International Journal of Multidisciplinary and Current Educational Research (IJMCER)
ISSN: 2581-7027 ||Volume|| 7 ||Issue|| 6 ||Pages 188-203 ||2025||

A Study on the Challenges of Teaching EFL Writing Skill at the Dhakil Level of Madrasah in Bangladesh

[1,]Israt Jahan Momena, [2,]Mohammad Al Amin
[1,]M.A, Department of English, Jagannath University, Dhaka, Bangladesh.
[2,]MSS, Department of Public Administration, Comilla University, Cumilla, Bangladesh.

ABSTRACT: This study highlights the difficulties related to EFL teaching writing skills in Bangladeshi students at the Dhakil level of Madrasah. EFL is defined for those who do not use English as native language. It investigates the separate educational and cultural context of Madrasah, where Islamic instruction is a major focus. This study employed a mixed-method approach where conducting semi-structured interviews, KII, Observation method, and surveys. I tried to discover that teachers' interviews were conducted to learn more about teaching writing, including issues and solutions. The research focused on the purposive sampling method and thematic analysis based on grounded theory and SPSS was used to analyze the data. The report highlights issues with curriculum development, skilled teachers, resource accessibility, linguistic and cultural concerns, assessment and training techniques, resource allocation, multilingual approach, community involvement, and technological integration to improve the situation. Through the application of these suggestions, the research hopes to improve Madrasah students' writing abilities while honoring their cultural and religious background. This study contributes to the broader conversation on enhancing education. Also, the findings showed that the teacher had certain difficulties when instructing young language learners in writing.

KEYWORDS: Madrasah Education, EFL Teaching Learning Skill, Secondary Education, Bangladesh.

I. INTRODUCTION

Education is a foundation of societal development, the knowledge and skills necessary to prosper in an ever-evolving world (Spiel et al., 2018). In Bangladesh, the Madrasah system plays a crucial role in the educational landscape, serving as a primary source of education for a significant portion of the population, particularly in religious studies (Islam, 2012). Writing skills are a fundamental component of modern education, essential for professional growth, irrespective of the educational context (Kellogg, 2008). In a world increasingly reliant on effective communication, the ability to articulate ideas and thoughts through writing is an indispensable asset (Kelton & Davis, 2013). Teachers focused on traditional method, lack of interaction, and unrealistic curriculum for rural areas (Biswas, 2018). Writing treatments for students with learning impairments are typically successful in improving writing quality, and comprehension of the writing process (Gersten & Baker, 2001). Students spent roughly 25 minutes a day producing texts but teachers reported only spending about 15 minutes a day on writing instruction (Gilbert & Graham, 2010). Hairston (1982) asserted that writing is a recursive process as opposed to a linear one, which highlights how crucial it is to comprehend. Teachers think about implementing more content-focused feedback techniques to improve student writing results (Kepner, 1991). They get an understanding of the significance of evaluating their teaching methods (Auten & Twigg, 2015).

The instructors allowed students to express themselves without the pressure of immediate feedback (Webster, 2017). Socioeconomic variables can improve academic performance (Hamid, 2009). The inefficiencies of the dual education systems that the general education and madrasah systems confront (Salema, 1993). Ferdousi (2017) investigated that by going into detail on the reasons behind traffic bottlenecks, students frequently deviated from the subject. Writing helps students learn the English language by reinforcing vocabulary and grammatical structures (Merkle, 2019). It implies that in order to improve their abilities, pupils must more chances to write in a constructive setting (Ferdousi, 2017). Speaking and writing enable students to participate in communication activities including oral presentations, written research, and reports, among others (Iqram, 2015). Tirumalesh (1991) suggested for writing in English lack of resources, high class sizes, inexperienced teachers, uninspired beginners, and poor language skills all contributed to the etiology. Madrasahs, have long played a significant role in Bangladesh's educational system (Fareed et al., 2016; Bilal et al., 2013; Cox et al., 1997). Madrasahs may face resource constraints, including limited access to textbooks, writing materials, and modern teaching aids, making it challenging to effectively teach writing (Addison & McGee, 2016). The main rationale for conducting a study on as follows: writing skill importance, unique educational context, societal impact, research gap, policy considerations, and instructional improvement, etc. (Alam Al

Hasani, 2017; Zamel, 1987). Strong writing skills are essential for academic success, future professional goals, and effective communication (Ginsberg & Paschall, 2022). Writing skills are particularly crucial in the context of Madrasah education because they enable students to bridge the gap between more general academic knowledge and religious teachings by properly expressing complex ideas (Hinkel, 2006). According to Graham et al. (2012); Kennedy et al. (2012), the development of writing abilities necessitates numerous chances for practice and experimentation as well as repeated explicit demonstration.This study delves into the different categories of Madrasah education in Bangladesh, focusing specifically on the challenges of EFL writing skills at the secondary level. The specific objectives as follows: 1) To identify the challenges faced by the teachers, while teaching EFL writing skill. 2) To investigate the challenges faced by the students, while teaching writing EFL skill. 3) To know the existing practices in the English teaching writing EFL skill at the Dhakil level. The challenges faced in imparting writing skills in Madrasahs are multifaceted, encompassing elements such as curriculum design, teacher training, resource allocation, and cultural influences. Through a holistic examination of these challenges, research aims to identify practical solutions that can be tailored to the unique context of Madrasah education in Bangladesh. By examining these challenges through a critical lens, I hope to provide insights that can stimulate positive changes, foster inclusive and effective educational practices, and ensure that students in Madrasah are equipped with the writing skills needed to participate fully in the broader educational and professional landscape.

Madrasah Education system in Bangladesh: Bangladesh has a four-stream education system: general, technical, Madrasah, and English medium education. Madrasah education emphasizes religious-based education, with Aliya and Quomi being the common types. Here are the main types of Madrasah curricula and educational systems in Bangladesh:

Qawmi Madrasahs	**Alia Madrasahs**
• Female Madrasahs	• Ebtedayi Madrasahs • Dakhil and Alim Madrasahs • Kamil Madrasahs

II. LITERATURE REVIEW

In this review, the literature is explored under the following thematic areas: the nature of EFL writing challenges, and the specific context of teaching writing at the Dhakil level of madrasahs in Bangladesh.

Challenges of Teaching EFL Writing : According to research, writing in an EFL context necessitates a sophisticated interaction between language proficiency, cognitive abilities, and sociocultural awareness (Hyland, 2003). Effective teaching strategies are hampered by inadequate resources, which also restrict students' exposure to a variety of writing genres and styles (DiStefano & Killion, 1984). According to Richards and Renandya (2002), learners frequently have trouble with written texts' grammar, vocabulary, sentence structure, and consistency. Furthermore, learners frequently experience distraction due to the disparities between their native language (L1) and English (L2), which makes it challenging to create accurate written output (Ellis, 1997). One of the main obstacles in Bangladesh, according to Hasan (2019), is the absence of exposure to English outside of the classroom.

EFL Writing in Madrasahs: The Dhakil Level Context : Additionally, the Dhakil level curriculum lacks a communicative approach to language instruction and is frequently out of date (Chowdhury & Kabir, 2014). According to Alam and Sultana (2018), this conventional method falls short in fostering the creativity and critical thinking that are necessary for writing excellence. According to a research by Karim et al. (2019), a large number of English teachers in madrasahs are not formally trained in EFL pedagogy, which hinders their capacity to instruct writing. Furthermore, the socioeconomic status of madrasah students frequently restricts their access to internet resources and grammar workbooks, two essential learning tools for improving writing abilities (Rahman & Akhter, 2021).

Writing Skills and the Bangladeshi Context : Rao (2007) pointed out that because they haven't had much exposure to the target language, students frequently have trouble writing cohesive writings.

Similarly, Richards and Renandya (2002) contend that writing is a challenging talent to perfect since it requires a large amount of cognitive resources. Research by Richards (2015) & Hyland (2013) highlights the linguistic and cognitive demands made on students. On a regional level, Ahmed's (2012) research on South Asia emphasizes how inadequate resources and big class numbers hinder efficient writing training. Farooqui (2014) found that outdated grammar-translation techniques and insufficient teacher preparation are the main causes of secondary education problems in Bangladesh. In a similar vein, Rahman & Pandian (2018) contended that exam- focused courses that place more emphasis on reading and grammar than writing frequently lack writing abilities. According to Atkinson (2002), some students are not very worried about their writing. According to Grabe and Kaplan (1997), instructors should provide themselves with the necessary knowledge and abilities to teach writing skills to students who are educationally focused second language learners. According to Ahmed and Nath (2005), madrasahs are essential in educating impoverished people, although they frequently have little funding and deal with particular pedagogical difficulties. Because of contextual and institutional limitations, teaching writing becomes extremely difficult in this setting.

Language Proficiency and Linguistic Challenges: Students frequently have little exposure to English outside of the classroom, which makes it difficult for them to practice and advance their writing abilities, according to Hamid and Baldauf (2008).

Teacher Preparednes, Curriculum and Assessment Practices : According to Khan and Hossain (2020), communicative and process-oriented approaches to writing are not given much attention in classrooms, which are dominated by traditional grammar-translation techniques. Additionally, Rahman and Pandian (2018) point out that there is a misalignment between curricular objectives and teaching practices.
Resource Constraints

In addition to lacking sufficient instructional resources like writing tools and textbooks, many institutions also struggle with a teacher shortage (Ahmed et al., 2019). Limited access to contemporary technology and digital tools, which have been successful in improving writing teaching in other contexts, exacerbates these difficulties even more (Hyland, 2016).

Research Gap : Specific to madrasah education, studies such as Azad (2018) revealed the unique challenges faced by these institutions. Moreover, Rahman et al. (2022) pointed out that the lack of qualified English teachers in madrasahs is a pressing concern. The literature highlights the complex difficulties in teaching EFL writing skills in Bangladeshi madrasahs at the Dhakil level. These difficulties originate from both learner-specific problems like language interference and limited exposure to English as well as institutional problems like out-of-date curriculum, insufficient teacher preparation, and resource limitations. Several studies were conducted by (Ginsberg & Paschall, 2022; Rahman & Akhter, 2021; Karim & Shahed, 2021; Rahman et al., 2020; Chowdhury et al., 2020; Alam, 2020; Ahmed et al., 2019; Rahman & Pandian, 2018; Haque, 2016; Hyland, 2016; Zuidema & Fredricksen, 2016; Siddique, 2015; Walker, 2014; Hasan and Akhand, 2010; Tangpermpoon, 2008; Graves et al., 1998) focused on writing skills and its drawbacks as well as they investigated different approaches of teaching writing skills and weakness of teachers skill and curriculum as well. But there were no literature that the study was conducted based on qualitative and quantitative methods together; besides, they concentrated only secondary education based on school from global and national perspective. So, there were no studies on mixed method and Dhakil level of Madrasah Education; this methodological and empirical gap found. There is limited research focused on Madrasah education, particularly regarding writing skills. That's why; the present research focuses on Dhakil level of Madrasah education using mixed method approach to address the challenges of EFL teaching writing skill in Bangladesh.

Theories and Theoretical Framework
Theoretical Framework : The Process Writing Approach is a theoretical framework that focuses on the writing process, including pre-writing activities, drafting, revising, and editing. Writing Theory by Applebee and Langer (2006) focused on spending time on writing , Goldratt's (1984) theory of constraints focus on lack of resources, Ferris' (2004) concentrated on feedback and assessment, and Vygotsky (1978) focused on collaborating and systematic learning.

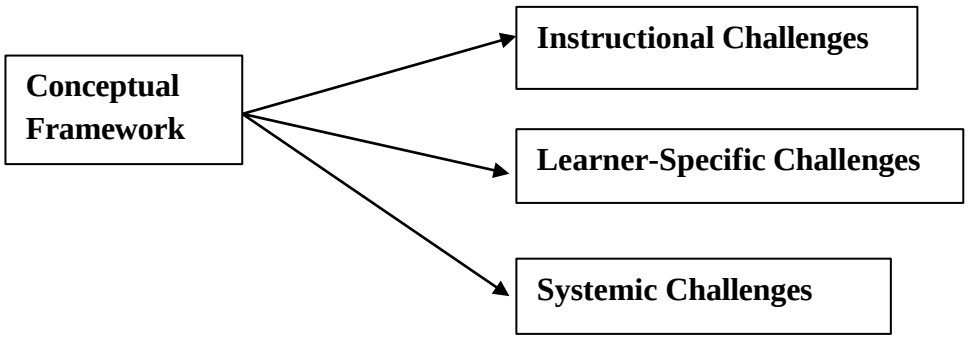

Fig.3 Conceptual Framework.

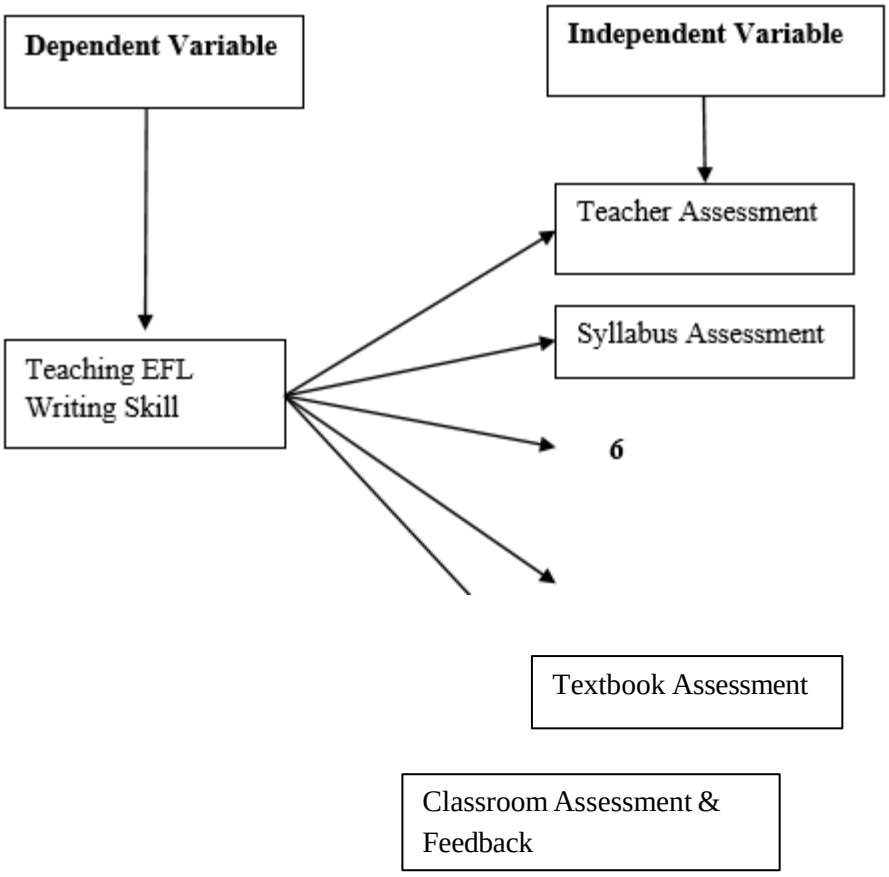

Fig. 4 Analytical Framework.

Research Questions
The central research questions of the study are:

- What are the challenges faced by the teachers, while teaching writing skill?
- What are the challenges faced by the students, while teaching writing skill?
- What are the existing practices in the English writing classes at the Secondary level?

Research Methodologies : This study collected and analyzed its data using a mixed method approach. Since the 1950s mixed method is becoming more popular among researchers (Creswell, 2003; Creswell & Clark,

2007). The research problem addressed by the present study concerns the theoretical and practical knowledge about teachers' role in developing writing skills, assumption and attitudes of our teachers and the knowledge of students to develop writing ability. As a result, when gathering and evaluating data, the researcher used qualitative and quantitative methods. The main participants of the research are 380 students (from Cadet Madrasah 90, Aliya Madrasah 230, and Qaumi Madrasah 40) and 20 teachers (15 male & 5 Female) from different Madrasah Dhaka and Chattogram region. Purposive sampling and convenience sampling were used to choose the sample. For qualitative research, In-depth Interview (IDI), Key Informants Interview (KII), and Class observation were used and for quantitative study, survey method was employed for collection data. Open-ended and close-ended questionnaire were developed for primary data collection. The duration of research was from January 2022 to January 2025. Interviewees include relevant teachers, trainers, trainee teachers, education officers, and English resource persons at the National Academy for Educational Management (NAEM), Bangladesh Madrasah Teachers' Training Institute (BMTTI), and Dhaka Teachers Training College (TTC). The data was analyzed by using thematic grounded theory and SPSS as well as excel for presenting the result.

III. RESULTS AND DISCUSSION

The study is to analyze research questions based on survey data analysis and putting in Microsoft Excel and also statistical analysis done by using SPSS for descriptive analysis, independent T-test, and validity and reliability of data also tested. The results of the questionnaire are interpreted as follows:

Descriptive Analysis

Table 2. Descriptive Analysis.

Variables	**Categories**	**Frequency distribution**	**Cumulative frequency**	**%**
Gender (student)	Male	180	180	50.0
	Female	180	360	50.0
Gender (teacher)	Male	15	15	75
	Female	05	20	25
Qualification of Teacher	Alim	04	04	20
	Fazil/Honor's	06	10	30
	Kamil/Master's	07	17	35
	Others	03	20	15
Experience of Teacher	2-3 years	02	02	10
	4-5 years	05	07	25
	6-7 years	07	14	35
	8-10 years	04	18	20
	10 up above	02	20	10
Age	14	90	90	22
	15	88	178	25
	16	90	268	26
	17-18	92	360	27
Group	General	220	220	73
	Science	140	360	56
Class	Nine	190	190	44
	Ten	170	360	58.2
Writing Skill	Writing Topic			

	Yes	240	240	75
	No	120	360	25
	Use Dictionary			
	Yes	200	200	59
	No	160	360	41
	Use Writing Model			
	Yes	220	220	62
	No	140	360	38
	Complete Writing Task			
	Yes	200	200	62
	No	160	360	38
	Write only Exam			
	Yes	130	130	28
	No	230	360	22
Group and Individual Work	Group Work			
	Yes	270	270	84
	No	90	360	16
Writing Assessment	Course Book Insufficient			
	Yes	160	160	44
	No	200	360	56
	Express Feelings in Writing			
	Yes	200	200	62
	No	160	360	38
	Grammatical Inaccuracy			
	Yes	230	230	56
	No	130	130	44
	Revise the Task			
	Yes	242	242	60
	No	118	360	40
	Mistakes identified by Teacher			
	Yes	270	270	84
	No	90	360	16
	Difficulty in Longer Sentence			
	Yes	292	292	91
	No	68	360	9
	Lack of Practice			
	Yes	188	188	59
	No	172	360	41

Correction lagbe

In this table demonstrates the socio-economic and some significant questions of respondents which are categorized based on age, gender, group, class, experience of teacher, writing skills, group and individual work, writing assessment of respondents. The aforementioned

Table 2, stated that the respondents of male and female students were equal (50%), the majority of the total respondents (teacher) were male (75%) whereas the remaining respondents were female (25%) that displayed the percentage of male teachers in madrasah education higher than their counterpart female teachers. Conversely, the most of the respondents of the study belonging to the age between "14" years are 22%, the respondents belonging to the age group "15" years were 25%, the rest of respondents 26% and 27% belong to the age between "16 and 17 to 18" of the all respondents. Based on teacher qualification, the respondents were divided into four sections where 35% respondents are 'Kamil/Master's' pass which is the highest sample respondents, 'Fazil/Honors' (30%) as respondent were the second highest, 20% respondents are 'Alim' pass and others qualification belong to 15% in the table.

To reduce uniformity, respondents were selected from various group and class where the highest respondents participated from general group and class ten which are 73% and 58.2%. The respondents from Science group and class nine were 56% and 44% which is the second highest of total participated respondents. Under writing skill, writing topic belong to Yes (75%), No (25%) followed by use dictionary (59%) and (41%), use writing model and complete writing task Yes (62%), No (38%). The rest of respondents Yes (84%), No (16%) in group work came from group and individual work. Furthermore, sample respondents are classified as per writing assessment into course book sufficient and express feelings in writing are 44% and 62% (yes) as well as 56% and 38% (no). After then, other variables have been categorized in grammatical inaccuracy, revise the task, mistaken identified by teacher, and difficulty in longer sentence Yes and No 56%, 60%, 84%, 91% and 44%, 40%, 16%, 9% respectively as respondents to get their perspectives in order to ensure diversity. Nearly a quarter of the sample respondents (59%) said 'yes' in lack of practice and (41%) said 'no' in the same question.

Validity Test

Latent Constructs	**Λ**	**λ^2**	**1-λ^2**	**CR**	**AVE**
Teacher Assessment (TA)	0.529	0.279841	0.720159	0.886781409	0.59375
	0.585	0.342225	0.657775		
	0.635	0.403225	0.596775		
	0.626	0.391876	0.608124		
Syllabus Assessment (SA)	0.725	0.525625	0.474375	0.947500794	0.7315
	0.728	0.529984	0.470016		
	0.743	0.552049	0.447951		
	0.73	0.5329	0.4671		
Textbook Assessment (TA)	0.678	0.459684	0.540316	0.918702492	0.61775
	0.679	0.461041	0.538959		
	0.611	0.373321	0.626679		
	0.503	0.253009	0.746991		
Classroom Assessment (CA)	0.686	0.470596	0.529404	0.955054199	0.6708
	0.652	0.425104	0.574896		
	0.698	0.487204	0.512796		
	0.705	0.497025	0.502975		
	0.613	0.375769	0.624231		
Feedback	0.619	0.383161	0.616839	0.856912545	0.640666667
	0.646	0.417316	0.582684		
	0.657	0.431649	0.568351		

Table 3. Validity and reliability results.

According to **(Table 3),** the Composite Reliability (CR) of each latent construct is higher than the acceptable value of .70 where CR = $(\Sigma\lambda)2 /[(\Sigma\lambda2)2 + \Sigma (1 - \lambda2)]$ in terms of the validity and reliability analysis. It demonstrated that there is a strong internal consistency in the scale items. Conversely, the Average Variance Extracted (AVE) for each latent construct surpasses the threshold limit of .5 where AVE = $\Sigma\lambda2 /n$. It confirms that the above-discussed CFA measurement model has strong convergent validity.

Reliability Test

Table 4. Reliability of the constructs.

Latent Constructs	Cronbach's Alpha	No. of Items
Teacher Assessment (TA)	.851	4
Syllabus Assessment (SA)	.906	4
Textbook Assessment (TA)	.806	4
Classroom Assessment (CA)	.872	5
Feedback	.836	3

Measuring reliability is a difficult undertaking, though, as it involves looking at the measuring scale's characteristics and its internal consistency (Hair et al., 2006). In order to assess reliability, this study used Cronbach's alpha, a metric that is frequently used with Likert scale survey questions. The Cronbach's alpha value for each of the structures taken individually is provided in **Table** 4. The researchers used SPSS Output to compile the data that is being provided here. A Cronbach's alpha reliability number between ±.41 and ±.70 indicates moderate scale reliability, whereas a value more than ±.70 indicates excellent internal consistency (Sekaran & Bougie, 2019). Values of the Cronbach's alpha that are higher than .70 to .90 are considered unacceptable (Taber, 2018). As can be seen in **Table 4**, all of the latent constructs (e.g., learning environment, infrastructure settings, financial solvency, social obstacles, and support from family, classmates, and faculty members) have Cronbach's alpha values that are greater than .80, indicating internal consistency and allowing for further analysis.

Independent t-test

Table 5. Independent sample T-test

				Levene's Test for Equality of Variances		t-test for Equality of Means						
Hypoth esis	**N**	**Mea n**	**Std. Deviati on**	**F**	**Sig.**	**T**	**Df**	**Sig. (2-taile d)**	**Mean Differe nce**	**Std. Error Differe nce**	**95% Confidence Interval of the Difference**	
											Lower	**Upper**
H1	19	1.6068	.60440	13.292	.000	-3.815	21.246	.001	-.55170	.14460	-.85220	-.25121
	71	2.1585	.34563									
H2	21	1.5263	.46730	5.811	.018	-6.065	25.253	.000	-.65625	.10821	-.87899	-.43350
	77	2.1826	.31765									
H3	15	1.3771	.43653	2.182	.144	-6.276	16.817	.000	-.74094	.11806	-.99023	-.49165
	65	2.1181	.28320									
H4	14	1.4155	.44098	3.950	.050	-6.2	15.866	.000	-.77185	.12394	-1.03477	-.50892

	71	2.1873	.32318			28						
H5	14	1.2650	.31932	.074	.787	-9.100	18.354	.000	-.84813	.09320	-1.04367	-.65258
	64	2.1131	.29975									

An independent sample t-test is used to compare means scores between two different groups of individuals or cases in a between-participants design (for example male vs female; experimental vs control group) (Sedgwick, 2010). In this table you can see that an independent sample t-test was conducted to compare the 5 hypotheses for sample respondents following the t (df) = t value, p = p-value formula and the results **(see Table 5)** are;

H1: There is no proper method of teacher assessment to ensure teaching writing skill. An independent sample t-test was conducted to compare the Teacher Assessment (TA) for sample respondents. Results showed participants who saw there is no proper method of teacher assessment to ensure teaching writing skill had lower willingness scores (M = 1.6068, SD = .60440) than those who did not (M = 2.1585, SD = .34563). There were significant differences (t (21.246) = −3.815, p = .001, p < .05. The magnitude of the differences in the means (Mean Difference = -.55170, 95% CI: -
.85220 to -.25121) was significant. Together this suggests that there is no proper method of teacher assessment to ensure teaching writing skill, supporting our hypothesis.

H2: Syllabus Assessment and designed are not adequate for improving teaching writing skill.
An independent sample t-test was conducted to compare the Syllabus Assessment (SA) for sample respondents. Results showed participants who saw the Syllabus Assessment and designed are not adequate for improving teaching writing skill had lower willingness scores (M = 1.5263, SD = .46730) than those who did not (M = 2.1826, SD = .31765). There were significant differences (t (25.253) = -6.065, p = .000, p < .05. The magnitude of the differences in the means (Mean Difference = -.65625, 95% CI: -.87899 to -.43350) was significant. Together this suggests that the Syllabus Assessment and designed are not adequate for improving teaching writing skill, supporting our hypothesis.

H3: Textbook Assessment is not sufficient for improving teaching writing skill.

An independent sample t-test was conducted to compare the Textbook Assessment (TA) for sample respondents. Results showed participants who saw the textbook assessment is not sufficient for improving teaching writing skill lower willingness scores (M = 1.3771, SD = .43653) than those who did not (M = 2.1181, SD = .28320). There were significant differences (t (16.817) = -6.276, p = .000, p < .05. The magnitude of the differences in the means (Mean Difference = -.74094, 95% CI: -.99023 to -.49165) was significant. Together this suggests thatthe most of the textbook assessment is not sufficient for improving teaching writing skill**,** supporting our hypothesis.

H4: There is no proper approach of Classroom assessment to ensure teaching writing skill.
An independent sample t-test was conducted to compare the Classroom Assessment (CA) for sample respondents. Results showed participants who saw the there is no proper approach of classroom assessment to ensure teaching writing skill had lower willingness scores (M = 1.4155, SD = .44098) than those who did not (M = 2.1873, SD = .32318). There weresignificant differences (t (15.866) = -6.228, p = .000, p <.05. The magnitude of the differences in the means (Mean Difference = -.77185, 95% CI: -1.03477 to -.50892) was significant. Together this suggests that the there is no proper approach of classroom assessment to ensure teaching writing skill, supporting our hypothesis.

H5: Feedback is not taken from students by teacher for justifying teaching writing skill.
An independent sample t-test was conducted to compare the Feedback for sample respondents. Results showed participants who saw the feedback is not taken from students by teacher for justifying teaching writing skill had lower willingness scores (M = 1.2650, SD =.31932) than those who did not (M = 2.1131, SD = .29975). There were significant differences (t (18.354) = -9.100, p = .000, p < .05. The magnitude of the differences in the means (Mean Difference = -.84813, 95% CI: -1.04367 to -.65258) was significant. Together this suggests that feedback is not taken from students by teacher for justifying teaching writing skill**,** supporting our

hypothesis.

Teacher's Interview

Types of Assignments Given in Classrooms : According to the respondents, it might be difficult to educate Madrasah students in a common language like Arabic, Bangla or English because they frequently come from varied linguistic origins. Every instructor concurred that students felt at ease while drafting letters and applications. Additionally, they feel that writing essays, paragraphs, and summaries is simpler than creating stories, which is invisible to them. Students just memorize the accessible books and use them in their test copies, with the exception of tale and summary writing. In contrast, they must think and generate ideas when writing stories, which makes it, look very challenging for them to write and develop the argument. Some kids may not be able to write complicated concepts because of their limited vocabulary.

'Madrasah students face challenges in expressing complex ideas due to their diverse linguistic backgrounds, but they find writing letters, essays, and summaries easier. Story writing requires creativity and limited vocabulary, while the curriculum's focus on specific genres restricts exposure to diverse writing styles.'

The Role of Revision of Writing: In short duration of class time most of the teachers said that, their learners have no interest for re-write the writing topic. Because of, all of the teachers agreed that they trained their students from very beginning to revise their piece of writing after finishing it weather it is rote learning or creative writing. **'***Despite being taught to revise their writing themes from the start, whether through rote learning or creative writing, the majority of teachers stated that their pupils show no enthusiasm in doing so.'*

Verbal Feedback of Students at Classroom : All the teachers opined that, class duration was too short to practice writing because it needed more time to make the students mentally and physically prepared to gather idea on a topic and to practice writing in individual or group. They also believed that it was quite impossible to give clear feedback to students' written scripts for time constraints and large class size. Most of the teachers mentioned that it was difficult to teach writing properly for that different background level of students, poor knowledge of grammar and vocabulary, and lack of reading practice for the idea of productive writing. Most of the teachers said that they applied communicative method to teach writing skills so that students could get interested in writing and they encouraged them to read English newspapers, books and magazine regularly to learn the basic structure of sentences and uses of words and idioms and phrases.

'Teachers claimed class duration is too short for writing practice owing to lack of time for mental and physical preparation. Due to time restrictions and huge class loads, they also struggle to provide students precise feedback on their written plays. Lack of reading practice, diverse backgrounds, and inadequate vocabulary and grammar are common issues that pupils encounter. Teachers employ communicative techniques and promote frequent reading to help students acquire word usage, sentence structure, idioms, and phrases in order to solve these problems.'

'Five students said that they frequently made the same grammatical errors over and over again, such as failing to use "es/s" after the third-person singular number. Three students said that they had challenges while attempting to make the material relevant. Finally, two students believe that spelling errors caused their grades to be reduced.'

Duration of Writing Class: The respondents said that every Madrasah or school has fixed time, like (45-50) minutes for each subject. But there is no fixed time for teaching writing. But sometimes teachers encourage them to complete their writing task in (Pair or Group) in little time. They said that, their always concept focus on teaching writing.

Problem faced in writing Class: Most of the time while teacher teaching writing skills in the classrooms, teachers observed that most of the students were unwilling to practice productive writing because they were habituated in writing by memorizing. Many students feel writing task too long., even they felt bored and shy of making mistakes. They were not interested to produce their own sentences rather they were more concerned to blind memorizing. Even sometimes students tried to escape from writing skills class.

'Teachers often find students unwilling to practice productive writing due to their habit of memorizing, feeling the task too long, feeling bored, and shy of mistakes. They are more interested in blind memorizing and may

even try to escape from writing skills classes'.

Find out the Problem by Teacher : Most of male and female teachers indicated that, the main problem are rote learning system and when they are thinking for writing, first they think in their L1 and then translate the line in L2 and then they try to write. For this reason, the sentences become artificial, long and complicated.

'Teachers face challenges in writing practice due to limited time for cerebral and physical preparation, time constraints, and class loads. Common issues include lack of reading practice, diverse backgrounds, and inadequate vocabulary and grammar. To address these, teachers use communicative techniques and promote frequent reading'.

Perceptions about Curriculum: The question was still put to students as to whether their respective curriculum includes adequate general education courses. Only one-fifth of Aliya students responded positive but 80% of Qaumi students replied that in the positive. This case study investigates the challenges faced in teaching writing skills at the secondary level in Madrasah in Bangladesh, specifically focusing on class (9 and 10) students. The study explores the profound impact of Socio-Economic Status (SES) on the teaching of writing skills, shedding light on disparities in educational opportunities and outcomes.

Classroom observation: After looking around the classroom, I've seen that there are a number of reasons why teaching EFL writing skills to Bangladeshi students in grades 9 and 10 at the dhakil level of Madrasah can be difficult. In this regard, the following are some possible restrictions and difficulties:

Limited Resources: It may be challenging to give students the resources they need for successful writing teaching at many Bangladeshi madrasahs due to a shortage of technology, writing supplies, and textbooks.

Language Barriers: It might be challenging to teach writing in Bengali or English to pupils who are not highly skilled in these languages because Arabic is usually the primary language of instruction at madrasahs.

Lack of Trained Teachers: Since Madrasah teachers frequently focus on religious themes rather than language and writing training, it might be difficult to find instructors with the necessary skills to teach writing successfully.

Assessment Challenges: It can be difficult to grade written assignments since different madrasahs may have different standards or unclear definitions for what constitutes good writing.

Lack of Critical Thinking Emphasis: The development of higher-order writing abilities may be hampered by madrasah curricula that place more emphasis on memorizing and recitation than on analytical writing and critical thinking.

Parental Expectations: A high emphasis on writing abilities may not be in line with the particular expectations that certain parents may have for their kids' education at madrasahs.

IV. DISCUSSION

This part discusses the integrating quantitative and qualitative findings. It focuses on teaching EFL writing skills at the Dhakil level in Madrasah classrooms and examines teachers' roles in pedagogy, utilizing mixed methods research. The study highlights the importance of training English teachers in contemporary methods and strategies to benefit students and contribute to the long-term goal of building a global nation. It also discusses the challenges of EFL teaching writing skills at the Dhakil level of Madrasah for classes 9 and 10 in Bangladesh. The development of writing abilities is crucial for students' academic and future career success, and the study aims to ensure high-quality writing instruction for Madrasah students. The unique approach of madrasahs in Bangladesh, often combining conventional education with Islamic studies, necessitates understanding of the unique challenges. Finding difficulties in teaching writing could have a significant impact on the country and society. The study investigates the difficulties in teaching writing skills to secondary students in Madrasah, Bangladesh, focusing on class 9 and 10, revealing insights from teachers.Teachers face challenges in teaching writing in madrasahs due to lack of resources, language barriers, socioeconomic differences, and cultural sensitivities. Rote learning, language barriers, and cultural restrictions limit critical thinking and creativity. To address these issues, teachers should be trained, provided with diverse materials, and ensure resource accessibility.

This will help students overcome writing challenges and achieve academic excellence. It highlights the impact of socio-economic status on teaching and the need for more comprehensive general education courses. Only one-fifth of Aliya students responded positively to improve writing skills, madrasahs should implement interactive teaching techniques, broaden the curriculum, and ensure resource accessibility. Also, the study explores the impact of textbook availability and sufficiency on writing skills instruction in madrasah education. It reveals that outdated textbooks may not follow contemporary writing conventions, limit students' exposure to various writing styles, and may not address language hurdles or cultural sensitivity. Inadequate resources hinder students' comprehension and engagement with writing topics. Madrasah did not regularly review and update textbooks to align with modern writing practices and cultural sensitivities, addressing challenges through collaboration, language support, teacher training, and continuous review to enhance students' writing proficiency. It reveals that exam-centric approaches limit instructional strategies, prioritize rote learning, and restrict exposure to diverse writing styles. Limited time for writing tasks also reduces practice opportunities and pressure to perform well, leading to formulaic and predictable writing styles. The study looks at how students write in class and finds that they struggle with teamwork, creativity, critical thinking, and non-native language skills. The development of creative and critical writing skills among students is hindered by limited interactive sessions, rote learning, language barriers, and cultural constraints. Enhancing classroom writing practices in Madrasah can foster proficient writers by promoting interactive learning, diverse prompts, personalized feedback, and addressing cultural sensitivities, preparing them for complexities beyond the classroom.

V. CONCLUSION AND RECOMMENDATIONS

Recommendations for Improving Teaching Approach and Existing System

- **Curriculum Revision & Teacher Training Programs:** Work along with the appropriate educational authorities to update the curriculum, making sure that religious studies and useful writing techniques are given equal weight and specific training courses that emphasize efficient writing teaching strategies, evaluation, and feedback methods.

- **Resource Allocation & Multilingual Approach:** Make sure writing aids, textbooks, and technology, so they can teach and practice writings. Acknowledge the bilingual nature of Bangladeshi madrasah education and assist students in honing their writing abilities in both Arabic and Bangla.

- **Feedback and Assessment Mechanisms:** Establish a mechanism for routinely evaluating and commenting on students' writing so that educators can monitor development and offer tailored assistance.

- **Community Involvement and Cultural Sensitivity:** Engage parents, local communities, and religious leaders in the importance of writing skills, creating a supportive ecosystem for education. To make writing assignments more interesting, choose subjects and assignments that honor the Madrasah students' cultural and religious beliefs.

- **Peer Collaboration & Peer Mentoring Programs:** Encourage group writing assignments and peer reviews to help students develop their critical thinking and collaboration skills. Create peer mentorship programs where accomplished students help their classmates become better writers, creating a supportive and encouraging environment.

- **Integration of Technology & Research:** If at all feasible, integrate technology into writing lessons to make learning more engaging and applicable in the digital world. Further study is needed to fully understand the particular writing difficulties experienced by Madrasah students.

- **Best Practices Sharing:** To promote information sharing among educators, provide a forum for exchanging research findings and best practices for teaching writing skills in madrasahs.

- To improve the quality of writing teaching and assist students in acquiring critical writing skills, educational authorities, Madrasah administrators, instructors, and pertinent stakeholders must work together to address these restrictions.

Limitation and Implication of the Research : The study, conducted in Chattrogram and Dhaka, aimed to

understand the challenges and due to time constraints and limited resources, the sample area was limited, but the researcher aimed to provide a general understanding of the situation by implementing triangulation and carefully analyzing the data. This study aims to improve writing instruction quality in Madrasahs in Bangladesh by identifying challenges faced by teachers and students. It can inform educational policies and curriculum development, benefiting all stakeholders in the educational process.

VI. CONCLUSION

Madrasa education in Bangladesh has historical roots and contributes to Islamic society growth. English as a global language enhances instruction quality and teaches students necessary skills for the market-based economy. English teacher preparation is necessary, with modern techniques and technology beneficial. Implementing guidelines, using good tools, creating learner-centered classrooms, preventing backwashing, monitoring teaching activities, and efficient training can help achieve global nationhood. The study includes lack of resources, traditional teaching methods, linguistic issues, socioeconomic inequality, and cultural limitations, hindering the development of competent and imaginative writing abilities. This review highlights the need for a comprehensive strategy involving curriculum change, teacher training, and technology integration to improve EFL writing abilities in Dhakil, Bangladesh, promoting a more just and efficient educational system, and enhancing society and community development.

REFERENCES

1. Addison, J., & McGee, S. J. (2016). Writing in High School / Writing in College : Research Trends and Future Directions Author (s): Joanne Addison and Sharon James McGee Source : College Composition and Communication , Vol . 62 , No . 1 , The Future of Rhetoric and Composition (September. *College Composition and Communication*, *62*(1), 147–179.
2. Al-Hasani, S., Ismail, A., Kazeemkayode, B., & Elega, D. (2017). Creating a Practicing Muslim: A Study of Qawmi Madrasah in Bangladesh. *British Journal of Education, Society & Behavioural Science*, *20*(3), 1–9. https://doi.org/10.9734/bjesbs/2017/30910
3. Alam Al Hasani, S. (2017). Development of Bangladesh Aliyah Madrasah Education and Curriculum Syed Mahbubul Alam Al-Hasani. *Research Gate*, *6*(9), 14.
4. Applebee, A. N., & Langer, J. A. (1983). Instructional Scaffolding: Reading and Writing as Natural Language Activities. *Language Arts*, *60*(2), 168–175. https://doi.org/10.58680/la198326236
5. Atkinson, D., Crusan, D., Matsuda, P. K., Ortmeier-Hooper, C., Ruecker, T., Simpson, S., & Tardy,
6. C. (2015). Clarifying the relationship between L2 writing and translingual writing: An open letter to writing studies editors and organization leaders. *College English*, *77*(4), 383–386. https://doi.org/10.58680/ce201526924
7. Auten, J. G., & Twigg, M. M. (2015). Teaching and learning SOTL: Preparing future faculty in a pedagogy course. *Teaching and Learning Inquiry*, *3*(1), 3–13. https://doi.org/10.20343/teachlearninqu.3.1.3
8. Bangladesh Enterprise Institute (BEI). (2011). *Modernization of Madrassa Education in Bangladesh: A Strategy Paper*. *June*, 1–74.
9. Biswas, S. (2018). *Challenges of Teaching English in Rural Areas: A Study of BRAC Primary School in Jessore*. *May*, 1–48. http://hdl.handle.net/10361/10816
10. Burgess-proctor, A. A., Cassano, G., Condron, D. J., Heidi, A., Sanders, G., Sociology, S. T., April, N., Burgess-proctor, A., Cassano, G., Condron, D. J., Lyons, H. A., & Sanders, G. (2014). *Improve Sociology Students ' Writing Skills*. *42*(2), 130–139.
11. Council, N. (1986). Linked references are available on JSTOR for this article : Social Construction , Language , and the Authority of Knowledge : A Bibliographical Essay. *College English*, *48*(8), 773–790.
12. Dawson, C. M., Robinson, E. L., Hanson, K., Vanriper, J., & Ponzio, C. (2017). Space : An Online Teachers ' Writing Group It is 4 : 30 in the afternoon , and from. *The English Journal*, *102*(3), 93–99.
13. Denise K. Comer and Edward M. White. (2016). Adventuring into MOOC Writing Assessment : Challenges , Results , and Possibilities Author (s): Denise K . Comer and Edward M . White Published by : National Council of Teachers of English Stable URL : http://www.jstor.com/stable/24633884 Denise K . Com. *College Composition and*

14. *Communication*, *67*(3), 318–359.
15. DiStefano, P., & Killion, J. (1984). Assessing Writing Skills Through a Process Approach. *English Education*, *16*(4), 203–207. https://doi.org/10.58680/ee198415060
16. Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education & Social Sciences*, *4*(2), 83–94. https://doi.org/10.20547/jess0421604201
17. Gersten, R., & Baker, S. (2001). Teaching expressive writing to students with learning disabilities: A meta-analysis. *Elementary School Journal*, *101*(3), 251–272. https://doi.org/10.1086/499668
18. Ghosh, R. (2018). Education in Education in Secular Democratic Secular Democratic. *India International Centre Quarterly*, *40*(3), 86–101.
19. Gilbert, J., & Graham, S. (2010). Teaching writing to elementary students in grades 4-6: A national survey. *Elementary School Journal*, *110*(4), 494–518. https://doi.org/10.1086/651193
20. Ginsberg, B., & Paschall, C. (2022). Speaking truth to power. *The English Journal*, *106*(4), 1–144. https://doi.org/10.4337/9781803927633
21. Hairston, M. (1982). The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing. *College Composition & Communication*, *33*(1), 76–88. https://doi.org/10.58680/ccc198215868
22. Hamid, M. O. (2009). *Sociology of language learning: Social biographies and school English achievementin rural Bangladesh*. *February*. http://espace.library.uq.edu.au/view/UQ:178929#.U_ox-VSWUAN.mendeley
23. Hamp-lyons, L. (2020). Writing Assessment in Global Context Published by : National Council of
24. Teachers of English. *Research in the Teaching of English*, *48*(3), 353–362.
25. Hasselbring, T. S., & Williams Glaser, C. H. (2000). Use the computer technology to help students with special needs. *Future of Children*, *10*(2), 102–122. https://doi.org/10.2307/1602691
26. Hickey, P. J., & Lewis, T. (2018). Lingua Anglia: Bridging Language and Learners. *English Journal*, *107*(6), 122–125. https://doi.org/10.58680/ej201829727
27. Hinkel, E. (2006). Current Perspectives on Teaching the Four Skills. *TESOL Quarterly*, *40*(1), 109. https://doi.org/10.2307/40264513
28. Ingram, B. D. (2019). "Modern" madrasa: Deoband and colonial secularity. *Historical Social Research*, *44*(3), 206–225. https://doi.org/10.12759/hsr.44.2019.3.206-225
29. Iqram, M. (2015). Teaching Productive Skills to the Students: A Secondary Level Scenario. In *A thesis*. https://core.ac.uk/download/pdf/74352632.pdf
30. Islam, M. S. (2012). Modernization of Madrasah Education in Bangladesh: a New Approach for Future Development. *Regional Seminar on Islamic Higher Educational Institutions*, *September*. https://www.researchgate.net/publication/344322025
31. Kaplan, J. S. (2008). The national writing project: Creating a professional learning community that supports the teaching of writing. *Theory into Practice*, *47*(4), 336–344.
32. https://doi.org/10.1080/00405840802329391
33. Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of Writing Research*, *1*(1), 1–26. https://doi.org/10.17239/jowr-2008.01.01.1
34. Kelton, D., & Davis, C. (2013). The art of effective communication. *Nursing Made Incredibly Easy*, *11*(1), 55–56. https://doi.org/10.1097/01.NME.0000423378.98763.96
35. KEPNER, C. G. (1991). An Experiment in the Relationship of Types of Written Feedback to the
36. Development of Second-Language Writing Skills. *The Modern Language Journal*, *75*(3), 305–
37. 313. https://doi.org/10.1111/j.1540-4781.1991.tb05359.x
38. LaDousa, C. (2005). Disparate markets: Language, nation, and education in North India. *American Ethnologist*, *32*(3), 460–478. https://doi.org/10.1525/ae.2005.32.3.460
39. Larson, K., Kurtyka, F., & Miller-Cochran, S. (2017). Reframing Readiness. *English Journal*, *106*(5), 86–89. https://doi.org/10.58680/ej201729105
40. Li, D. (2007). " It ' s Always More Difficult Than You Plan and Imagine ": Teachers ' Perceived Difficulties in Introducing the Communicative Approach in South Korea Defeng Li. *TESOL Quarterly*, *32*(4), 677–703.
41. Maddox, B. (2007). What can ethnographic studies tell us about the consequences of literacy?
42. *Comparative Education*, *43*(2), 253–271. https://doi.org/10.1080/03050060701362607 Mastropieri, M. A., & Scruggs, T. E. (2001). Promoting inclusion in secondary classrooms. *Learning*
43. *Disability Quarterly*, *24*(4), 265–274. https://doi.org/10.2307/1511115
44. May, N., Mckenzie, C., Cushman, E., & Smith, K. G. (2016). Editors ' Introduction : Reading , Writing , and Teaching across Borders : The Nation-State , Citizenship , and Colonial Legacies of Linguistic and Literate Practice Author (s): Cori McKenzie , Mary M . Juzwik , Ellen Cushman and Kevin G . Smith Publish. *Journal of College Science Teaching*, *50*(4), 373–377.

45. McKinney, K. (2018). The Integration of the Scholarship of Teaching and Learning into the Discipline of Sociology. *Teaching Sociology*, *46*(2), 123–134. https://doi.org/10.1177/0092055X17735155
46. Merkle, B. G. (2019). Writing Science: Transforming Students' Science Writing by Tapping into Writing Instruction Scholarship and Best Practices. *The Bulletin of the Ecological Society of America*, *100*(1), 1–6. https://doi.org/10.1002/bes2.1487
47. Mielke, T. L., Rush, L. S., Mielke, T. L., & Rush, L. S. (2016). Making Relationships Matter: Developing Co-teaching through the Concept of Flow. *The English Journal*, *105*(3), 49–54.
48. Morgan, D. N., & Pytash, K. E. (2014). Preparing Preservice Teachers to Become Teachers of Writing: A 20-Year Review of the Research Literature. *English Education*, *47*(1), 6–37. https://doi.org/10.58680/ee201426122
49. Muzib, M. (2003). Madrasah Education: An Observation. *Bangladesh Nari Progati Sangha*, 7–89.
50. Newell, G. E., Vanderheide, J., & Olsen, A. W. (2018). High School English Language Arts Teachers
51. ' Argumentative Epistemologies for Teaching Writing Author (s): George E . Newell , Jennifer
52. VanDerHeide and Allison Wynhoff Olsen Published by : National Council of Teachers of English Stable URL : https://www. *Research in the Teaching of English*, *49*(2), 95–119.
53. Norman, B. K. A., & Spencer, B. H. (2016). Our Lives as Writers : Examining Preservice Teachers ' Experiences and Beliefs about the Nature of Writing and Writing Instruction Author (s): Kimberly A . Norman and Brenda H . Spencer Source : Teacher Education Quarterly , Vol . 32 , No . 1 , Consider. *Teacher Education Quarterly*, *32*(1), 25–40.
54. Ondrusek, A. L. (2012). Review Students' Writing Skills: A Literature Review. *Journal of Education for Library and Information Science*, *53*(3), 176–188. https://www.jstor.org/stable/23249110 Owodally, A. M. A. (2011). Multilingual Language and Literacy Practices and Social Identities in
55. Sunni Madrassahs in Mauritius: A Case Study. *Reading Research Quarterly*, *46*(2), 134–155. https://doi.org/10.1598/rrq.46.2.3
56. Parrott, H. M., & Cherry, E. (2015). Process Memos: Facilitating Dialogues about Writing between Students and Instructors. *Teaching Sociology*, *43*(2), 146–153. https://doi.org/10.1177/0092055X14557440
57. Rahman, T. (2015). The Teaching of Arabic to the Muslims of South Asia. *Islamic Studies*, *39*(3), 399–443.
58. Rashida Ferdousi. (2017). Writing Performance in English Composition Class: A Comparative Study Of Bangla Medium and English Medium School. In *Jurnal Akuntansi* (Vol. 11, Issue December).
59. Roschelle, J. M., Pea, R. D., Hoadley, C. M., Gordin, D. N., & Means, B. M. (2000). Changing how and what children learn in school with computer-based technologies. *Future of Children*, *10*(2), 76–97. https://doi.org/10.2307/1602690
60. Ryan, M., & Barton, G. (2014). The Spatialized Practices of Teaching Writing in Australian Elementary Schools : Diverse Students Shaping Discoursal Selves Author (s): Mary Ryan and Georgina Barton Source : Research in the Teaching of English , Vol . 48 , No . 3 (February 2014), pp. *Research in the Teaching of English*, *48*(3), 303–329.
61. Salema, U. (1993). *Durham E-Theses*.
62. Sandlin, J. A., O'Malley, M. P., & Burdick, J. (2011). Mapping the complexity of public pedagogy scholarship: 1894-2010. *Review of Educational Research*, *81*(3), 338–375. https://doi.org/10.3102/0034654311413395
63. Sari Baso, R. (2014). Exploring Indonesian Graduates' English Language Skills and Companies' English Language Skills Requirements in East Kalimantan, Indonesia. In *IOSR Journal of Humanities and Social Science* (Vol. 19, Issue 6, pp. 44–56). https://doi.org/10.9790/0837- 19664456
64. Schrauben, J. E. (2015). I read poetry and I write poetry . The more about her as an individual .
65. Megan was social. *The English Journal*, *104*(4), 21–25.
66. Schrauf, R. W. (2006). Questionnaires in Second Language Research: Construction, Administration,

67. and Processing. In *Journal of Linguistic Anthropology* (Vol. 16, Issue 2). https://doi.org/10.1525/jlin.2006.16.2.294
68. Society, R. A., & Britain, G. (2018). *Reformism and Orthodox Practice in Early Nineteenth-Century Muslim North India : Sayyid Ahmed Shaheed Reconsidered Author (s): SANA HAROON Source : Journal of the Royal Asiatic Society , Third Series , Vol . 21 , No . 2 (APRIL 2011), pp*
69. . *Published by*. *21*(2), 177–198.
70. Sokolov, C. (2018). Narr Francke Attempto Verlag GmbH Co . KG The Writing Process under Exam Conditions Author (s): Cvetka Sokolov Source : AAA : Arbeiten aus Anglistik und Amerikanistik , Vol . 39 , No . 2 (2014), pp . 129-154 Published by : Narr Francke Attempto Verlag. *AAA: Arbeiten Aus Anglistik Und Amerikanistik*, *39*(2), 129–154.
71. Spiel, C., Schwartzman, S., Busemeyer, M., Cloete, N., Drori, G., Lassnigg, L., Schober, B., Schweisfurth, M., Verma, S., Bakarat, B., Maassen, P., & Reich, R. (2018). The Contribution of Education to Social Progress*. *Rethinking Society for the 21*, *3*(January), 753–778. https://doi.org/10.1017/9781108399661.006
72. Strickland, D. S., Bodino, A., Buchan, K., Jones, K. M., Nelson, A., Rosen, M., The, S., Issue, S., Strickland, D. S., Bodino, A., Buchan, K., Jones, K. M., & Rosen, M. (2001). *Teaching Writing in a Time of Reform Linked references are available on JSTOR for this article : Time of Reform Teaching Writing in a different types of writing they are likely to meet*. *101*(4), 385–397.
73. Sumra, A. ul H. (2020). English Press : Exploring the Islamophobic Discourse. *Islamophobia Studies Journal*, *5*(2), 226–237.
74. Vallecorsa, A. L., & deBettencourt, L. U. (1997). Using a Mapping Procedure To Teach Reading and Writing Skills to Middle Grade Students with Learning Disabilities. *Education and Treatment of Children*, *20*(2), 173–188. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ553896&site=ehost-live
75. Vogel, M., & Seitz, J. (2016). A Thousand Writers: Voices of the NWP: Teaching Writers, Not Writing. *English Journal*, *105*(4), 108–110. https://doi.org/10.58680/ej201628409
76. Webster. (2017). International Forum of Educational Technology & Society Published by : International Forum of Educational Technology & Society Linked references are available on JSTOR for this article : Current and Future Directions in TELL. *Journal of Educational Technology & Society*, *18*(4), 75–88.
77. Wilcox, K. C., & Jeffery, J. V. (2014). Adolescents ' Writing in the Content Areas : National Study Results Author (s): Kristen Campbell Wilcox and Jill V . Jeffery Source : Research in the Teaching of English , Vol . 49 , No . 2 (November 2014), pp . 168-176 Published by : National Council. *Research in the Teaching of English*, *49*(2), 168–176.
78. Williams, D. (1974). Teaching Writing Skills to Dialectically Different Students. *The Journal of Negro Education*, *43*(3), 329. https://doi.org/10.2307/2966525
79. Zamel, V. (1987). Recent Research on Writing Pedagogy. *TESOL Quarterly*, *21*(4), 697.
80. https://doi.org/10.2307/3586990
81. Zamel, V. (2016). Strangers in Academia : The Experiences of Faculty and ESL Students across the Curriculum Author (s): Vivian Zamel Published by : National Council of Teachers of English Stable URL : http://www.jstor.org/stable/358325 Strangers in Academia : The Experie. *College Composition and Communication*, *46*(4), 506–521.
82. Zehnder. (2016). Assessment of GTAs enrolled in a teaching techniques course. *Journal of College Science Teaching*, *46*(October), 1–7.
83. Zuidema, L. A., & Fredricksen, J. E. (2016). Resources Preservice Teachers Use to Think about Student Writing. *Research in the Teaching of English*, *51*(1), 12–36.

Measurement of Questionnaire

Sari Baso, R. (2014). Exploring Indonesian Graduates' English Language Skills and Companies' English Language Skills Requirements in East Kalimantan, Indonesia. In *IOSR Journal of Humanities and Social Science* (Vol. 19, Issue 6, pp. 44–56). https://doi.org/10.9790/0837-19664456

Schrauf, R. W. (2006). Questionnaires in Second Language Research: Construction, Administration, and Processing. In *Journal of Linguistic Anthropology* (Vol. 16, Issue 2). https://doi.org/10.1525/jlin.2006.16.2.294