
The effect of a suggested program on developing beliefs and teaching skills related to writing among EFL prospective teachers

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The present study's purpose is three fold: (a) identify the desired beliefs and teaching skills related to writing instruction; (b) develop EFL prospective teachers' beliefs about writing instruction, their self-efficacy, and their teaching skills of EFL writing; and (c) examine whether EFL prospective teachers' beliefs about writing instruction can predict their practices in writing classrooms. Eighty-eight participants from the third-year EFL prospective teachers in the English section, Faculty of Education, Benha University were randomly assigned either to the control group [N=38] or to the experimental group [N=45], to participate in the present study. Several instruments were used to collect data: (a) three introspective self-rating scales for EFL prospective teachers' beliefs about writing instruction, self efficacy and teaching skills of EFL writing, (b) an observation checklist for rating EFL prospective teachers' teaching skills of EFL writing, and (e) instruments for collecting qualitative data: semi-structured interview, document analysis, and researcher's reflections and field notes. Results of the quantitative analysis revealed that the suggested program (WIBD) highly fostered participants' beliefs about writing instruction, self-efficacy, and teaching skills of EFL writing. Moreover, it was indicated that EFL prospective teachers' beliefs about writing instruction can highly predict their teaching skills of EFL writing. Qualitative analysis, in general, confirmed the results.