

Malaysian Teachers' Perceptions on Effective Instructional Practices and the Challenges in Teaching Writing Skills: A Conceptual Paper

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Abstract

Writing is regarded as one of the most vital skills in the current digital era, as it is necessary for academic success, career advancement and interpersonal connections. However, ESL learners often encounter difficulties in acquiring them. Past studies revealed two predominant approaches to teach writing skills: product approach and process approach. Additionally, challenges like mother tongue interference, students' lack of vocabulary and motivation issues along with writing anxiety could hinder the implementation of effective instructions to teach writing skills. Therefore, this study intends to identify Malaysian teachers' perceptions on effective instructional practices and the challenges they faced when instructing writing skills among the upper primary school students. To gather data, a survey will be administered, with participants selection guided by purposive sampling. To analyse the collected data, the Statistical Package for the Social Science (SPSS) software V.27 will be employed which will later derive descriptive statistics, presented in tables that include percentages, means, and standard deviations. The findings of the paper would assist teachers in refining their instructional practices and selecting optimal approaches for enhancing their students' writing skills. Furthermore, the identified challenges would provide policymakers with insights into the resources required by teachers to effectively teach writing skills. **Keywords:** Challenges in Teaching Writing Skills, Effective Instructional Practices, Process Approach, Product Approach, Writing Skills

Introduction

English, as a global language, holds immense significance in today's interconnected world. According to Rao (2019), it is evident that worldwide communication is widely undertaken

across different regions using this common language. At education level, English proficiency holds immense importance for learners, especially among those who want to succeed academically, professionally, if not for personal endeavours. A solid command of English offers opportunities in various options, whether it be for pursuing higher education, advancing in employment, accessing worldwide information, or engaging in cross-cultural dialogues. Besides, one of the United Nations' Sustainable Development Goals (SDGs) adopted in 2015 is Goal 4: Quality Education which underscores the importance of literacy skills (McKay, 2018). While literacy entails the ability to read, it is crucial to acknowledge that writing skills serve as its indispensable complement. The ability to write proficiently empowers individuals to not only passively acquire knowledge through reading but also actively participate in the generation and distribution of information. Moreover, considering the prominence of English as the dominant language in the 21st century, including sustainable development into English language education equips students with essential literacy skills, specifically in writing, enabling them to actively engage in global discourse (Bekteshi & Xhaferi, 2020).

In Malaysia, the education system strongly emphasises on the acquisition of the English language since it is considered both as a secondary language and a language of knowledge. Sahib and Stapa (2022) stated that in order to strengthen English proficiency among Malaysian students, the English language was mandated as a compulsory school subject and administered in accordance with the language education policy. Furthermore, significant efforts have been undertaken to enhance the level of English language competency in Malaysia, with the aim of aligning with the swift progress of globalisation (Bakar et al., 2021). This contributes significantly to Malaysians' prospects of securing improved employment and achieving higher social standing (Zulkefly & Razali, 2019).

In acquiring English, English as a Second Language (ESL) learners ought to focus on developing their proficiency in all four essential language skills, especially writing skills. The development of writing skills is crucial for effective communication, as it is recognized as one of the fundamental language skills (Jashari & Fojkar, 2019). Dhanya and Alamelu (2019) further highlighted that writing allows students to improve their thoughts and articulate their arguments more effectively. Despite the emphasis on writing skills, ESL learners encounter difficulties in acquiring them. Writing is a complex and challenging productive skill (Ghulamuddin et al., 2021) where writers are expected to produce texts that are not only syntactically correct, but also semantically and culturally acceptable. As a result of these challenges, ESL learners often make errors in their writing (e.g. Ghulamuddin et al., 2021; Harun & Abdullah, 2020). As such, Shah et al. (2020) claimed that teachers play a crucial role in fostering the development of writing skills among students. Language teachers must possess a deep understanding of the subject language (subject knowledge) as well as effective teaching methods (pedagogical knowledge).

Previous studies have extensively examined ESL instructional practices across different educational settings, such as colleges, universities, and high schools (e.g. Chandran et al., 2019; Kadmiry, 2021; Qarabesh, 2020; Rashtchi et al., 2019; Wasike et al., 2022; Yucedal & Shareef, 2022), in order to enhance the writing skills of ESL learners. Nevertheless, primary school students have received comparatively little attention. The primary focus of this study is directed at pupils at the primary school level. Furthermore, numerous studies have extensively explored the challenges encountered by teachers in teaching writing skills (e.g. Adam et al., 2021; Dhanya & Alamelu, 2019; Govindarajoo, Hui, & Aziz, 2022; Islam, 2020; Khatter, 2019;

Sabti et al., 2019; Siska et al., 2021). These challenges have been consistently documented and include issues such as mother tongue interference, vocabulary limitation, low student motivation and writing anxiety. This study is in accordance with the current body of literature, acknowledging the ongoing challenges encountered by teachers in the domain of writing instruction. This study will make a valuable contribution to the existing literature, while also highlighting potential areas for future research.

Hence, this study proposed to identify teachers' perceptions of effective instructional practices and the challenges faced by upper primary school teachers when instructing writing skills. Past studies on the instructional practices in teaching writing skills by other teachers or researchers will be reviewed. Moreover, common challenges faced by teachers in teaching writing skills in their classrooms will also be included. The research questions for this study are:

- 1) What instructional practices are perceived to be effective among upper primary school teachers in teaching writing skills?
- 2) What are the challenges faced by upper primary school teachers in teaching writing skills?

Literature Review Writing Skills

Writing can be defined as the outcome produced by learners who have received adequate input. It involves the generation of ideas, contemplating on their expression, and arranging them into a coherent sentence for effective communication, in which the writer utilises established linguistic conventions, including word choice, spelling, sentence structure and punctuation (Rahmawati, 2022). Chicho (2022) additionally emphasises that when writing, language learners should prioritise certain aspects, including the proper use of punctuation, suitable vocabulary selection, sentence construction, and paragraph organisation. Writing is a productive skill, a type of literacy, a mode of communication and a method of evaluating students. (Peter & Singaravelu, 2021). It involves generating written content to express ideas and convey messages effectively, enabling individuals to understand, interpret, and create written texts to engage with information and ideas as well as can be used as a tool for evaluating learners' abilities. Writing is regarded as a highly intricate form of expression, as it necessitates adherence to rules encompassing word choice, coherence, correlation, and grammar throughout each stage (Sa'adah, 2020; Chicho, 2022). While writing skills are essential, it is considered very challenging among the ESL learners. Several studies evaluating the English writing performance of Malaysian ESL young learners found that the students committed errors in sentence structure, grammatical, spelling, punctuation and vocabulary (Awang et al., 2021; Ghulamuddin et al., 2021; Harun & Abdullah, 2020). Furthermore, studies have also shown that Malaysian students frequently have problems with grammar in their writing (Hong et al., 2020; Lu et al., 2020; Mehat and Ismail, 2021)

Approaches of Teaching Writing Skills

There are two approaches to teaching writing. Firstly, the product approach in teaching writing focuses on the finished results of the writing job. According to Palanisamy and Aziz (2021), teachers' primary focus in this approach is the final product, which should be readable, grammatically correct and adhere to discourse rules like key ideas and supporting details. Grammar, spelling and vocabulary are also prioritised along with correctness. This approach likewise views writing as a product that is learned through imitation, copying, and modification

of the given models and must be evaluated through clear feedback from teachers (Rashtchi et al., 2019). According to Wasike et al (2022), imitation is employed to support students' competency across different texts and their development as effective writers. They further stated the purpose of teaching writing using the product approach is for students to produce an outcome that is identical to the one they have learned in terms of form and linguistic principles. According to Hu and Wang (2019), teachers would first show a variety of writing models, in which students would have a thorough comprehension of the features and rhetorical devices of a certain writing model, and lastly, they would be able to freely practise and replicate the style and sentence patterns. The availability of the model aids students in identifying the syntactic patterns, word selections and cohesive devices that are common in the text (Burhansyah & Masrizal, 2021). It is expected that students would be able to manipulate particular elements of the text when practising their writing.

Unlike the traditional product method to teaching writing, a process approach to teaching English writing has been suggested. The process approach emphasises the process of the way ideas are generated in writing (Kumar, 2020). Nunan (2003) stated that process approach places emphasis on the stages that writers take when they draft and redraft their texts. This approach allows students to think and organise their ideas before a writing task. According to Kumar (2020), the process approach addresses linguistic skills like developing or planning instead of focusing on the linguistics knowledge. Students also learnt that writing is not only based on grammatical structure but also on the purpose of communication (Cando et al., 2017). Thus, using this approach students are able to develop their ability to generate ideas and to organise these ideas in their writing. Harmer (2004) suggests that the process approach to writing consists of four main stages: planning, drafting, editing (which entails reflection and revision), and creating a final draft. During the planning stage, students must first determine the purpose of their writing before considering its language style and content. In the drafting stage, students begin to write and should focus on developing their ideas and organising them effectively. In the editing stage, students review and revise their drafts to correct any mistakes. The final stage is creating the final version, in which students complete all the necessary steps and produce a polished piece of writing that is ready to be submitted or published for readers to enjoy.

Effective Instructional Practices to Teach Writing Skills

English teachers around the world use a variety of instructional approaches to teach writing skills in their classrooms. In one direction, there are past studies (e.g. Chandran et al., 2019; Kadmiry, 2021; Qarabesh, 2020; Rashtchi et al., 2019; Wasike et al., 2022; Yucedal & Shareef, 2022) done on instructional practices, such as the process approach and product approach, with the aim to improve writing skills among ESL learners. On one hand, the process approach is believed to have an impact on students' writing skills, particularly their writing competency (Rumanti & Sintya, 2020). In fact, the approach has a favourable influence on developing English writing skills since it encompasses all stages of the writing process, such as planning, drafting, editing, and final version (e.g. Avivi & Megawati, 2020; Kasi & Jayapalan, 2021). Moreover, Kadmiry (2021) stated that students who received instruction based on the process approach demonstrated superior performance compared to those taught using a product-based approach. This is because the process approach offers students constructive and useful feedback throughout the writing process. Similarly, Yucedal and Shareef (2022) also stated

that students whose writing skills were taught using a process-based approach outperformed students whose writing skills were taught using a product-based approach. This occurs because students progressively learn to enhance their writing skills through a systematic process, resulting in the ability to produce a well-structured essay.

On the other hand, it is also believed that the product approach improves students' writing skills. According to Abdulrahman and Kara (2022) the product approach was more effective than the process approach at enhancing students' writing skills. The reason for this is because students extensively utilised writing models to comprehend key vocabulary prior to their writing and they acquired the skill of incorporating transition words to establish sentence connections. Besides, teachers also prefer the product approach due to its ease of use, while the process approach is perceived as time-consuming (Palpanadan et al., 2019). However, Wasike et al (2022) found that the product approach had no meaningful effect on students' English language writing skills. The product approach to writing instruction did not improve test scores because the teacher solely concentrated on form, syntax, vocabulary selection and grammar.

Meanwhile, both the process approach and the product approach have benefits in improving learners' writing skills (Hu and Wang, 2019). The product approach was valued for providing models and language input, aiding exam preparation, while the process approach was seen as valuable for improving overall writing skills. Chandran et al (2019) demonstrate this idea, where they aimed to enhance the writing skills of secondary four students by utilising a combination of hi-five Fingers and Snack Bars through social media, incorporating both the product and process approaches. The findings indicate that the implementation of the intervention resulted in improved post-test scores, as it effectively supported students in organising their thoughts and creating engaging and distinct introductions and body paragraphs. Qarabesh (2020) further supported that the process approach to writing is more effective when combined with the product approach. As stated by Ngubane et al (2020), teachers incorporated the product approach as a means of reinforcing the process approach. By emphasising structure, organisation, and writing style rules, the product approach complemented the process approach. On the contrary, Rashtchi et al (2019) stated that there is no significant difference in performance between the process-based and product-based groups in their study to compare the effects of product and process approaches to writing. This finding supports the notion that the explicit teaching of rules in the product approach is equally as beneficial as implicit strategies in the process approach.

Challenges in Teaching Writing Skills Mother Tongue Interference

First language (L1), also known as a mother tongue, is the language that a person acquires first in life and uses it most frequently for communication. The interference of the mother tongue also known as language transfer occurs when second language learners relies on their knowledge of L1 to acquire the second language (L2) (Govindarajoo et al., 2022). Language interference, which happens when learners employ their own syntactic knowledge when using the L2, is widely believed to have an impact on L2 learning and acquisition. Khatter (2019) reiterated this, finding that prepositions, articles, word form, verb tense, pluralization, concord, and word choice are errors most frequently caused by Arabic language interference in writing. She further stated that disparities in phonology, morphology, lexis, and grammatical structures between mother tongue and English were the cause of writing problems. According

to Siddek and Ismail (2021), difficulties with L2 narrative writing skills among students happened because these learners did not have adequate knowledge of their L2, therefore they would translate syntactic rules and morphological patterns from L1 into L2. There are numerous syntactic and lexical errors or deviations in the second language caused by the influence of the first language (Islam, 2020). As stated by Mehat and Ismail (2021), students produced mistakes in their writing as a result of the significant differences in rules between L1 and L2, which led to the loss of focus and careless mistakes. Furthermore, the acquisition and use of English are significantly influenced by L1, as learners extensively rely on it, both consciously and unconsciously, to facilitate their language learning (Aliyar, 2020; Singh & Maniam, 2020). For instance, learners tend to use L1 rules to translate sentences into L2 unconsciously. In fact, Kumaran and Krish (2021) discovered that an analysis of students' works demonstrated that the Tamil structure interfered with the formation of English structure. This finding coincided with Peter and Singaravelu (2020), who asserted that there exists a notable disparity in sentence structures between Tamil and English, posing a significant challenge for Tamil students and subsequently impeding their writing skills. Therefore, the primary cause of mother tongue interference stems from the disparities between the mother tongue and the language being acquired.

Lack of Vocabulary

The effective teaching of writing requires a broad range of skills, including the ability to select and employ appropriate vocabulary. Miin et al (2019) discovered that students struggle to form proper sentences due to their lack of vocabulary and limited knowledge in sentence structures. Low vocabulary level could hinder the students' ability to write effectively, thereby contributing to the errors committed in writing (Khatter, 2019; Pathan, 2021; Wang & Yamat, 2019). Similarly, Awang et al (2021) also explained that one of the reasons for learners' inability to write properly is due to the lack of vocabulary. Moreover, numerous studies indicated that inadequate vocabulary is a significant obstacle that prevents students from producing high-quality writing among ESL primary school students (e.g. Daud et al., 2021; Ghulamuddin et al., 2021; Kumaran & Krish, 2021). While the importance of vocabulary in writing is well-established, many teachers agreed that students face significant challenges when it comes to developing their vocabulary skills. Adam et al (2021) found that the challenges in teaching English writing skills is students' lack of vocabulary. Based on their findings, teachers often had trouble getting their students to write extended paragraphs, mostly because of the latter's limited vocabulary. Particularly, the students found it difficult to create new sentences correctly, which ultimately hampered their ability to create coherent and thorough paragraphs.

Lack of Motivation and Writing Anxiety

Students aspiring for academic and professional success must develop strong writing skills. Nevertheless, teachers often encounter challenges in teaching writing, particularly regarding students' lack of motivation and the prevalence of writing anxiety. According to Ai et al (2021), motivation plays a crucial role in motivating second language learners to expand their language knowledge and skills. If an individual lacks motivation, they may struggle to attain the desired level of language proficiency (Noor & Khan, 2019). According to Dhanya and Alamelu (2019), the most effective method to motivate students to write is by offering

continuous encouragement for them to write frequently, regardless of any errors they may make. Additionally, teachers can offer positive feedback for well-written work, while providing reassurance and support when students face challenges in meeting their writing goals. The students' written work is of higher quality when they are more motivated. Likewise, Adam et al (2021), stated that a significant challenge for teachers in teaching English is the lack of motivation among students to learn the language. They further stated that students' lack of motivation in learning English presents a challenge for teachers, as it hampers their participation in the teaching and learning process. Cahyono and Rahayu (2020) discovered that there is a strong correlation between students' motivation to write and their writing proficiency. The researchers further noted that students with a high level of motivation in writing are more likely to achieve a higher level of writing proficiency, as their strong drive to succeed is closely associated with proficient writing skills (Sabti et al., 2019). Meanwhile, Siska et al (2021) found a link between writing anxiety and writing proficiency, indicating that writing anxiety can indeed influence one's ability to write effectively. Hence, lack of motivation and writing anxiety can greatly hinder the successful teaching of writing skills. Lack of motivation discourages students from actively participating in the writing process, while writing anxiety creates emotional and psychological obstacles that impede their capacity to express themselves confidently and proficiently in written form.

Research Methodology Suggested Research Design

Descriptive research will be employed to identify the perceptions of upper primary school teachers on the effective instructional practices to teach writing skills. According to Atmowardoyo (2018), descriptive research is a methodology employed to precisely depict the current phenomena. The primary objective of descriptive research is to systematically describe the existing phenomena under the study. Quantitative research method will be chosen for this study. It could serve as a method to evaluate objective theories by exploring the connections between different variables (Creswell, 2014) where data collected, such as instrument scores, provide particular statistics that could be statistically analysed to determine the frequency and size of trends (Cohen et al., 2018). Such data is useful for identifying patterns among a large group of people. In this study, a survey research design will be employed to address the research questions. This choice was made based on its systematic and comprehensive nature, which enables the collection of individuals' personal opinions and perceptions in the most effective manner. According to Salkind (2012), a survey enables researchers to obtain a substantial amount of data and information simultaneously, it is simple to maintain, processes data quickly and saves money on research expenses. In the survey, quantitative data with one open-ended item will be collected to identify teachers' perceptions of effective instructional practices as well as the challenges they faced in teaching writing skills.

Suggested Research Procedures

The procedure of data collection in this study will involve four sequential steps. These steps begin with the selection of participants for the study, obtaining the necessary permissions, developing instruments and administering data collection.

Step 1: Selection of Participants for the Study

The study will focus on English teachers who teach upper primary schools in the Miri district of Sarawak. Numerous studies conducted in this location have reported many problems in writing skills among students. Nevertheless, there is a lack of research regarding the instructional practices that can effectively address the writing difficulties experienced by students in Miri. The researcher is also interested in understanding the difficulties encountered by teachers in this location when delivering writing instruction. The selection of sampling will be done through purposive sampling. According to Billups (2021), this type of sampling enhances the researcher's capacity to acquire relevant data. He further stated that purposive sampling entails the deliberate selection of participants who possess relevance to the research topic and possess knowledge or experience related to the phenomenon under investigation. The participants will be selected based on the following criteria: Major in English, teaching upper primary school and currently teaching in Miri district in Sarawak. The researcher will carefully select a sample size that adequately represents the target population.

Step 2: Obtaining Permission

Permission will need to be acquired after identifying and selecting the participants of the study. As stated by Creswell (2014), prior consent is frequently required in order to access a location and gather information. Typically, individuals in positions of leadership or control inside organizations offer this permission. Acquiring permissions from personnel within the organisation involves reaching out to them prior to commencing the study and securing their approval to enter the site and conduct research within their specific environment. The researcher will initiate the process of obtaining permission from the Ministry of Education, and subsequently from the District Education Office, in order to carry out the research. After receiving the necessary permission to proceed with the study, the researcher will be able to gather the required data for the study.

Step 3: Developing the Instrument

The instrument to collect the data is a survey questionnaire. The questionnaire items are adapted from Luma's (2022) survey on "Implementation and Effectiveness of Instructional Strategies for Teaching Writing." Due to the cultural differences, modifications have to be made on the items to enable data collection that would allow the researchers to answer the stated research questions. Before the questionnaires are administered to the respondents, the researchers will conduct expert reviews where experts in the field will be identified and invited to carry out a review on the drafted questionnaires where they will provide feedback on whether the items measure the content they were intended to measure (Creswell & Creswell, 2018). Their feedback will provide improvements to the instruments while avoiding any potential problems or measurement errors (Olson, 2010). The instrument will then be pilot tested with 30 English teachers who are generally representative of the study population. The number of participants is adequate as Cooper and Schindler (2011) suggested the appropriate number of participants for pilot study ranged from 25 to 100 people.

Step 4: Administering Data Collection

Data collection will be administered using the Google Form online platform. The participants will receive both the Google Form and an informed consent form through either WhatsApp or email. It is estimated that it will take approximately 10 to 15 minutes for participants to complete the survey questionnaire. The researcher will get immediate responses upon completion of the survey by the participants.

Ethical Considerations

Ethical considerations should be prioritised in the process of collecting data, ensuring respect for individuals and the research site. Prior to administering the research instrument, the researcher must seek permission from the participants to be included in the study. As mentioned by Creswell (2014), obtaining permission helps to establish cooperation and encourages participants to provide the necessary data. Moreover, obtaining permission ensures that participants have a clear understanding of the purpose of the study and that the researcher will treat them ethically. Safeguarding the privacy and confidentiality of participants is crucial. Consequently, an informed consent form will be distributed to participants prior to their involvement in the study, to ensure they are fully informed and give their consent willingly.

Validity and Reliability

The validity and reliability of the questionnaire are two significant characteristics that impact its quality. Validity refers to how accurately the questionnaire measures what it is intended to measure (Rozali et al., 2022). Content validity examines whether the items in a questionnaire accurately measure the content they are intended to assess. The questionnaire items in this study were adapted from Luma's (2022) survey titled "Implementation and Effectiveness of Instructional Strategies for Teaching Writing." The items were modified based on multiple literature reviews conducted by Govindarajoo et al (2022); Awang et al (2021); Adam et al (2021); Siska et al (2021) and by using the research questions as a reference to ensure their relevance and appropriateness. Another aspect of validity that needs to be taken into account is face validity. To assess the feasibility and practicality of the questionnaire for the study, experts will be enlisted. These experts, with their knowledge and expertise, will evaluate the questionnaire to ensure that it appears suitable and appropriate for the intended purpose, thereby achieving face validity.

On the other hand, reliability refers to the degree of consistency exhibited by the outcome. Leavy (2017) suggests that Cronbach's alpha is the prevailing test used to assess the internal consistency of a scale. The value of Cronbach's alpha relies on factors such as the number of items in the scale and their average intercorrelation (Creswell & Creswell, 2018). Hence, a high Cronbach's alpha value might suggest strong reliability (Rozali, et al., 2022). Conversely, a low value could indicate poor reliability, implying that the measured constructs may not align (Beatty, et al., 2020). The result of the pilot study will be analysed using Statistical Package for Social Sciences (SPSS) software version 27. The reliability of the instrument will be assessed by referencing Cronbach's Alpha score. The interpretation of Cronbach's Alpha (α) value in this study will follow the recommendation provided by Jain and Angural (2017) in their research.

Table 1

Interpretation of Cronbach's Alpha score

Cronbach's alpha score	Reliability
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The research procedure section has outlined the systematic approach that will be followed to address the research objectives. The research procedure serves as a roadmap for the successful execution of the study and lays the foundation for the subsequent section of the methodology. In the next section, the data analysis will be discussed in detail.

Suggested Data Analysis

The research procedure section has outlined the systematic approach that will be followed to address the research objectives. The research procedure serves as a roadmap for the successful execution of the study and lays the foundation for the subsequent section of the methodology. In the next section, the data analysis will be discussed in detail.

Table 2

Mean Score Interpretation

Mean score	Indicator
1.00 – 1.89	Very low
1.90 – 2.69	Low
2.70 – 3.49	Medium
3.50 – 4.29	High
4.30 – 5.00	Very high

The data analysis section has outlined the systematic approach that will be utilised to analyse the acquired data and derive useful insights. The data analysis section is an important step in the research processes, as it transforms raw data into meaningful information. The findings of this study will be interpreted in light of the objectives and will add to the body of knowledge in this field.

Conclusion

Many studies have investigated the impact of product approach and process approach in teaching writing skills. Some researchers find the product approach to be a valuable method for teaching writing skills, while others consider the process approach to be more

advantageous. The product approach is reported to be helpful since students used writing models widely to master important vocabulary prior to writing and they learned how to incorporate transition words to construct sentence connections. Meanwhile, the process approach is said to be effective since students learn to improve their writing skills gradually through a systematic procedure, resulting in their ability to generate a well-structured essay. Therefore, the study proposed to identify effective instructional practices in teaching writing skills and address the challenges that could hinder the implementation of instructional practices to effectively teach writing skills.

The following recommendation can be suggested in light of the above conceptual paper to identify teachers' perceptions of effective instructional practices and the challenges faced by teachers in upper primary schools when instructing writing skills. Firstly, it is recommended to explore alternative approaches, such as genre-based instruction, that can supplement the product and process approaches. This can provide teachers with additional strategies to improve students' writing skills and meet students' various learning needs. It is also proposed that further research be conducted into the many challenges that teachers confront when teaching writing. This may entail going further into specific challenges, such as addressing individual differences, time constraints, or incorporating technology into writing instruction. Lastly, qualitative research methods such as interviews and observations are recommended to acquire a more comprehensive understanding of teachers' perceptions and practices on writing instruction. These methods can provide useful insights into instructors' experiences and viewpoints, providing rich qualitative data to enhance instructional approaches and assist professional development programmes. In addition, the findings of this study should be able to assist teachers in refining their instructional practices and selecting optimal approaches for improving their students' writing skills. Besides, the challenges that will be addressed in the study should provide teachers and policymakers with the information they need to overcome the challenges.

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