

English as a Foreign Language Teachers' Attitude toward Writing

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Abstract

Writing is a complex skill and for many language learners and teachers, making a progress in writing skill cannot be satisfactorily fulfilled in a short period of time. Owing to the fact that writing has been presented as a low priority skill in the field of ESL/EFL teacher education and also teachers who play an effective role in developing learners' writing find it a very intimidating skill to teach to ESL/EFL learners, the purpose of this study was to consider EFL teachers' attitude toward writing instruction and to investigate the extent to which writing skill is valued in EFL classrooms compared with other three macro skills. To serve the purpose of this study, based on a mixed-method approach, 100 Iranian EFL teachers who taught in institutes of intermediate and upper-intermediate levels were chosen to participate in filling out a validated questionnaire on teachers' attitude toward writing. However, before filling out the questionnaire, a sample of 10 EFL teachers had been randomly selected to take part in the process of observation and recall session interviews with their permission. Based on the reflections and responses analyzed from the items of the questionnaire and what teachers reported in their interviews, it was evident that more than 90 percent of them believe in the significance of writing in their teaching; however, the data from observing classes maintained less than 10 percent of their class time is allotted to writing. Consequently, writing skill received scant attention compared with the other macro skills.

Keywords: *Writing, Attitude, English as Foreign Language Classrooms*