	5 to 10 years	94	287	381
	More than 10 years	67	147	214
Secondary	Less than 5 years	99	331	430
	5 to 10 years	71	221	292
	More than 10 years	45	122	167
Total		488	1448	1936

To achieve the research objectives and answer its questions, the researcher drew a random cluster sample of (200) teachers from the original population of teachers, representing approximately (10%) of the original population of teachers. Table (2) shows the distribution of the research sample according to the variables of gender, educational qualification, and years of experience

Table (2) Distribution of the research sample according to the variables of gender, educational qualification, and years of experience

Academic stage	Years of experience	Male	Female	Total
Intermediate	Less than 5 years	12	35	47
	5 to 10 years	11	31	42
	More than 10 years	6	16	22
Secondary	Less than 5 years	10	32	42
	5 to 10 years	7	23	30

	<b>More than 10 years</b>	5	12	17
<b>Total</b>		51	149	200

### **Research instruments and their Psychometric Properties:**

In order to achieve the objectives of the current research and answer its questions and hypotheses, the researcher developed a questionnaire to investigate the challenges of teaching EFL writing skill at the intermediate and secondary stages.

**Questionnaire Objective:** To assess the level of challenges faced in teaching EFL writing skill at the intermediate and secondary stages from the teachers' viewpoint.

**Questionnaire Preparation:** The questionnaire was developed after reviewing the theoretical literature and previous studies related to the topic, as well as reviewing some of the measurement tools used in research aimed at studying the challenges of teaching EFL writing skill at the intermediate and secondary stages. In light of this, the questionnaire was prepared in its initial form, consisting of (18) statements, distributed across three domains: the first domain: challenges related to the English language textbook, consisting of (5) statements; the second domain: challenges related to the teacher, consisting of (5) statements; and the third domain: challenges related to the students, consisting of (8) statements. Response options were determined using a three-point Likert scale: (agree, neutral, disagree).

### **Questionnaire Validity Study:**

1. **Content Validity:** The questionnaire was presented to a number of referees (five referees) with experience in English language teaching methods, measurement, and evaluation. This was to verify the suitability of the questionnaire for the purpose for which it was designed, the suitability of the questionnaire phrases for the sample individuals, and the clarity and soundness of the linguistic formulation of its phrases. In light of the opinions of the referees, some phrases were modified, and others were rephrased. The questionnaire was administered in its final form to a pilot sample of (40) English language teachers in public intermediate and secondary schools, which are outside the primary research sample, was used to determine the suitability and clarity of the questionnaire's statements for the research sample individuals, as well as to verify the

questionnaire's psychometric properties. In light of the results of the pilot sample, some statements that were unclear to the students were modified, and the validity and reliability of the scale were verified as follows:

2. Structural validity: The structural validity of the questionnaire statements was verified by calculating Pearson's correlation coefficients between the score of each statement in each domain and the total score of the domain to which the statements belong. The results are shown in Table 3.

Table (3) Pearson's correlation coefficients between the score of each statement in each domain and the total score of the domain to which the statements belong.

Domain of challenges related to the English language textbook		Domain of challenges related to the teacher		Domain of challenges related to the students	
Item no.	Pearson Correlation	Item no.	Pearson Correlation	Item no.	Pearson Correlation
1	0.713**	1	0.815**	1	0.705**
2	0.709**	2	0.776**	2	0.576**
3	0.720**	3	0.727**	3	0.600**
4	0.795**	4	0.649**	4	0.669**
5	0.586**	5	0.642**	5	0.643**
				6	0.775**
				7	0.615**
				8	0.707**

(\*\*) Significant at a significance level of 0.01

The results shown in Table (3) show that all correlation coefficients are statistically significant at the significance level of (0.01). The correlation coefficients between the statements in the first domain, related to studying the challenges related to the English language textbook, and the total score for this domain ranged between (0.586-0.795). The correlation coefficients between the statements in the second domain of the questionnaire, related to studying the challenges related to the teacher, and the total score for this domain ranged between (0.642-0.815). The correlation coefficients between the statements in the third domain of the questionnaire, related to studying the challenges related to the students, and the total score for this domain ranged between (0.576-0.775). This indicates the presence of internal consistency among the questionnaire statements and that the statements measure what they were designed to measure, confirming the structural validity of the research questionnaire.

### Questionnaire Reliability Study:

To ensure that the questionnaire has a reliable level of reliability, its reliability was verified using the following two methods:

1. Internal consistency reliability using Alpha Cronbach's equation: The internal consistency coefficients for the questionnaire's domains were calculated using Alpha Cronbach's equation, and the results were shown in Table (4).
2. Half- split reliability: The researcher studied the reliability of the research questionnaire using the half-split method, dividing the statements of each domain into two parts. The first part included the odd statements, and the second part included the even statements. The Spearman-Brown reliability equation was then applied. Table (4) shows the reliability coefficients using the Alpha Cronbach's equation and the half-split method.

Table (4) Results of verifying the reliability of the questionnaire using the Cronbach's alpha and split-half methods

<b>Questionnaire domains</b>	<b>No. of items</b>	<b>Cronbach's Alpha</b>	<b>Spearman-Brown Coefficient</b>
<b>First domain</b>	6	0.730	0.750
<b>Second domain</b>	6	0.761	0.826
<b>Third domain</b>	6	0.773	0.735
<b>Total score of the questionnaire</b>	18	0.890	0.925

Table (4) shows that the reliability coefficients using Alpha Cronbach's for the questionnaire and its domains ranged between (0.730-0.890), which are good and acceptable reliability coefficients for the purposes of the current research.

It also shows that the half-split reliability coefficients for the questionnaire and its domains ranged between (0.735-0.925), which are also acceptable reliability coefficients for the purposes of the current research.

The aforementioned results indicate that the research questionnaire has good validity and reliability coefficients, making it suitable for use as an instrument in the current research.

### **Questionnaire Correction:**

The questionnaire, in its final form, consisted of (18) statements, distributed across three domains. The answer options for the questionnaire statements were three-dimensional, using a three-dimensional Likert scale: (agree, neutral, disagree). The respondent is given three marks if they agree, two marks if they are neutral, and one mark if they disagree. Thus, the highest score a student can obtain by answering all

questionnaire items is ( $18 \times 3 = 54$ ), and the lowest score a student can obtain by answering all questionnaire items is ( $18 \times 1 = 18$ ). Thus, the scores on the research questionnaire range between (18-54).

### Statistical Processing:

The Statistical Package for Computer Science (SPSS) version 24 was used to analyze the data using a computer. Pearson's correlation coefficient, Alpha Cronbach's coefficient, and the Spearman-Brown equation were used to verify the psychometric properties of the research instrument. Arithmetic means, standard deviations, percentages, the Student t-test for independent samples, and the one-way analysis of variance were used to answer the research questions and hypotheses.

### Presentation, analysis, and discussion of the results:

Main research question: What are the challenges of teaching EFL writing skill at the intermediate and secondary stages from the teachers' viewpoint?

To answer this question, the researcher extracted means, standard deviations, and percentages for the scores of the sample teachers on the research questionnaire related to the study: "Challenges of Teaching EFL Writing Skill at Intermediate and Secondary stages from Teachers' Viewpoint in Rural Damascus Governorate." Table (5) shows the results.

Table (5) Arithmetic means, standard deviations, and percentages for the scores of the sample members on the questionnaire

Questionnaire domains	No. of items	No. of teachers	Mean*	Std. Deviation	Percentages	Level of challenges
First domain	5	200	20.31	3.382	%81.2	Moderate
Second domain	5	200	16.91	3.106	%67.6	Moderate
Third domain	8	200	28.83	5.673	%72.1	High
Total score of the questionnaire	18	200	66.04	10.280	%73.4	Moderate
*The highest degree of the phrase is (5)						

The results shown in Table (5) show that the arithmetic mean of the scores of the research sample of teachers on the total score of the questionnaire on the challenges of

teaching EFL writing skill at the intermediate and secondary schools reached (66.04), representing a high percentage of (73.4%). This indicates a high level of challenges in teaching English writing as a foreign language at the intermediate and secondary schools from the teachers' viewpoint in the research sample. Referring to the three domains of the questionnaire, it is clear that the average score of the teachers in the first domain of the questionnaire, related to the study: "Challenges Related to the English Language Textbook," reached (20.31), representing a high percentage of (81.2%). This indicates a high level of challenges related to the English language textbook in teaching EFL writing skill from the teachers' viewpoint in the research sample. It appears that the average score of the sample individuals in the second area of the questionnaire, related to the study of "Challenges Related to the Teacher," reached (16.91), representing a percentage of (67.6%). This is an average percentage, indicating a moderate level of teacher-related challenges in teaching EFL writing skill, from the teachers' viewpoint in the research sample. Meanwhile, the mean score of the teachers in the third domain of the questionnaire, related to the study of "Challenges Related to the Students," reached (28.83), representing a percentage of (72.1%). This is a high percentage, indicating a high level of student-related challenges in teaching EFL writing skill, from the teachers' viewpoint in the research sample.

From the presented results, it can be said that the level of challenges faced when teaching EFL writing skill at the intermediate and secondary stages was high, from the perspective of the teachers included in the sample. The researcher attributes the high level of challenges faced when teaching EFL writing skill at the intermediate and secondary stages to the fact that the research sample of English language teachers at the intermediate and secondary stages encounter many difficulties and challenges in their efforts to teach their students English writing skill. They face multiple challenges and strive to overcome them during the educational process. This led them to state that they suffer from a high level of difficulties in the English language teaching process, specifically with regard to teaching writing skill.

**First hypothesis: There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the variable of gender.**

To verify this hypothesis, the researcher used the Student t-test for independent samples to verify the significance of the differences between the average scores of the male and female teachers in the research questionnaire and its domains. The results are shown in Table (6).

Table (6) Significance of differences between the average scores of the research sample individuals in the questionnaire according to the variable of gender

Question naire domains	Gender	N	Mean	Std. Deviation	T	df	Sig	Decision
First domain	Male	51	20.39	2.974	0.213	198	0.832	Differences are not significant
	Female	149	20.28	3.520				
Second domain	Male	51	17.08	2.876	0.448	198	0.655	Differences are not significant
	Female	149	16.85	3.189				
Third domain	Male	51	29.27	5.430	0.655	198	0.513	Differences are not significant
	Female	149	28.67	5.764				
Total score of the question naire	Male	51	66.75	9.117	0.567	198	0.572	Differences are not significant
	Female	149	65.80	10.667				

Table (6) shows that the values of the Student t-test for independent samples to study the differences between the arithmetic means of male and female teachers' scores on the research questionnaire and its domains ranged between (0.213-0.655), and the corresponding probability values ranged between (0.832-0.513), all of which are greater than the significance level of (0.05). Therefore, the differences are not statistically significant. That is, there are no statistically significant differences between the average scores of the sample individuals of teachers on the questionnaire of the challenges of teaching EFL writing skill at the intermediate and secondary schools, depending on their gender. Therefore, we accept the proposed null hypothesis, which states that: "There are no statistically significant differences between the

average scores of the research sample individuals on the questionnaire according to the variable of gender". The researcher explains the lack of statistically significant differences between the responses of male and female teachers regarding the challenges of teaching EFL writing skill at the intermediate and secondary stages due to the fact that all teachers, regardless of gender, perceive a high level of challenges in teaching English writing skill in their schools, curricula, and among their students. All teachers teach in approximate and similar school environments, which may have led to a convergence of their views on teaching English writing skills.

**Second hypothesis 2: There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the academic stage variable.**

To verify the validity of this hypothesis, the researcher used the Student t-test for independent samples to verify the significance of the differences between the mean scores of intermediate schoolteachers and the mean scores of secondary school teachers on the research questionnaire. The results are shown in Table (7).

Table (7): Significance of the differences between the mean scores of the research sample members on the questionnaire according to the educational stage variable

Questionnaire domains	Academic stage	N	Mean	Std. Deviation	T	df	Sig	Decision
First domain	Intermediate	111	20.28	3.010	0.120	198	0.905	No significant differences
	Secondary	89	20.34	3.814				
Second domain	Intermediate	111	16.65	2.875	1.331	198	0.185	No significant differences
	Secondary	89	17.24	3.361				
Third domain	Intermediate	111	28.89	5.311	0.186	198	0.853	No significant differences
	Secondary	89	28.74	6.125				

Questionnaire domains	Academic stage	N	Mean	Std. Deviation	T	df	Sig	Decision
Total score of the questionnaire	Intermediate	111	65.82	9.492	0.338	198	0.736	No significant differences
	Secondary	89	66.31	11.235				

Table (7) shows that the values of the Student t-test for independent samples to study the differences between the arithmetic means of the scores of middle and secondary school teachers on the research questionnaire and its domains ranged between (0.120-1.331), and the corresponding probability values ranged between (0.905-0.185), all of which are greater than the significance level of (0.05). Therefore, the differences are not statistically significant. That is, there are no statistically significant differences between the average scores of teachers on the questionnaire of the challenges of teaching EFL writing skill at the intermediate and secondary schools, depending on the educational stage in which each teacher teaches. Therefore, we accept the proposed null hypothesis, which states that: "There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the academic stage variable". The researcher explains the lack of statistically significant differences between the responses of English language teachers at the intermediate and secondary levels regarding the challenges of teaching EFL writing skill. This is due to the fact that all teachers teach the same curriculum in similar teaching environments and face similar teaching requirements for teaching English writing skills. Therefore, they face almost the same difficulties and challenges in teaching writing skills, resulting in them experiencing similar levels of challenges in their quest to teach English writing skill.

**Third hypothesis: There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the variable of academic qualification.**

To verify this hypothesis, the researcher used an independent samples t-test to examine the significance of the differences between the average scores of teachers holding qualifications such as "Institute for the Preparation of English Language Teachers or a university degree" and the average scores of teachers holding qualifications such as:

"Diploma in Education or Postgraduate Studies" on the research questionnaire. The results are shown in Table (8).

Table (8) Significance of differences between the average scores of the research sample members in the questionnaire according to the academic qualification variable

Questionnaire domains	Academic qualification	N	Mean	Std. Deviation	T	df	Sig	Decision
First domain	Institute or degree	137	20.15	3.539	0.980	198	0.328	No significant differences
	Diploma or higher studies	63	20.65	3.012				
Second domain	Institute or degree	137	16.64	3.127	1.857	198	0.065	No significant differences
	Diploma or higher studies	63	17.51	2.999				
Third domain	Institute or degree	137	28.84	5.826	0.053	198	0.958	No significant differences
	Diploma or higher studies	63	28.79	5.371				
Total score of the questionnaire	Institute or degree	137	65.62	10.800	0.851	198	0.396	No significant differences
	Diploma or higher studies	63	66.95	9.061				

It is noted from table (8) that the values of the Student T-test for independent samples to study the differences between the arithmetic means of teachers' scores according to their academic qualifications in the research questionnaire and its domains ranged between (0.053-1.857), and the corresponding probability values ranged between (0.958-0.065), all of which are greater than the significance level of (0.05). Therefore, the differences are not statistically significant. That is, there are no statistically significant differences between the average scores of the teachers in the research sample on the questionnaire of challenges of teaching EFL writing skill at the intermediate and secondary schools, regardless of their academic qualifications. Therefore, we accept the proposed null hypothesis, which states that: "There are no

statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the variable of academic qualification”.

The researcher explains the lack of statistically significant differences between the responses of teachers of different academic qualifications regarding the challenges of teaching EFL writing skill at the intermediate and secondary stages due to the fact that teachers, despite their different academic qualifications, face similar challenges and difficulties in teaching their students English writing skill. These challenges stem from a single curriculum, students of similar ages and levels, and those studying in similar educational environments. These reasons may have led them to experience similar challenges in teaching EFL writing skill at the intermediate and secondary stages.

**Fourth hypothesis: There are no statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the variable of years of experience.**

To verify this hypothesis, the arithmetic means and standard deviations of the scores of the teachers in the research sample on the questionnaire and its domains were calculated according to the number of years of experience for each teacher (less than 5 years, 5-10 years, more than 10 years). The results are shown in Table (9).

Table (9) Descriptive statistics of the scores of the research sample members in the research questionnaire according to the number of years of experience

Questionnaire domains	years of experience	N	Mean	Std. Deviation
First domain	Less than 5 years	89	19.37	4.063
	5 to 10 years	72	20.60	2.576
	More than 10 years	39	21.90	2.113
Second domain	Less than 5 years	89	16.02	3.173
	5 to 10 years	72	17.14	2.894
	More than 10 years	39	18.51	2.644
Third domain	Less than 5 years	89	27.43	5.645
	5 to 10 years	72	29.19	5.555
	More than 10 years	39	31.33	5.080
Total score	Less than 5	89	62.82	11.311

of the questionnaire	years			
	5 to 10 years	72	66.93	8.962
	More than 10 years	39	71.74	6.920

The results in Table (9) reveal the possibility of statistically significant differences between the arithmetic means of the scores of the research sample individuals in the research questionnaire, depending on the number of their years of experience. To reveal the statistical significance of these differences, the One-Way ANOVA test was used, and the results are shown in Table (10).

Table (10) Results of the One-Way ANOVA test to study the differences in the scores of the research sample members in the questionnaire and its domains according to the variable of the number of years of experience

Ques tionnaire domains	Source of discrepancy	Sum of Squares	df	Mean Square	F	Sig	Decision
First domain	Between Groups	182.722	2	91.361	8.596	0.000	<u>There are significa nt differenc es</u>
	Within Groups	2093.673	197	10.628			
	Total	2276.395	199				
Second domain	Between Groups	174.070	2	87.035	9.818	0.000	<u>There are significa nt differenc es</u>
	Within Groups	1746.310	197	8.865			
	Total	1920.380	199				
Third domain	Between Groups	429.155	2	214.578	7.074	0.001	<u>There are significa nt differenc es</u>
	Within Groups	5975.720	197	30.334			
	Total	6404.875	199				
Total score of the questionnai re	Between Groups	2248.468	2	1124.234	11.792	0.000	<u>There are significa nt differenc es</u>
	Within Groups	18781.212	197	95.336			
	Total	21029.680	199				

It is noted from the results shown in Table (10) that the values of the one-way analysis of variance test to study the differences in the mean scores of the research sample members in the questionnaire domains and their total score according to the number of years of experience ranged between (11.792-7.074), and the corresponding probability values ranged between (0.001-0.000), which is smaller than the significance level of (0.05). Therefore, there are statistically significant differences between the mean scores of the teachers in the research sample on the research questionnaire according to the variable of years of experience. To identify the direction of these statistically significant differences, the results of the Scheffe test for post-hoc multiple comparisons were extracted, and the results are shown in Table (11).

Table (11) Results of the Scheffe test for post-hoc multiple comparisons according to the variable of years of experience

Questionnaire domain	Years of experience		Mean Square	Sig	Decision
First domain	Less than 5 years	5 to 10 years	1.226* -	0.019	Difference is in favor of teachers whose experience years are from 5 to 10 years
		More than 10 years	2.527* -	0.000	Difference is in favor of teachers whose experience years are more than 10 years
	5 to 10 years	More than 10 years	-1.3* -	0.046	Difference is in favor of teachers whose experience years are more than 10 years
Second domain	Less than 5 years	5 to 10 years	1.116* -	0.019	Difference is in favor of teachers whose experience years are from 5 to 10 years
		More than 10 years	2.490* -	0.000	Difference is in favor of teachers whose experience years are more than 10 years
	5 to 10 years	More than 10 years	-1.37* -	0.021	Difference is in favor of teachers whose experience years are more than 10 years
Third domain	Less than 5 years	5 to 10 years	1.767* -	0.044	Difference is in favor of teachers whose experience years are from 5 to 10 years
		More than 10 years	3.906* -	0.000	Difference is in favor of teachers whose experience years are more

					than 10 years
	<b>5 to 10 years</b>	<b>More than 10 years</b>	-2.139	0.052	No statistically significant differences
<b>Total score of the questionnaire</b>	<b>Less than 5 years</b>	<b>5 to 10 years</b>	4.110* -	0.009	Difference is in favor of teachers whose experience years are from 5 to 10 years
		<b>More than 10 years</b>	8.923* -	0.000	Difference is in favor of teachers whose experience years are more than 10 years
	<b>5 to 10 years</b>	<b>More than 10 years</b>	4.813* -	0.014	Difference is in favor of teachers whose experience years are more than 10 years

\* Significant at the significance level of 0.05

The results shown in Table (11) reveal the following:

- There was a statistically significant difference in the comparison of the total questionnaire score between the average scores of individuals with more than 10 years of experience and those with less than 5 years and 5-10 years of experience. This statistically significant difference favors individuals with more than 10 years of experience. There is also a statistically significant difference in the comparison of the total questionnaire score between the average scores of individuals with less than 5 years of experience and those with 5-10 years of experience. This statistically significant difference favors individuals with 5-10 years of experience.
- There was a statistically significant difference in the comparison in the first domain of the questionnaire related to the study: /Challenges Related to English Language Books/ between the average scores of individuals with years of experience /more than 10 years/ and the average scores of individuals from the two experience categories (less than 5 years, 5-10 years). This statistically significant difference is in favor of individuals with years of experience / more than 10 years /. There is a statistically significant difference in the comparison in the first domain of the questionnaire between the average scores of individuals with years of experience /less than 5 years/ and the average scores of individuals with years of experience (5-10 years). This statistically significant difference is in favor of individuals with years of experience /5-10 years/.
- There was a statistically significant difference in the comparison in the second domain of the questionnaire, related to the study: "Challenges Related to Teachers," between the average scores of individuals with more than 10 years of experience and above and the average scores of individuals with less than 5

years and 5-10 years of experience. This statistically significant difference favors individuals with more than 10 years of experience and above. There was a statistically significant difference in the comparison in the second domain of the questionnaire, between the average scores of individuals with less than 5 years of experience and the average scores of individuals with 5-10 years of experience. This statistically significant difference favors individuals with 5-10 years of experience.

- There was a statistically significant difference in the comparison in the third domain of the questionnaire, related to the study: "Challenges Related to Students," between the average scores of individuals with more than 10 years of experience and above and the average scores of individuals with less than 5 years of experience. This statistically significant difference favors individuals with more than 10 years of experience and above. There was a statistically significant difference in the comparison in the third domain of the questionnaire between the average scores of individuals with less than 5 years of experience and those with 5-10 years of experience. This statistically significant difference favors those with 5-10 years of experience. However, no statistically significant differences were found in the comparison in the third domain of the questionnaire between the average scores of individuals with 5-10 years of experience and those with more than 10 years of experience.

Therefore, we reject the proposed hypothesis and accept its alternative hypothesis, which states that: There are statistically significant differences between the average scores of the research sample individuals on the questionnaire according to the variable of years of experience, in favor of teachers with more years of experience.

The researcher explains the emergence of statistically significant differences in the level of challenges faced in teaching English writing skills as a foreign language at intermediate and secondary schools among teachers according to the variable of years of experience in favor of teachers with more years of experience. This is because teachers with more years of experience are more aware of the challenges facing teaching EFL writing skill due to their long years of experience and their exposure to more than one educational curriculum for the subject. They also know that writing skills in English are one of the most important English language skills, and therefore they see a greater degree of challenges in teaching writing skills in English as a foreign language at intermediate and secondary schools.

**Recommendations:** In light of the results of the present study, the researcher suggests:

1. Paying more attention to the importance of teaching EFL writing skill at the intermediate and secondary stages.
2. Working to decrease the level of challenges faced by teachers when teaching EFL writing skill to students at the intermediate and secondary schools.
3. Trying to assign teachers with more than ten years of experience to teach English language at the intermediate and secondary stages in order to have fewer challenges faced.

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## Annex (1) the Questionnaire

Dear teacher,

The following questionnaire is the instrument of a research on “**Challenges of teaching EFL writing skill at intermediate and secondary stages from teachers’ viewpoint in Rural Damascus governorate**”.

Kindly read the items of this questionnaire carefully and answer each item by checking (✓) in the proper column. Your answers are going to be used only for purposes of this study. The key answers are three (agree- neutral- disagree).

*Thank you for reading and answering carefully.*

**The researcher**

**Variables of the study:**

Gender		Educational stage		Academic Qualification			Years of Experience		
Male	Female	Intermediate	Secondary	Degree	Diploma	Higher studies	Less than 5 years	5 to 10 years	More than 10 years

Please check ( ✓ ) in the box which is relevant to you:

	Items	Key Answers		
		Agree	Neutral	Disagree
	<b>Challenges related to textbook of English:</b>			
1	There is vocabulary deficiency in the adopted textbooks.			
2	The number of writing exercises included is not enough.			
3	The content of the textbook focuses mainly on grammar teaching.			
4	Class duration is not sufficient for teaching writing			
5	Writing activities/ exercises are in general are above the abilities of the students.			
	<b>Challenges related to the teacher:</b>			
1	Teachers do not give continuous corrective feedback to students' writings.			
2	Teachers do not provide individual attention to students' writings.			
3	Teachers are not well-trained on teaching the writing skill.			
4	Teachers are not qualified in the communicative approaches for teaching writing skill.			
5	Teachers are not linguistically and pedagogically qualified.			
	<b>Challenges Related to Students:</b>			
1	Students focus on learning grammar rules in the first place.			
2	Students are not interested in learning writing skill, as they memorize for exam.			
3	Students are not well established in writing skill at their early grades.			
4	Students are more interested in their academic achievement than their ability to write in English.			
5	Students are not motivated and have no prior knowledge on writing skill.			
6	Students do not pay attention to their writing skills.			
7	Students are unable to use words properly and precisely.			
8	Students are of different levels in the skill of writing.			

## تحديات تعليم مهارة الكتابة باللغة الإنكليزية كلغة أجنبية في المرحلتين الإعدادية والثانوية من وجهة نظر المعلمين في محافظة ريف دمشق

الدكتور عبد الغني محمد كلاوي – جامعة الفرات – كلية التربية – قسم تربية الطفل

### الملخص

هدف البحث إلى دراسة تحديات تعليم مهارة الكتابة باللغة الإنكليزية كلغة أجنبية في المرحلتين الإعدادية والثانوية من وجهة نظر المعلمين في محافظة ريف دمشق وفقاً لمتغيرات الجنس، والمرحلة الدراسية، والمؤهل العلمي، وسنوات الخبرة. شملت عينة البحث (200) معلماً ومعلمة من المدارس الإعدادية والثانوية في محافظة ريف دمشق. واعتمد البحث المنهج الوصفي. أما أداة البحث فكانت استبانة مكونة من (18) فقرة موزعة على (3) مجالات، طبقت على أفراد عينة البحث بعد التحقق من صدقها وثباتها. وقد أظهرت نتائج البحث ما يلي:

- مستوى التحديات التي تواجه تعليم مهارة الكتابة باللغة الإنكليزية كلغة أجنبية في المرحلتين الإعدادية والثانوية كان مرتفعاً من وجهة نظر المعلمين المشمولين في عينة البحث.
- عدم وجود فروق ذات دلالة إحصائية بين متوسط درجات المعلمين على استبانة تحديات تعليم مهارة الكتابة باللغة الإنكليزية كلغة أجنبية في المرحلتين الإعدادية والثانوية وفقاً لمتغير الجنس.
- لا توجد فروق ذات دلالة إحصائية بين متوسطات درجات المعلمين على استبيان تحديات تعليم مهارة الكتابة باللغة الإنكليزية كلغة أجنبية في المرحلتين الإعدادية والثانوية تبعاً لمتغير المرحلة التعليمية (إعدادي - ثانوي).
- لا توجد فروق ذات دلالة إحصائية بين متوسطات درجات المعلمين على استبيان تحديات تعليم مهارة الكتابة باللغة الإنكليزية كلغة أجنبية في المرحلتين الإعدادية والثانوية تبعاً لمتغير المؤهل الدراسي.
- توجد فروق ذات دلالة إحصائية بين متوسطات درجات المعلمين على استبيان البحث تبعاً لمتغير سنوات الخبرة لصالح المعلمين الذين تزيد سنوات خبرتهم عن 10 سنوات.

**الكلمات المفتاحية:** التحديات، مهارة الكتابة باللغة الإنكليزية كلغة أجنبية، المرحلتان الإعدادية والثانوية، المعلمون.