ABSTRACT
The purpose of this study is to discuss junior high school EFL teachers' beliefs and practices toward writing teaching in CLT. The study was conducted in the form of a questionnaire, and involved 140 EFL teachers from 40 public junior high schools in the Changhua region of central Taiwan. One hundred and forty valid questionnaires were returned and analyzed statistically in conjunction with the interviews. It is hoped that by using both quantitative and qualitative research methods, a deeper understanding and more accurate insights concerning junior high school EFL teachers' beliefs and practices toward writing teaching in CLT will be obtained. The results of the research indicated that (1) participants considered that sentence making, composition and Chinese-English translation should be part of the content of a writing teaching course and that elevating students' interests in writing was the most important writing teaching goal; (2) junior high school EFL teachers' beliefs in writing teaching were CLT-oriented; whereas their practices in writing teaching were not CLT-oriented; (3) junior high school EFL teachers' beliefs and practices in writing teaching in CLT presented positive correlation; (4) participants considered that peer review is the most difficult teaching skill to apply in class and they seldom applied peer review in class; on the other hand, participants pointed out that they often applied reading combined with writing activity in class; (5) students' mixed levels of English proficiency presented the biggest challenge that participants encountered.