INVESTIGATION OF APPROACHES USED IN TEACHING WRITING SKILL: THE CASE OF GRADE 11 IN GAMBELLA AND ITANG SECONDARY AND PREPARATORY SCHOOL

By

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1.2. Declaration, confirmation, approval and evaluation

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Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

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Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

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ABSTRACT

The purpose of this study was to investigate approaches frequently used in teaching writing skill in Gmbella secondary and preparatory school and Itang secondary and preparatory schools in the case of grade 11 students. To achieve this, the researcher employed descriptive survey design which use both quantitative and qualitative research methods. The participants were 247 students and 7 teachers at Gmbella and Itang preparatory schools. Data were collected through questionnaires and interviews. The data were analyzed quantitatively and qualitatively using tables, numbers and percentage. The finding of the study shows that in the schools under the study the product based approaches is the most frequently used by English language teachers in teaching writing skill. Inexperienced and skill gap of teachers in teaching writing skill was found to be the challenges that encountered English language teachers in employing different approaches for teaching writing skill. It has been also found out that large class size, lack of training, motivation of the teachers in teaching writing skill were the challenges in employing different approach in the schools under study. Based on the findings the researcher recommended that the skill gap of the teachers in teaching writing skill should be taken in to consideration to this end, short and long term training programs, educational opportunities should be provided for English language teachers .Teachers should motivate, encourage and support learners to write frequently until they master the necessary skill. In addition, the school directors need to provide and make every necessary resource available to teach effective writing skills. Moreover, regional educational bureau have to consider for the construction of additional class room at least to solve the problem of large class size. If the problem of large class size is not solved teachers could not check the student's practice on writing skill and difficult to provide appropriate and timely feedback. It is therefore up to the concern of teachers school and Regional Educational Bureau ,to enhance the writing skill of preparatory students in the schools under the study.

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CHAPTER-ONE

INTRODUCTION TO THE STUDY

1.1 Background of the Study

According to Bader (2000) writing is communication tool that translate thoughts in to language. Writing which is one of an integral part of language teaching and learning process; is a language skill which need a good deal of a attention.

Solomon (2004) states that one of the major weaknesses of Ethiopian students exhibited at different level is writing in English (L2). He also added that the problem is acute even at post secondary level in which students fail to cope with the writing requirements in the course they take.

Wayong'o (2015) states that the majority of teachers themselves poor in the writing skill due to this reason, they could not became a good model for their students. Bahlol (1998) observed that every graduate consider, it for language teaching regardless of the fact whether he has an aptitude for language teaching or not but to teach a language demands some typical aptitude from teacher.

Mailk (1996) analyzed that the majority of teachers in government schools had the qualification of M.A, MED or BA, BED. Though their level of general education was high as compared to their post but their proficiency in English was not ensured by their qualification. This lacks of proficiency as a major factor that contributes to the decline of the standards of writing in English. Wilkins (1978) stated that it should be unrealistic to expect a teacher to set objectives which he himself is not capable of reaching. A teacher who himself has difficulty in writing cannot succeed in helping his pupils to develop the skill of written English. In the past decades, some linguistics and researchers made a great effort to do a lot of researchers and practices on how to teach English writing

effectively. Studies show that there are several ways or approaches for teaching writing in the classroom. It should be said at that there is not necessarily the 'right' or ' best' way to teach writing skills, since many approaches overlap one another (Zeng Hang-li 2010).

To improve learners' writing competence teachers should have to use current approaches in teaching writing skill. The present researches advice English teachers to use the combination of product approach, process approach and genre approach in a teaching writing skill. Beside this the best practice in any situation will depend on the type of student, the text type being studied, the school system and many other factors (Barasa, 2005). Similarly Raimes (1983) has confirmed this by guiding teachers to use different approaches while teaching writing skill.

Therefore, this study aims at identifying the approaches teachers in senior secondary schools utilize in the teaching of English writing skill and asses how far the approaches impact students' development of writing skill in Gambella region senior secondary schools grade eleven in focus. .

1.2   Statements of the problem

It is undeniable fact that language teachers have to use variety of approaches and techniques in teaching writing skills of their students regardless of their grade level (Rimes, 1983). Barasa, (2005) says that the goal of any English teacher is to provide the best opportunity for his/her learners improve their ability to speak and write the languages.

Alemhayew (2007) indicates that those language teachers who have been applying different approaches in teaching writing achieved better than those merely uses limited approaches. Although great emphasis has been put on writing skills, little has been achieved. Teachers have not given this language skill its rightful approach (Wayong'o, 2015). Waititu1995 added that university graduates are unable to express themselves in English.. Writing is not just about putting ideas on paper but a skill that requires careful planning, practice then writing.

Waititu (1995) pointed out that only a small number of students in secondary schools are able to write a letter of application without errors. Brumfit (1994) says that students in developing countries remain deficient in the ability to use the language in communication whether written or spoken. This is so because the majority of teachers of English do not use the skills and strategies necessary for effective communication in the written mode of communication. Brumfit (1994) further argues that a great deal of writing that occurs in second language classrooms is not primarily concerned so much with developing writing skills as with teaching of particular structures. The learner is looked at as a manipulator of previously learned language structures, the piece of writing as a display of language proficiency while the teacher is seen as an editor or proof reader not especially interested in the   quality of ideas and expressions but primarily concerned with formal linguistic structures (Magut, 2003).

West (1988) stated that currently, all aspects of modern life such as government, education, industry, commerce, healthcare, to name just a few, depend not only on oral interaction but on written communication (in Tekle and Ebabu, 2012). Geremew (1999) points out that one has to write in order to meet persistently changing social demands and peruse personal interests. In a related line of argument,

Guth (1989) emphasizes that students are judged mainly by their ability to put ideas down on paper. Thus, students at university level need to write notes, assignments, term papers, reports and senior essays. To accomplish these writing tasks successfully, they are required to develop their writing skills in the instructional language. Solomon (2004) discusses that students in process writing classes are often engaged in working out meanings negotiating, ides sharing, reviewing their written work so that they demonstrate measurable and observable improvement on their writing rapidly.

On the basis of the experience of the researcher as English foreign language teachers of preparatory school, most of preparatory school students are incapable of writing essay, letters, summarizing text in the researcher's area. Therefore, the students are at risk unless something is done to upgrade their writing ability. Thus, present researcher found it important to study the extent to which current approaches applied in teaching writing skills at Gambella and Itang secondary and preparatory school

There are a number of local research conducted on the teaching learning of writing skill at various educational level in Ethiopia since it is too difficult to deal with all of them in his study, some of them which the present researcher thought have close connection with study are briefly discussed as follow; Solomon (2004) studied the realization of the process writing at Grade Ten level. He found out that there was less attempt made to incorporate sound process oriented learning tasks into the writing section of Grade Ten Textbook.

Secondly, when we see the study conducted by Alemayehu (2014) his major finding was to explore factors that hinder the development of grade eleven students writing skills in English at

Yekatit 12 preparatory school. In his finding, he reported that students are poor in writing because of a poor teaching methodology, luck of feedback and correction from teachers.

Alemayhu (2014) conducted his research on Factors that hinder the development of students writing skils in English grade 11 Yekatit 12 preparatory school in focus. In his finding he suggests that English teachers should consider providing opportunities for language practice and encourage students' participation.

Alamirew (2005) conducted his study on beliefs , and students and attitude of both teachers and students in teaching and learning of writing skill and on how writing in taught, he finally found out that both teaching and students had coverage efficacy .

The present study different from all aforementioned in filling the gap that has not yet been filled. The study, for example differs from Alamirew's in his major objective was to investigate perception and beliefs of writing instruments and students at 10+2 (preparatory) level about writing and method of teaching. Secondly, if we look to the study conducted by Solomon (2004) his major intention was to explore the feasibility of the writing teaching tasks set up in grade Ten English Text book whether they are suitable or not to implement process approach.

Thirdly Alemayhu (2014) conducted his research on Factors that hinder the development of students writing skill in English grade 11 Yekatit 12 preparatory school in focus. In his finding he suggests that English teachers should consider providing opportunities for language practice and encourage students' participation. The focus of this study is, however, to investigate the approaches frequently used in teaching writing skill with reference to Gambella and Itang secondary and preparatory schools in Gambella region. Furthermore, the research setting and the context where this research is conducted is different. The assumption underling this research is that most preparatory students' writing skills improved when English language teachers at preparatory school apply variety of approach in teaching writing skill.

Therefore, this study explore the approaches that teachers of English language use to teach writing skills, in Gambella Secondary and preparatory School and Itang Secondary and Preparatory School which may be lead to poor performance in English writing skill.

1.3 Objectives of the stud

1.3.1 Main Objective

The main objective of this study is to examine whether or not English language teachers use Varity of approaches in teaching writing skill in senior secondary school students of grade 11 in Gambella and Itang Secondary and Preparatory School.

1.3. 2 Specific objectives.

The specific objectives of this study are:-

1. To investigate the approaches frequently used by English language teachers in teaching writing skill in Gambella and Itang Secondary and Preparatory School
2. To explore the extent to which English language teachers at Gambella and Itang secondary and preparatory school implement the variety of approaches in teaching writing skill.
3. To identify the major problems related to using variety of approaches in teaching writing skill in English language class room.

1.3 Research Question

Accordingly, the study is designed to answer the following questions.
1. What are the frequently used approaches for teaching writing skill in study area?
2. To what extent English language teachers at Gambella and Itang secondary and preparatory school use the variety of approaches in teaching writing skill
3. What are the major problems related to using variety of approaches in teaching writing skill in English language class room.

1.5 Significance of the study

It is hoped that conducting such kinds of research, reviewing the approaches used in teaching English language writing skills will contribute to a greater understanding of the

status used in whether the teachers are applying current approaches or not in teaching writing skill. Such an effort shades light on the issue related to the policy making process. Thus, the outcome of the study:-

1. Would help to depict the approaches used in teaching writing skills that enable teachers to improve their teaching approaches in the classroom in writing skill in the study area and to forward constructive feedback.

2. Would provide relevant information to Regional Educational Bureau (REB) ,Wereda Educational office (WEO) and/or policy makers whose functions are linked with the issues under the study.

3. Could serve as a guide to National and Regional organization who may be engaged in the activities   associated with the improvement of language skills.

4. Attempt to provide some concrete hints and information to policy maker that would enable them to learn about the approaches used in teaching writing skill and the result that has been achieved by senior secondary schools under the study.

1.6   Scope / Delimitation / of the Study

Conducting a research in the approaches used in teaching English language skills is a broad issue. Thus, to make the study more manageable in terms of time and resource the researcher delimited the study on an investigation of the approaches used in teaching writing skills in Gambella Region Secondary preparatory schools (G/R/S/P/S)   two schools could be used to generalize on the other senior secondary schools having Similar characteristics /geographical /.

1 .7 Limitations of the study

The study has the following limitation.

The study was conducted only at two preparatory schools and only on few selected cases so that the conclusion from such a small context could not be generalized to the broader context of all the schools in Gambella or the country at all.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focused on the review of the literature related to the comparative study of approaches used for teaching of EFL writing skill. The review consists of the issue such as what is writing, Teaching of ESL writing skill, the approaches of teaching writing skill, students need to learn to become effective L2 writers and issues of writing at the secondary school level. The details are provided in the following sections:

2.1 What is writing?

A lay man definition of writing is simply putting letters (symbols), words and sentences on a paper using pen and pencil. But the definition of professional writers is, clearly, much more than this. The symbol should be arranged in meaningful way to form words, words to form sentences, and combination of sentences to form an organized paragraph (Byrne, 1988) Writing, according to Kelly, is also a great journey, a voyage through the world of idea (Alemhayew, 2007). Writing is one of the most difficult skills that second-language (L2) learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and Socio cultural competencies. As many teachers attest, teaching L2 writing is a challenging task as well (Byrne, 1988).Writing, according to Russo (1987), is "an interactive experience." It is a productive skill in language use in which the writer attempts to concretize his perception and understanding of the world.

 For a long time writing has been seen only as a fostering tool for teaching grammar and vocabulary. But recently many trainers and methodologists have proved its importance as one of the language skills which deserves attention (Martina, 2011). Harmer states that it is the pre-existent knowledge of the world which allows people of same origins to understand things which would be unclear from the text for any other nationalities. (as cited in Martina 2011).

2. 2. Teaching of ESL Writing skill

Writing is a process that requires careful planning and appropriate approach or technique for the learner to acquire this skill. It is learned through a process of instruction that requires the learner to grasp the written form of language (Byrne, 1988). Writing is also regarded as the acquisition of basic skills that form the spring board for other skills that help one learn (Muliward, 1983). Sure (1982) holds the view that writing is a technical skill that cannot be acquired by chance or innate ability but rather needs instruction methods, teaching strategies and materials that only a trained teacher can handle. Barley (1988) agrees that the teaching of writing skills requires a careful selection of teaching methods, materials and tasks. It is, therefore, up to language teachers to look for the best method influenced by a particular theory to teach writing skill effectively.

This is so because language writing instruction is well established and it follows a particular theory (Asher & Simpson, 1994). Perhaps it is from this view that there are different approaches to teaching writing. In secondary schools, it is 'process writing', the version of process-oriented writing pedagogy proposed by Graves and his colleagues (Calkins, 1983, 1986; Graves, 1983) that has become most influential. The principles of process writing include the notion of writing as a process of discovery, the importance of students engaging in planning, pre-writing, and revision to improve their texts, producing and working on multiple drafts, and the use of writing conferences. (in Wayong'o, 2015).

2.3 Types Approachs of Teaching Writing ESL

Naturally, there is no one exact way to teach writing since many approaches overlap one another usually teachers use a combination product process and genre approaches (Martina, 2011). .Even though there are several approaches to teach writing skills, (Gorel1991 and Ede1992) point out that in the teaching of writing skill, teachers of English minimally need to recognize two essential approaches in teaching L2 writing, i.e. product-based approach and process-oriented approach. In developing learner writers, product-based approach prioritizes the formation of learners' language ability, and late if students have already mastered the basic skill in language, the focus will be shifted to the rhetorical problems (Paulston and Bruder, 1976).

Goral (1991) and Ede (1992), added that process-based approach prioritizes learners' ability in developing and organizing ideas (rhetoric) through the process of prewriting, drafting, revising, editing, and publishing. Instead of knowledge on the approaches in teaching writing, ideally the teachers are also recommended to use the research findings as a reference to design and improve their teaching. In relation to the teaching of writing, the process approach in teaching writing has become a trend in ESL contexts as revealed from the previous studies on teaching writing.

2.3.1 Product- based approach

A product approach is a traditional approach in which students are encouraged to mimic model text, usually is presented and analyzed at early stage. For example, in a typical product approach-oriented classroom; students are supplied with a standard to construct a new piece of writing. It has been called by several names, such as, the controlled-to-free approach, the text-based approach, and the guided composition. (Raimes, 1983). Basically, writing in product based-approach has served to reinforce L2 writing in terms of grammatical and syntactical forms.

There are a variety of activities in product-based writing which can raise students 'awareness in second language writing from the lower level of language proficiency to advance like. This approach stresses three features grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality (Raimes, 1983).

The product-oriented approach to the teaching of writing emphasizes mechanical aspects of writing, such as focusing on grammatical and syntactical structures and imitating models. This approach is primarily concerned with "correctness" and form of the final product. Moreover, this approach fails to recognize that people write for an audience and for a purpose and that ideas are created and formulated during the Process of writing. The Product-oriented approaches to writing largely concern the forms of the written products that students compose. The writing exercises applied in this approach typically ideal with sentence-level writing and paragraph-level organization. Students are often given a framework which illustrates a pattern of rhetorical organization; then, they are asked to fit their ideas into this framework. Both the content and the form which the students with are largely controlled by the teacher. Since the main focus of these approaches is on written form, grammar is emphasized and a particular effort is made to avoid error.

2.3.2 process-based approach for teaching writing skill

The process approach is the collaborative work, the discussion which is too important in generating and organizing ideas and to incorporate the exchange of drafts, so that the students become readers of each other work (Raims, 1983). He added that this is an important part of the writing experience as it is by responding as readers. During the collaborative stage of writing in group work, that student develop an awareness of the fact that writer is a product of something to read by someone else.

In the process approach writing processes is viewed as a messy process .i.e. a process of making through the act prewriting, drafting and revising (Gorel,1991 and Ede, 1992). In prewriting the students efficiently can express and organize his ideas, not on correctness of form. Students are first asked to go through such writing processes, organizing and expressing their ideas clearly. The assumption is that what the student as a writer is going to say will become clearer through these processes. Students are also taught writing devices used in marking the organization and in making the general coherence clearer (Wayong'o, 2015)

The process approach focuses, naturally, on the process of writing, as opposed to the end product, which had always been key to the product approach. Learners are encouraged to become collaboratively involved in planning, organizing, drafting, revising (through 'conferencing') and editing. Language is concentrated on at a discourse level, in contrast to the sentence level focus of the product approach, and meaningful communication and quantity over quality are other features of this approach.

The process-oriented approach emphasizes that writing itself is a developmental process that creates self-discovery and meaning. While the mechanical aspects of writing are important, should not interfere with the composing process. This composing process requires much revision and rewriting. The teacher intervenes and guides students during the composing process but initially does not emphasize "correctness" and the final product; the emphasizes on "correctness" and the final product comes only toward the very end of the writing process (and, often, a major concern with "correctness" is put off towards the end of the writing course). Instead

of worrying about form, students concentrate on conveying a written message (Wayong'o, 2015). White and Arndt(199) identify six non-linear procedures or process when writing. The assumption underling this reason is that most preparatory

students' writing skills improved when English language teachers at preparatory school apply variety of approach in teaching writing skill.

Diagram 2.1 A Process- based approach for writing Skill.
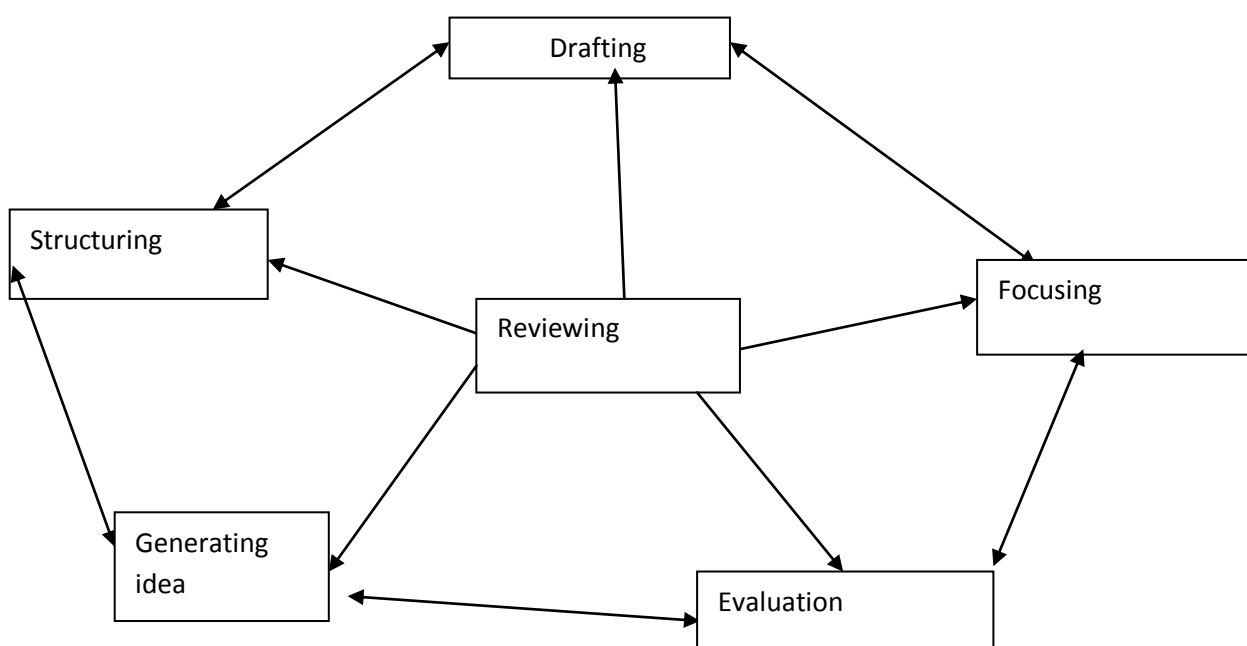
(Extracted from: White and Andt 19 99)

2.3.3 Genre –based approach

In 1980s the genre approach was hailed as constructive in the ESL writing main strand based on the perception that the different purpose, social contexts, structures and linguistic features of texts should be taken in to consideration when teaching writing (Bhatia,1993;Henry&Rosebery,1991;Halliday,1985:Swales,1981; Yan,2005), cited (Alemayhu, 2007).

Swales (1990) identified a genre as "a class of communicative events, the members of which share some set of communicative purposes." More attention is paid to the nature of writing in various situations. This then brought popularity to the genre approach, which focuses on models and key features of texts written for a particular purpose.

In the genre approach, samples as specific genre are introduced, and some distinctive characteristics of the given genre are pointed out so that students notice specific configurations of that genre.

The main difference and the key aspect of the genre approach is that the model texts are seen as belonging to specific genres defined by social contexts and purposes (Badger and White 2000). Proponents such as Kay and Dudley-Evans (1998) have argued that the genre approach is more effective for learners to advance their writing skills in a second language than the process approach since the model helps free students from their severe worries over writing.

Badger andWhite (2000) stated ''An effective methodology for writing needs to incoroporate the insight of product,process and gener approaches. Yan (2005) points out that for the sake of practical application time and that the modeling and imitation activities and the analisis and manupilating activities are added to the recursive phase and the lingustic skills and strategies of the process approach. Shih1986;Gao (2007) states that for acadamic writing pourpose and inorder to avoid confusion and diversgence from the task, it would benefit the students if they receive direct instruction in pre- writing activities which centers their attention on techinques and strategies that interprate information

2.4 Writing at Secondary School Level

Deborah (2010) discussed about secondary school level writing that there are immediate and long term objectives for writing. Extended writing or composition writing is taught to enable students to develop writing skill to cope with their academic work, as well as develop functional writing skills to manage the type of writing needed both inside and outside the school situation. Students at this level depend to large degree on extended writing skills in examination, and the processes approach to writing may provide a valuable head start in the communicative approach to the teaching of English which is recommended and emphasized throughout the junior and senior secondary school (Republic of Botswana, 2002:2008).

Students are guided to plan, draft and revise their writing and are also encouraged to "to learn to write" as opposed to "writing to learn" (Tribble,1996).

Consequently, writing activities at the secondary school level imply that students will have to write for examination purpose, as well as for social and economic purpose and graduate on to academic writing of the type they are going to encounter post-secondary level and in life outside school. All the above factor have the potential to increase students motivation for writing (Deborah, 2010).

2.5 Factors affect the teaching and learning process of writing skill in English Language class room

2.5.1 Classes size

Overall, research shows that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. In smaller classes students tend to be as much as one to two months ahead in content knowledge, and they score higher on standardized assessments (Dee & West, 2011). Class size also shapes the quality of writing instruction at all levels, including college, because smaller classes are essential for students to get sufficient feedback on multiple drafts. Not surprisingly, smaller writing classes increase retention at the college level (Blatchford et al., 2002; Horning, 2007).

. In the area of student engagement, findings consistently show the value of small classes. Students talk and participate more in smaller classes. They are much more likely to interact with the teacher rather than listen passively during class. Not surprisingly, students describe themselves as having better relationships with their teachers in smaller classes and evaluate both these classes and their teachers more positively than do their peers in larger classes.

Students display less disruptive behavior in small classes, and teachers spend less time on discipline, leaving more time for instruction. Specifically, teachers in smaller classes can diagnose and track student learning and differentiate instruction in response to student needs. In smaller classes students spend less time off-task or disengaged from the work of the class, and they have greater access to technology. Research also suggests that smaller class sizes can help students develop greater

ability to adapt to intellectual and educational challenges (Bedard & Kuhn, 2006; Dee & West, 2011; Fleming, Toutant, & Raptis, 2002).Kelly & Scafidi (2013) list three reasons are better student discipline, better learning environment, and improved student safety, all of which are influenced by class size. Class size is a major factor in student learning. To be sure, it is one of several important factors, and more research is needed to determine how it interacts with phenomena such as teacher quality and context.

2.5. 2. The teacher

DOV (1986) reported that teacher's qualification, teaching experience and his improved classroom behavior had a quite positive impact on students' learning. Harmer claims, that "a teacher has to be always prepared to help students overcome difficulties and give a boost to students who need it. An important set of factors in the L2 writing classroom relates to teacher attitudes and expectations (Dornyei, 2001; Hyland & Hyland, 2001; Williams, 2003) Williams (2003) cites. Research indicating that sound teaching methods could fail to significant product improvement in performance if the teachers do not believe that they can make a difference in the classroom and/or view students as having little or no competence.

Furthermore, teachers should hold appropriate, high expectations and take a firm position on them in the classroom (Williams, 2003). He added that "students should always be expected to perform beyond their comfort level,'' For example, teachers should insist on papers that are totally free of surface errors (e.g., spelling) because students often have time to revise repeatedly. Teachers should also insist that students rewrite their texts in response to feedback they receive from them and from their peers. Research indicates that teacher preparation/knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness.

2.6   What do students need to learn to become effective L2 writers?

2.6.1 Frequent Practice

We can help students learn L2 writing by providing them with opportunities, support, and encouragement to write frequently even before they master the necessary skills. Chenoweth and Hayes (2001), for instance, found that fluency in as a result, they argue that in addition to guiding students to practice effective writing strategies, teachers need to give students many opportunities to practice L2 writing, so that processes such as lexical retrieval can become more automatic (Myles, 2002).

Integrating reading and writing and encouraging students to read and write extensively in and outside the classroom can provide opportunities for practice, help raise students' awareness about the conventions of L2 texts, and compensate for the often short time of instruction (Ferris & Hedgcock, 1998). Another strategy to support and encourage students to write frequently is to use writing workshops, where students are actively involved in researching, talking, and writing about texts (Williams, 2003).

2.6.2 Motivation

Motivating students to write frequently can be a tricky task, however. Hyland (2002) state that emphasizes, teachers need to attend to both cognitive and motivational factors in the L2 writing classroom. Motivational factors include learners' beliefs about the nature and importance of writing, the differences between L1 and L2, their attitude to the L2, and about their writing competence, which in turn influence learners' engagement, effort, and learning in the L2 writing classroom (Dornyei, 2001; Victori, 1999).

Teachers need to be aware of these affective factors and to help their students become more motivated. Motivation should help learners want to increase their practice time and to set new writing goals for themselves (Dornyei, 2001). Dornyei, added the suggestion of the motivational literature that there are several strategies and techniques that teachers can use to create and maintain learner motivation in the L2 writing classroom. First, teachers should identify and discuss learners' writing experiences, beliefs, needs, and goals with the aim of rectifying misconceptions (e.g., that writing is a gift) and enhancing positive attitudes towards writing.

Second, teachers should help students see themselves as successful writers by providing them with positive experiences with writing activities; emphasizing that they can be successful in these activities through their own efforts; praising them on work well done; and helping them "start seeing themselves as writers, [rather than as students], who can get things done with written discourse".

Williams (2003) warns, however, against "hollow praise" which "applauds students whether they succeed or fail and which, consequently, leads many students not even to try." Third, teachers should ensure a pleasant and supportive atmosphere in the classroom where the students can feel safe and trusting (Dornyei, 2001). Fourth, as Ferris and Hedgcock (1998) have argued, teachers should take the different backgrounds, experiences, and expectations that students bring to the writing classroom into account when selecting teaching materials and approaches, developing reading and writing assignments, constructing assessment instruments, and providing feedback. Fifth, the reading and writing tasks and activities used should be meaningful, relevant, and varied in terms of content and genre. Finally, teachers should be explicit about the goals of the learning and assessment tasks they use, provide learners with clear goals and strategies to make writing tasks manageable, and allow students choice (Cumming, 2002; Dornyei, 2001; Ferris &Hedgcock, 1998; Hyland, 2002; Raimes, 1998; Williams, 2003).

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Summary

 Learning and teaching writing in a second language are very difficult and challenging tasks, not least because of the myriad of affective, linguistic, cognitive, and socio cultural factors involved. The goal of this paper has been to investigate approaches used in teaching ES L writing skills and theories to draw out some practical pedagogical implications about how to teach writing to L2 learners. Several teaching approaches have been suggested. Teachers need to raise learners' awareness about successful writing processes, and to support learners by providing them with models, clear and specific learning goals, and meaningful contexts to practice writing, carefully structured activities, clear presentation of materials, useful feedback and encouragement. Finally, teachers need to promote learner autonomy in and outside the L2 writing classroom

Teaching writing must involve both process and product. Teachers should first focus on the organization of the writing. As the next step, they should deal with grammatical problems seen in writing. When students are not good at organizing their ideas, the teacher should deal with this before moving on to grammatical mistakes (presumably, later in the term). This is for several reasons, among them that better organization often leads to the reduction of other errors and, of course, the clear expression of ideas is the major point of writing.

CHAPTER THREE

RSEARCH DESIGN AND METHODOLOGY

This chapter deals with the design of the study, population, sample and sampling techniques , data collection instruments, procedure of data collection, data analysis and ethical consideration are discussed here.

3.1 Design of the study

The research design is a detailed outline of how an investigation takes place. A research design typically includes how data are collected, what instruments are employed, how the instrument are used and the intended means for analyzing data collected. This study employed a descriptive survey design which uses both quantitative and qualitative methods of the study. Qualitative design were used to identify whether the target teachers use different approaches in teach writing skill or not and to find out the problems that challenge English teacher in applying the current approaches in teaching writing skill. On the other hand, qualitative research design is used to identify the extent to which the teachers use verities of approaches in teaching writing skill. Therefore, the study employed both quantitative and qualitative instruments since the research questions and the corresponding specific objectives require both quantitative and qualitative data.

3.2   Population, Sample and Sampling Techniques

In this study a simple random sampling techniques, which is the way to obtain a representative sample is employed. There are 13 preparatory schools in Gambella regional state. Since, the preparatory schools are educational institutions, which are geographically dispersed but they have similar (duties) objectives. So, for the purpose of this study 2 (15 %) of the schools is selected by using random sampling technique. It made to give each school equal chance for being included in the sample. Random gives unit of population equal opportunity for being selected (Seyoum and Ayalew, 1989). Thus, two schools Gambella and Itang secondary and preparatory schools were the study areas. The schools were selected as

the centre of the study for the reason that those schools are near to the researcher area and it is hoped that the investigator could secure adequate cooperation and assistance from respondents. Thus, two schools Gambella and Itang secondary and preparatory schools were the study areas.

The target population of this study were grade 11 English language teachers and students of Gambella and Itang secondary and preparatory school in Gambella region Gambella and Itang werdas in 2015/2016 academic year. In the selected secondary and preparatory schools there are 7 English language teachers (Gambella (5) and Itang (2) and students (825) Gambella (577) and Itang (248). However, to make it manageable the investigator take in to account students (30 %) using simple random technique and teachers (100%) using comprehensive sampling technique. The number of sample teachers in each sample school: - Gambella (5) and Itang (2) and the number of sample students in each sample school: - Gambella (173) and Itang (74).Thus, a total of 7 teachers and 247 students, totally 254 respondents were selected as a sample of the study

In the selection of sections Gambella secondary and preparatory school has 3 natural science and 2 social science a total of 5 grade 11th sections were included in the study. For the sample of the study 105 students 35 from each 3 sections of natural science and from social sciences 34 students from both section A and B a totally 68 students were included in the study as a sample. Similarly, Itang secondary and preparatory school has 2 social sciences and 1 natural a total of 3 grade 11th sections .Therefore,25 students from each social science sections totally 50 and 24 students from natural science a totally of 74 students were included in the study.

Table.3.1   Summary of the total number of teachers and students samples in the study area

S\No	selected schools	Total teachers in sample school	Sample teachers of the study area	No. of sample in %	Sampling techniques
1	Gambella	5	5	100%	comprehensive
2	Itang	2	2	100%	comprehensive
Total		7	7	100%	comprehensive
		Total student in sample school	Sample students of the study area		
1	Gambella	577	173	30%	Simple random
2	Itang	248	74	30%	Simple random
Total		825	247		

In the selection of sample population per section the researcher uses systematic sampling technique. The procedure of the sampling is first, the researcher prepared pieces of paper for both schools, grade 11 sections separately because the numbers of students in the classes are not equal. So the researcher prepared different pieces of paper based on the total number of students per section.

Next, wrote the roll number of students on the pieces of paper identically folded and mixed up in the container. The researcher took every fifth unit (select any number 1-5) from the fifth unit. If the researcher select number 5 as the first sample, for example; 5th, 10th, 15th, 20th, 25th, 30th, 35th and so on are sample. Then require items are picked up from the container one after the other in such manner that each piece of paper are given the same chance of being picked up until the desired sample size have been taken. There for, sample size of the participants 247 randomly selected students from two schools with 173 students, from Gambella and 74 students from Itang secondary and preparatory schools total 247 sample students are involved in the study.

3.3   Data Collection Instruments

For this study questionnaire and interviews are used as the main tool to collect data from the participants with the assumption of its appropriateness to obtain the required data about the study under investigation. The pilot testwere carried out in order to see the reliability level of the questionnaire items. Simon, (2011) stated that pilot-testing of the questioner avoid mistakes leading inappropriate, or redundant question. It ensures that a research instrument can be used properly and that the information obtained is consistence. In this study based on the intention of checking the effectiveness of the questionnaire and to make improvements if there is any, questionnaire was administered to 30 randomly selected grade 11th students at Lare secondary and preparatory school (17 female and 13 male) to make sure that there were no ambiguous words or confusing statements that might affect the content validity. The Internal-consistency reliability of .89 was obtained by the Cronbach alpha strategy. After checking with the answers that the participants marked on the questions designed there was no invalid response. And to investigate the

validity of questionnaire items, the questionnaires were given to an expert in TEFL (or Advisors). Their comments were taken in to consideration. Then they advocated that the items were valid and reliable to investigate the research objective.

3.3.1 Questionnaire

The questionnaires include open-ended and close- ended items that were employed on data gathering instrument. The teacher's questionnaires consists four different items. The first part consist10 items adopted from available literature. The instrument is designed to examine approaches teachers of English language frequently use in teaching writing skill. The sample teachers were asked to rate the frequency 5 for always used 4 mostly used 3 sometimes used 2 rarely used 1 for not at all.

The second part consist 4 questions which are designed to examine, to what extent varieties of approaches used in teaching English writing skill using Likert-type questionnaire. Likert-type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions (Bowling, 1997). In this part teacher were asked to rate their level of perception 5 for what they are extremely agree 4 highly agree 3 moderately agree 2 agree 1 disagree 0 extremely disagree. In the third part teachers were asked to rank 7 items to examine the level of degree of challenges they face in employing different approaches in teaching English writing skill. Lastly one close ended question is included to gather general information.

The student's questionnaires consisted 3 parts. The first scale consisted 6 items adopted from available literature. The instrument is designed to examine approaches teachers of English language frequently use in teaching writing skill. The sample students were asked to rate the frequency 5 for always used 4 mostly used 3 sometimes used 2 rearly used 1 for not at all. In the second part teachers were asked to rank 7 items to examine the most factors that encounter their teacher in employing different approaches in teaching English writing skill. Lastly students were asked one open ended item which helps the researcher to examine approach learners of English language prefer to improve their writing skill.

Frankel et al, (2012) pointed out that the quality of the instrument used in the research is very important for the fact that the conclusion researcher draw are based on the information obtained using the instrument.

3.3.2 Interviews

Interviews are relatively common ways of collecting data in a research and the data which are collected in the form of questions. They are limited only by the requirements of the research and the related research design .Thus, in this study, interview question are designed for English department heads to gather data related to the perception of English language teachers towards using current approaches for teaching writing skill in English class room. All types of interview (structured, semi- structured and unstructured) were employed. The interview protocol or guide line will consists of 3 structured, 1semi-structured and 1 unstructured totally 5 questions were included.

3.4 Procedure of Data Collection

Prior to the distribution and administration of questionnaires the investigator is obtained a letter of cooperation from JU College of social science and Humanities, graduate program. Then after, to collect data the investigator made a series of contacts with woredas education head, school principals, students and sample teachers so, as to get necessary co-operation and support. They informed as their participation, in the study is entirely voluntary and the information they provide used only for research purpose and they are assured confidentiality. After getting permission and willingness they were given orientation by the investigator on how to respond to questionnaires and the data is collected by the investigator herself.

3.5. Data Analysis

The study requires both quantitative and qualitative techniques to be used in data analysis. The quantitative data were analyzed using the statistical package for the social science (SPSS) software program to calculate percentage and frequency in order to obtain data in descriptive statics which provides a very basic summary of each item (Kothari,1999). Qualitative analysis was also used to analyze the data elicited through open ended items of

the questionnaires and interview. Narrative and descriptive method is used for the interpretation of the data collected qualitatively.

3.6 Ethical consideration

This study took into consideration all the ethical issues. The privacy of the research participants were protected and they were assured that no risk or harm happened as a result of their participation in the study. The study conducted according to Jimma university's rules, polices and code in relation to research ethics. According to Johnson and Christensen (2004), the researcher should consider on some research practice especially qualitative one's include elements that muddy the ethical water's and warrant careful consideration. Some examples of such sensitive aspects of research are the amount of data collection methods, anonymity of handling the collected data, owner ship of the data, sensitive information and testing. Regarding to this, ethical issues the researcher managed by making legal context, researcher integrity, protection from harm and achieving an equitable cost-benefit balance, privacy/confidentiality, anonymity and data storage, informed consent, and the issue of deception.

UNIT FOUR
FINDINGS AND DISCUSSION

In line with the methodology mentioned earlier this chapter focuses on two parts. The first is the descriptive explanation of statistical tool, which include background information of the respondents, approaches that frequently used in teaching writing skill and the challenge that encountered teachers were presented. The second section is qualitative data gathered from interviews presented in a report form. Sometimes triangulation of both quantitative data and qualitative data from the respondents checked in order to increase the reliability of the results of the findings. In this study, the five sampled teachers fill the questionnaires and the two teachers selected for interviews all responded to the questions. From the sample 247 students all of them filled the questionnaires.

4.1 Description of the respondent

4.1.1. Back ground information of the Secondary and preparatory school

Table   4.1 Secondary and preparatory schools under the study

Name of school	Frequency	Percentage
Gambella secondary& preparatory school	173	71.8
Itang secondary& Preparatory School	74	28.2
Total;	247	100

Table 2 shows that the secondary and preparatory schools which have been selected and included in the study. Thus, from the two schools under the study, 173 (71.3) present student respondents were from Gambella Secondary and preparatory school the remaining 74 (28.2) percent respondents were from Itang secondary and preparatory school.

4.1.2 Back ground information of respondent students

Table 4.2 Respondent Student's from two schools by their sex, grade level and section category.

School	Grade Level and Section	Total number of respondents					
		Sex				Total	
		Male		Female			
		No	%	No	%	No	%
Gambella secondary and preparatory	11^A	22	9.1	13	5.4	35	14.52
	11^B	11	4.6	24	10.0	35	14.52
	11^C	28	11.6	7	2.9	35	14.52
	11^D	24	10.0	10	4.1	34	14.1
	11^e	20	8.3	14	5.8	34	14.1
Total		105	43.6	68	28.2	173	71.8
Itang secondary and preparatory	11^A	10	2.9	15	6.2	25	9.13
	11^B	10	4.1	15	5.4	25	9.54
	11^C	14	5.8	10	3.7	24	9.54
Total		34	45.58	40	54.41	74	28.2

As shown in the table above from Gambella secondary and preparatory school male 105 (73.6) and 68 (28.2) female totally 173 (71.8) were included in the study. Similarly male 34 (13.76) and female 40 (16.19) totally 74 (28.2) students were included from Itang Secondary and preparatory

school. Hence, according to their sex category proportional number of respondents were selected and included in the study.

4.1.3 Background information of respondent Teacher

Table 4 .3 Respondent Teachers background

Name of schools				Sex				Education		Experience			Total	
Gambella secondary and preparatory school		Itang secondary and preparatory school		Male		Female		BED					Total	
No	%	No	%	No	%	No	%	No	%	year	No	%	No	%
5	71..42	2	28.58	6	85.71	1	14.28	7	100	Below 10	5	71.42	7	100
										Above 20	2	28.57		

One can observe from the table above that both sexes are included to make the data more representative;6 (85.71% male) and1(14.28 %) teachers are included in the study. However, most of the English language teachers are male which shows a few female as English teacher in the preparatory schools under study .This may have a negative effect on the attraction of female students in the profession.

Concerning educational status of the respondents as it is indicated in the above table all of the English language teacher are included under the study were BED graduate. This indicate there is a need for giving educational opportunities though, they are assigned to teach at preparatory level.

With regard to their work experience most of the teachers 5 (71.42) of them are below10 years so that they were less experienced in terms of teaching and only 2 (28.57) percent of them have rich experience which is above 20 years. Thus, on the base of the data obtained from the respondent's one can concluded that almost all of the language teachers are unwell experienced. This implies that there could be high flow of teachers seeking for better job and salary in the region.

4.1.4 Approach frequently used by English language teachers

Table -4.4 Approach frequently used by English language teachers as perceived by their students.

No	Item	Response									
		Always used		Most of the time used		.Sometimes used		Rarely used		Not at all	
		No	%	No	%	No	%	No	%	No	%
1	She/he focuses on teaching grammar syntax and mechanics	170	69	52	24	13	5	6	24	6	2.4
2	. He /She focuses on correcting final product	146	59	70	28	25	17	6	2.4	10.12	
3	He /She encourages us to work collaboratively.	.		6	2.4	98	40	83	34	60	24
4	He /She emphasizes on the form ,purpose and linguistic future of writing skill					40	16	183	74	24	13
5	He /She helps us form a group to discuss in the issue to generate and organized ideas			6	2.4	109	44	89	36	43	17.4
6	He /She encourages us to analyze a model or sample text					65	26	135	55	47	19
7	He /She makes us to practice prewriting drafting and revising in teaching writing skill	-	-	6	2.4	24	10	98	40	119	48

The study tries to identify which approaches frequently used by English language teachers in teaching writing skill. Thus the data revealed that 170 (68.5) percent of the students responded that their teacher always used focuses on teaching grammar, syntax and mechanics. Similarly 146 (59 %) students responded that their teacher always focuses on correcting the final products.

 In the contrary 98 (40 %) of students responded that their teacher sometimes encourage them to work collaboratively and   119 (48 %) of the respondent students reveled that their teacher rarely practice the pre-writing, drafting and revising in teaching writing skill. Similarly 183 (74 %)o of the respondent students rarely give emphasize on the form ,purpose and linguistic future   and   135 (55 %) encourage us to analyze a model or sample text in teaching writing skill.

 From the data mentioned above, one can say that in the schools under study English language teachers frequently used product based approaches which emphasis on grammar, syntax mechanics and correcting the final product in order to teach their students writing skill. The teachers are not familiar with the processes approach which focuses on planning drafting organizing revising editing and genre approaches which emphasize on models and key features of texts written for a particular purpose that are stated as more effective way of teaching writing skill by many authors.

The data that the researcher obtained in the school under the study is quite contrary with the literature stated by different authors. In secondary schools, it is 'process writing', the version of process-oriented writing pedagogy proposed by Graves and his colleagues (Calkins, 1983, 1986; Graves, 1983) that has become most influential. Proponents of genre approach such as Kay and Dudley-Evans (1998) have argued that the genre approach is more effective for learners to advance their writing skills in a second language than the process approach since the model helps free students from their severe worries over writing. However, in this study still the product approach is the dominate one in both secondary and preparatory school. This implies that approach that teachers of secondary and preparatory schools under the study apply for teaching English language writing skill affect the development of students writing ability.

Table 4.5 Approaches frequently used by English language teachers as perceived by themselves.

No	I	Responses									
		Always used		Most of the time used		Sometimes used		Rarely used		Not all	
		No	%	No	%	No	%	No	%	No	%
1	I focus on grammar	4	80	1	20						
2	I focus on syntax and mechanics			3	60	1	20			1	20
3	I emphasize on accuracy	4	80			1	20				
4	I use model paragraph to teach			1	20	2	40	2	40		
5	I employ collaborative work among students			1	20	1	20	3	60		
6	I allow students to discuss generate and organize ideas					3	60	2	40		
7	I ask students to practice pre-writing ,drafting and revising					1	20	3	60	1	20
8	I ask them to evaluate each other's work			1	20	1	20	3	60		
9	I emphasize on the structure, linguistic feature and purpose					1	20	2	40	2	40
10	I usually give them model and sample texts for analysis of different genres analyzed						60	2	40	3	60

As shown in the above table, majority of respondents 4 teachers responded   most of the time they focus on teaching grammar syntax and mechanics and emphasis on accuracy. 3 teachers responded that they rarely practice collaborative work, planning, drafting, organizing, revising and editing 2 teachers responded that they emphasize on teaching the structure,

linguistic feature purpose of text and emphasize on analysis of sample texts. Thus, from the data obtained above one can conclude that almost all of the respondent teachers frequently employed the product approaches. However, the present researchers advice to use variety of approaches in teaching writing skill.

Badger and White (2000) states ''An effective methodology for writing needs to incorprate the insight of product, process and gener approaches. For the sake of practical application time and that the modeling and imitation activities and the analisis and manupilating activities are added to the recursive phase and the lingustic skills and strategies of the process approach (Yan, 2005).

Thus, the study found that there is a similar approach employed by English language teachers to teach writing skill in both preparatory schools. It is obvious that if teacher implemented the same type of approaches throughout the course of time, students will lose interest in learning, getting bored, hate the subject, gradually hate the teachers; this will affect academic achievement in the future.

4.1.6 The extent to which English language teachers use varieties of approach in teaching writing skill

Table 4.6 Description of to what extent varieties of approaches used in teaching writing skill.

		respondent	Response											
			Strongly agree		Highly agree		Moderately agree		Agree		Disagree		Extremely disagree	
			No	%	No	%	No	%	No	%	No	%	No	%
1	Practicing and emphasizing on grammar, syntax will improve students' writing skill	Teachers	4	80	1	20								
2	Setting and providing standard to construct a new pieces will benefit students to improve their writing skill	Teachers	1	20	3	60			1	20				
3	Allowing students to work collaboratively, to generate ideas, to organize, draft and to practice Pre-writing will definitely improve their writing skill	Teachers					1	20	1	20	3	60		
4	Mostly emphasizing on the form, purpose linguistic futures of writing skills will enhance students writing skill	Teachers									4	80	1	20

In order to check whether respondent teachers consider using different approaches in teaching writing skill to improve students writing skill or not ,they pointed out about the extent to which varieties approach used in teaching writing skill more than half of respondent teachers 4 teachers extremely a greed and 3 teachers highly agreed that practicing and emphasizing on grammar syntax will improve students writing skill and to practice pre-writing will definitely improve their writing skill and mostly emphasizing setting and providing standards to construct a new piece of writing will benefit students to improve their writing skill respectively.

Other respondent teachers 3 teachers disagreed 2 teachers extremely disagree with the idea that allowing students to work collaboratively to generate ideas to organize draft and on the form, purpose linguistic future of writing skills will enhance students writing skill

respectively. The general indication of respondents answer is that almost all of the respondents are believe that they emphasize on product approach in teaching writing skill. Therefore, this indicates that teachers use varieties of approach in teaching writing skill to very low extent to improve their students writing.

4.1.6 The major problem that related to using varieties of approaches in teaching writing skill

Table 4.7 The major problem that related to using varieties of approaches in teaching writing skill as perceived by their students

No	Item	Rank given by respondent students to the factors related to application of varieties of approaches in teaching writing skill.

		1st		2nd		3rd		4th		5th		6th		7th	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	The interest of the learners were Low	176	71	30	12.	25	10	10	4						
2	Availability of materials, books and references					3	1.2	36	15	21	9	42	17	112	45
3	The teachers initiative in teaching us writing	35	14.	140	57	21	9	20	8	46	19				
4	challenges to check each and every students work	47	19.	106	43	30	12	36	15	42	17				
5	subject knowledge and skill of teachers in teaching writing skill	182	74	28	11	21	9	20	8						
6	Time allocated to practice writing in the class	20	8	42	17	114	46	64	27						
7	The level of motivation of the learners in cooperative	22	9	128	52	36	15	28	11	16	6	11	21		

In the above table the students are asked to rank the problems that related to employing the current approaches in teaching English writing skill in the class according to the level of degree of its problems (From 1st to 7th).in the following table (No of res.) means the number of respondents.

As it is shown in this table the respondent students ranked 182 (74 %) of respondent students revealed that the teacher themselves lack the necessary knowledge and skills in teaching writing skills. The survey also shows that 140 (57 %) of the respondent confirm that teacher lacks the initiative to teach writing skill. It is also shown that the interest of

the learner and level of motivation to work cooperatively in writing skill is very low 176 (71%) and 128 (52%) respectively. Therefore, subject knowledge and skill of teachers in teaching writing skill , The teachers initiative in teaching us writing, the interest of the learners were low and the level of motivation of the learner in cooperative were ranked as 1st 2nd 3rd and 4th serious problems to apply different approaches.

The general implications for the problem that encounter English language teacher in teaching writing skill arise from different angles.

According to Dov (1986) reported that teachers qualification, teaching experience and his improved class room behavior had a quite positive impact on students learning. Teachers also need to give students many opportunites to practice writing skill, motivating students to write frequently, to believe about the nature and importance of writing, about their writing competence, which in turn influence learners' engagement, effort and learning in writing classroom. unless, the teachers have the necessary knowledge and skills in teaching their subject matter, improve the interest of their learner and arose the level of motivation of the learners ;they are unable to teach ,learner also fail to master the skill.

Table 4.8 The major problem that related to using varieties of approaches in teaching writing skill as perceived by themselves

No	Item	1st		2nd		3rd		4th		5th		6th		7th	
		No of res.	%	No of res.	%	No of res.	%	No of res.	%	No of .res	%	No of res.	%	No of res.	%
1	The interest of the learners were low			2	40	3	60								
2	Inadequate materials, books and references							2	40	2	40	1	20		
3	Lack of initiatives by the teacher	2	40	2	40							1	20		
4	Large class size			3	60	1	20			1	20				
5	Poor administrative support											2	40	3	60
6	Shortage of time					1	20			2	40	1	20	1	20
7	Skill gap in teaching writing skill			4	80	1	20								

The teachers are asked to rank the problems that related to employing the current approaches in teaching English writing skill in their class according to the level of degree of its problems. (From 1st to 7th).in the following table (No of res.) means the number of respondents.

Consecutively majority of the respondent 4 (80 %) percent of teachers from the school under study revealed that skill gap in teaching writing skill, 3 (60%) large class size ,3 (60%) low interest of the students and 2 (40%) shortage of time are ranked as number 1st ,2nd and 3rd 4th respectively. So they are the most serious problems that hinder them to employ current approaches in teaching writing skill. This implies that English language teachers in the schools under study highly demand a training that fills the skill gap of teachers particularly in writing skills. Likewise, the result of this study agrees with the previous research finding Alemayehu, (2014).

The challenges of English language teachers in teaching writing skill. it was founded that skill gap was the major challenges. The results of this study also confirm such challenges. Finally the students were required to respond to open ended item intended to elicit information on approaches they prefer to learn by their English language teachers in order to interested and improved their writing skill in the future.

In response to this item respondent students in both school under the study point out and preferred that a variety of approaches, teaching methods their teacher to employ in teaching writing skill and have to focuses on the acceptable and effective approaches in teaching writing skill to make them competent in this skill. Likewise, they stated that, teachers themselves need to improve their skill in writing and should be initiative and interested to teach writing skill.

Similarly respondent teachers were required to respond to open ended item to drew out which approaches English language teachers frequently need to employ in order to improve the writing skills of senior secondary school. Respondent teacher state that teachers frequently employ the same types of approaches (i.e. the product approach) in teaching writing skill. Even they explained that some teachers, they are not interested in teaching writing skill. This could emanate from skill gap in teaching writing skills. Thus, the data obtained in the questionnaires agree with what teachers revealed. Accordingly they point out that different current approaches have to be employed in teaching writing skill. Likewise, they stated that, English language teachers have to update themselves and need to improve their knowledge in. teaching writing skill.

4.2 Qualitative Descriptions of the Data obtained through Interview with English Language Department heads

In the qualitative data the respondent teachers required to respond to five interview item. Two departments head teachers were participated in the interview in the schools under study. Respondent teachers were required to drew out support they give to English language teachers to improve students writing skill , approaches frequently used by

English language teacher , the extent to which varieties   approaches used for teaching writing skill, the most problems that encounter English language teachers in teaching writing skill and their opinion in using various approaches in teaching writing skill in the interview.

The respondent teachers explain about the support they give to English language teachers that they supervise them once a year for efficiency evaluation and both of them   respond to the item about approaches frequently used by English language teachers that product approach is frequently used in teaching writing skill, because it is difficult to implement process approach in such large classroom and also teachers are not familiar with different approaches. They also explain about the extent to which they use current approaches in teaching writing skill that they use varieties of approaches to the very low extent in teaching writing skill. The respondent teachers pointed out the following reason which are a serious problem in teaching writing skill. These reasons are large class size, lack of interest of learners, skill gap in teaching writing skill are some of the challenges stated by interview. Lastly they agree in using various types of approaches in teaching writing skill, however most English language teachers are not familiar with different approaches.

Consequently, the respondents stressed that providing adequate training for English language teachers in the area of writing skill., allocating sufficient time/schedule/for practicing writing skill, giving attentions and concern for the skills, encouraging and motivating the teachers are some of the possible suggestions they forwarded to improve and enhance the interest of the learners in writing skill.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main purpose of this research was to examine the approaches used in teaching writing skill in the grade 11 of Gambella and Itang secondary and preparatory school and come up with possible suggestion on the preferred approaches in teaching writing skill. The study

also aims at recommending possible suggestions for the concerned bodies that help as an input for policy formulation at regional state. Both quantitative and qualitative analysis through random and comprehensive sampling design and descriptive survey method were employed to answer the research question.

1. What are the frequently used approches for teaching writing skill in the study area

2. What is the level of teacher's perception towards approaches used for teaching writing skills in study conducted area.

3. What are the challenges in the application of current approaches for teaching writing skill in English classroom?

Therefore, the study came up with the following findings

1. Unwell experienced and skill gap of teachers in teaching writing skill was found to be the challenges that encountered English language teachers in employing different approaches for teaching writing skills.

2. It is believed that English language teachers need to employ several approaches in teaching writing skill. However the study found out that in the schools under the study the product based approaches is the most frequently and most dominate one used by English language teachers in teaching writing skill. Thus the approach that English language teachers under the study used in teaching in teaching writing skill affect the development of the students writing ability.

3. Lack of initiative of teachers, lack of skill in teaching writing skill, low interest and motivations of the learners were found to be the challenges in the application of different approaches in teaching writing skills.

4. It has been also found out that large class size, lack of training, motivation of the teachers in teaching writing skill were the challenges in employing different approach in the schools under study.

5. Teachers' qualification and experience in teaching, availabilities of training, motivation and encouragement has directly associated to enhance the interest of the learner and to improve their writing skills. Thus, the study found out that provisions of skill gap, training, motivation, encouragement are some of the suggestions forwarded by the respondents.

5.2 Conclusions

Writing is a process that requires careful planning and appropriate approaches /techniques/ for the learners to acquire the necessary skill. Despite the fact that teachers can help students on writing skill by providing them opportunities, support and encouragement to write frequently even before the master the necessary skill, however, from the finding of the study one can conclude that the lack of motivation on teaching as well as learning writing skills both by the teacher and students can affect the writing skills of preparatory student in the school under the study.

On top of this, some research study revealed that teachers' qualification and skill on teaching writing skill, the combination approaches they employed in teaching writing skills had a paramount importance in enhancing the writing skill of the learners. However, the study found out that skill gap and less experience of teachers in teaching writing skill, are the finding of the study. Therefore, if trends and practices going on as it is one can possible conclude that the writing skills of the learner could not show any improvement on the school under the study. It is therefore, up to the language teachers to look for the best methods /approaches to teach writing skill effectively.

5.3 Recommendations

On the base of the finding and conclusions drawn from the study, the following recommendations are given.

1. The result shows that less experience and skill gap in teaching writing skill hinders English language teachers to employ a Varity of approaches in teaching writing skill. Improving the writing skill of the learners is unthinkable unless the issues skill gap of the teachers in teaching writing skill is taken in to consideration to this end ,short and long

term training programs, educational opportunities should be provided for English language teachers

Likewise, another means of using experienced and qualified teachers in order to share their experience for the less experienced one. Thus, the above mentioned points have to be sought for by educational officials.]

2. As shown in the study, lack of motivation to teach and to learn writing skill, inadequate resource, large class size found out the problem in the schools under the study that affect the employment of different approaches in teaching writing skill. One cannot expect an improved result on writing skills, unless teacher motivate, encourage and support learners to write frequently by even they master the necessary skills.

    Similarly the school direct or need to provide and make every necessary resource available to teach effective writing skills. Moreover, regional educational bureau need to consider for the construction of additional class room at least to solve the problem of large class size. If the problem of large class size is not solved teachers could not check the student's practice on writing skill and difficult to provide appropriate and timely feedback. It is therefore up to the concern of teachers', schools and Regional Educational Bureau to enhance the writing skill of preparatory students in the schools under the study.

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Appendix A Questionnaires to be filled by English Language Teachers

General Direction

Dear, respondents these questionnaires are prepared for getting relevant data for the problem that is existed in our senior secondary school students in teaching English writing skill. Thus, the purpose of this study is to collect data only for academic purpose. Hence your response is highly kept confidentially; do not write anything that identifies you. Therefore your cooperation is highly demanded for the success of this research.

'Thank you in advance'

1. Personal Information

.Put (√) mark in the table that express your Personal information.

A/ Sex

M ale	Female

B/ Your school

Gambella secondary and preparatory school	
Itang secondary and preparatory school	

C/ Year of experience in teaching

0-5	
6-10	
11-15	
16-20	
21 and above	

D/ Educational Qualification

Diploma	
BED	
MED	

2/ Rate the approaches you employed in teaching English writing skills , i.e. 5 = Frequently used 4=mostly used 3= Moderately used 2= Some times 1= One in a while 0=Not at all

RN	Item	Scale

		5	4	3	2	1	0
1	I focus on grammar, syntax and mechanics						
2	I focus on final product						
3	I emphasize on accuracy						
4	I use model paragraphs to teach						
5	I employ collaborative work among students						
6	I allow students to discuss, generate and organize ideas						
7	I ask students to practice pre-writing, drafting and revising						
8	I ask them to evaluate each other's work						
9	I emphasize on the purpose social context, structure and linguistic feature						
10	I usually give explicit instruction and example						

3/ Rate your own perception towards the approaches used in Teaching English Writing skill i.e. 5 = extremely agree 4 = Highly agree 3= Moderately agree 2 = Agree 2= agree 1= disagree   0 = extremely disagree

RN	Item	Scale					
		5	4	3	2	1	0

1	Practicing and emphasizing on grammar, syntax will improve students' writing skill						
2	Setting and providing standard to construct a new pieces will benefited students to improve their writing skill						
3	Allowing students to work collaboratively, to generate ideas, to organize, draft and to practice Pre-writing will definitely improve their writing skill						
4	Mostly emphasizing on the form, purpose linguistic futures of writing skills will enhance students writing skill						

4. What are the problems that challenge you in employing the current approaches in teaching English writing skill in your class. Please rank them according to the level of degree of its challenges (From 1st to 7th).

R. No	Item	Rank
1	The interest of the learner were low	
2	In adequate materials books ,references	
3	Lack of initiatives by the teacher	
4	Large class size	
5	Poor administrative support	
6	Shortage of teaching material, resource	
7	Skill gap in teaching writing skill	

5/ In your opinion, which approaches English language teachers frequently need to employ in order to improve the writing skills of senior secondary School_____

_____

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Appendix B **Questionnaires to be filled by students**

General Direction

Dear students, this questionnaire is prepared for getting data relevant to the problem that exists in our senior secondary schools in teaching English writing skill. Thus, the purpose of this study is to collect data only for academic purpose. Hence your response is highly kept confidentially; you are not expected to write your names. Therefore your cooperation is highly demanded for the success of this research.

'Thank you in advance'

Researcher's Name: --

Time of Data Collection: ---------------------

1. **Personal Information**

   Put (√) mark in the table that expresses your Personal information.

   A/ Your school

Gambella Secondary and Preparatory School	
Itang Ssecondary and Preparatory Scool	

B/ Sex

M ale	Female

C/ Grade Level and Section

11th Natural A	11th Natural B	11th Natural C	11th Social A	11th Social B	11th Social C

1. What types of approaches your English language teachers uses in teaching you writing skills. Put (√) mark in the scale provided i.e. 5 = Always used   4=Most of the time used 3= Sometimes used 2= Rarely used 1= Not at all.

	Item	SCALE				
		5	4	3	2	1
1	He/she focus on teaching grammar ,and syntax					
2	He/she provides us standard to construct a new pieces					
3	He/she encourages us to work collaboratively					
	He /she emphasizes on the form, purpose and linguistic futures of writing skills					
5	He/she forms a group ,allow as to discuss in the issues ,to generate and organized ideas together					
6	He/she usually give us examples and instruction					
7	He/she makes us to practice pre-writing, drafting and revising in teaching writing skill.					

2. **In your opinion what are the challenges your teachers encountered in teaching you**

   English writing skill or to practice current approaches ?

   Please rank   (1st - 7th) accordingly to its level of problem.

	Item	

		Rank
1	Our interest in learning writing skill is very low	
2	There is in adequate / in sufficient materials, texts in the school	
3	The teacher himself /herself lack initiative to teach us writing skill	
4	The number of students are a lot it would create challenges to check each and every students work	
5	The teacher himself/herself lack the necessary skill in teaching writing skill	
6	Shortage of time to practice writing in the class room	
7	Most students are not motivated in cooperative writing /writing together willingly / and evaluating their piece of writing to each other	

4. Please give some suggestion what type of approaches techniques you prefer to learn by English teachers in order to be interested and improve your writing skills in the future

_____

_____

_____

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Appendix C   Interview Guide for English language department heads

Dear Department head, this interview is prepared to collect valuable data from your for the study of approaches used in teaching writing skill in the senior secondary students. Thus, your cooperation in the provision, of reliable data is highly appreciated.

'Thank you in advance'

1. As a department head how often supervise English Language Teachers? What support you provide them in using different approach in teaching writing skill?
2. From your understanding which approaches teachers mostly uses in teaching writing skill? What are their perception and initiation in using current approaches
3. Would you mention the challenges teacher encountered in the application of varieties of approaches in teaching writing skill in your school?
4. These days a number of local researchers and scholars have the view that most students at senior secondary school level have difficulty in expressing themselves in writing. In your opinion what are the major factors?
5. What is your opinion in using various approaches in teaching writing skill?