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COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

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PRACTICING PROCESS APPROACH TO TEACHING AND LEARNING WRITING SKILLS: A CASE OF TWO SELECTED SECONDARY SCHOOLS IN TIRO AFETA WOREDA

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ABSTRACT

The main purpose of the present study was to explore the practical implementation of the process approach to teaching and learning paragraph writing skills at grade nine level of two selected schools in Jimma Zone, Ethiopia. The research design used to conduct the research was exploratory study design. Through this design, attempts were made to find out whether the process approach to teaching and learning paragraph writing skills was implemented in EFL contexts. Sample students for the study were selected through using simple random sampling techniques, but since the number of teachers was only four, they all were taken using available sampling procedure. Data were collected using questionnaire for students, in depth interview to teachers and classroom observation. The close ended items of the instruments were analyzed quantitatively, whereas the open ended items were analyzed using qualitative descriptions. The data collected first tallied and then presented through frequency and percentage in tables. The presented data were analyzed immediately below each table. Each presented and analyzed result was interpreted to show the implication according to the objectives of the study. Finally, conclusions were made. Thus according to the findings, it was identified that process approach to teaching and learning writing skills in general and paragraph writing skills in particular was not implemented in the selected schools. Teachers were recommended to give priority for the planning of implementing important approaches to deliver the lesson, while students were recommended to see the benefit of writing paragraph for the development of the entire skills in the target language. Besides, the concerned educational bodies were also recommended to plan and implement in-service training to teachers and orient students to see the benefit of learning the entire subject instead of giving due emphasis for tackling exam questions. This consequences with the results of English Education Outcomes such as improvement of learners academic writing based on school writings at secondary schools ; in particular, Dimtu secondary school and Ako secondary school among Jimma Zone secondary schools in focus and then expected to benefit the wider Enrollment in Ethiopia.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In recent globalized world, English language dominates every sector of humans' personal, academic and professional lives. Especially, with the advancement of communication technology, the language spreads in every corner of the world to be used as international language. Some languages, such as Chinese, Arabic and French, have large number of speakers and try to compete against the English language to conquer worldwide position, but they cannot withstand its domination when the interest of the users of languages is taken into consideration. The most amazing point of the domination of English is, as Hasman (2009) remarks, that the number of people who speak English as a second or foreign language exceeds the number of native speakers of the language.

Mebratu (2015) states that the spread of English language in the world in relation to increment of users, depth of penetration into society, and in its range of function in daily life of the world society is incomparable. Citing US Bureau of Educational and Cultural Affairs, Mebratu (2015: 1) further mentions the role and wide range of purposes of English in the world as follows: *"In worldwide, over 1.4 billion people live in countries where English has official status. One out of five of the world's population speaks English with some degree of competence. Over 70% of the world's scientists read English. About 85% of the world's mail is written in English. And 90% of all information in the world's electronic retrieval systems is stored in English. One in five- over one billion people- are also learning English."* The most tangible example for such use of English is its function in Ethiopia.

English language has, for example, been the most expanded foreign language in Ethiopia. It has been used for many purposes in our country. It is widely used for communication in advertisement, entertainment, administration and office communication & civil aviation (Amlake, 2010). Especially, the education sector of the country is highly dominated by this

foreign language. Thus, communicating orally and in writing in this foreign language is indispensible to accomplish crucial tasks in the country and on the foreign affairs. Because of this, it is taught as a subject starting from kindergarten. Besides, it is used as medium of instruction starting from grade seven in some region and from grade nine throughout the country.

A language is taught with the aim of achieving communicative competence in that language. The major and minor skills are taught in order to help the learners to be able users of the language skills. The emergence of Communicative Language Teaching of second and foreign language in the early 1980s, besides giving emphasis for the four major language skills, introduced new approaches to presenting the language lesson. At first the PPP (Preparing, Practicing and Producing) approach was used to teach the entire language skills in the target language. Under CLT, the introduction of task-based approach paved ways to the boost of new ways to present the major language skills for communicative purpose. The productive skills, i.e., speaking and writing skills, have taught using different approaches such as product, process and integrated ones.

At the beginning of the emergence of CLT, writing skill had been taught using various models. Bayat (2014 citing Güneş, 2007) remarks that the Four different models that have been proposed for teaching and learning writing were *"the Schmidt model, the Van Galen model, the Hayes and Flower model, and the Hayes model"*. Bayat (2014) briefly explains that in the approach developed by Flower and Hayes (1981), *"the points to be realized throughout the writing process are focused on improvement of the written product"*. In this approach, three dimensions of the act of writing are emphasized which are "the *task environment*, *long-term memory*, and the *writing process"*.

The main perspective of using the process approach to teaching writing has been first stimulating students' schemata or background knowledge in the prewriting lesson, then students have been made to do the actual tasks in the while writing section and eventually students reflect what they learned at the post-writing stage. This approach has a theoretical back-up that giving students opportunity to do a task for a long period with a step-by-step accomplishment helps them to be able users of the target language. Sun (2009) argues that process approach to the teaching of English Writing has been advocated in contrast with the traditional product-

oriented method of teaching writing, and has been generally accepted and applied by English teachers in their classroom since it has contributed a lot to urge students accomplish a task for long period of time. Flower and Hayes's (1981) *Process Writing Approach* allows the written product to be checked and evaluated during the writing process, on students' writing success and anxiety.

The practical implementation of process approach to teaching and learning writing skills has had promising effect on learners' motivation and writing performance (Bayar, 2014). All in all the available approaches to teaching writing have their own impact in improving learners' writing skills. Instead of using these approaches accordingly, if teachers and learners use only the product approach, the result will be negative that jeopardizes students' learning motivation of writing skills. When learners are made to produce written pieces for the purpose of evaluation and for learning in place of communication, learners' writing skills become hampered (Tekle et al., 2012).

In Ethiopian schools, English language is taught formally in the schools using textbooks and supplementary teaching materials. All the major skills, namely listening, speaking, reading and writing, are presented through using different language teaching methods. Especially, writing lesson has recently been presented in the teaching materials through using product, process, genre or integrated approaches to teaching writing skills. Though these approaches are recommended in the teaching materials, in most EFL contexts the product approach to teaching writing is common employed. Tekle et al (2012) (citing Reid, 1993) state: *"while one of the current assumptions is accepting writing as a process, teachers usually implement the product approach to teaching writing."* This in turn creates great problems on students' achieving the main goal of learning writing.

In short, especially, process approach to writing is the most recommended approach to improve high school students' writing skills because it has crucial phases that must be accomplished by students to improve their writing skills. A step-by-step task to accomplish a writing piece has positive impact in improving writing skills (Barnett, 1989). As Hedge (2005) strongly recommended, students should be made to engage in regular classroom and extensive practice of writing through the process approach in the phases that include generating ideas, drafting writing pieces and checking their writing individually or cooperatively. Consequently, these

theoretical and practical benefits of process approach motivate the researcher to explore the practice of implementing process approach to teaching and learning writing at high school levels in Ethiopian context.

1.2 Statement of the Problem

In the teaching-learning process in which foreign language is used as medium of instruction, writing skill is very important to accomplish many tasks inside and outside the classroom. Because of this, teaching writing is given due emphasis in order to help students react in doing assignments, accomplishing tasks and taking examination. Harmer (1998: 79) states: *"The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right,"*

Even though writing in English has attracted due attention in EFL context since it has great value in the formal education, teaching and learning the skill does not become as fruitful as expected by many stakeholders. This is to say that writing is the most demanding skill to be acquired and learned by the EFL learners. Empirical studies conducted by Cumming (2009), Ortega (2009) and Nanwani (2009) specify that EFL learners face various challenges in learning of writing skills, and they struggle against a wide array of psycholinguistic, textual-linguistic, socio-linguistic and educational difficulties that exert greater impact on students' learning and academic achievements. Especially, in the foreign language contexts, learners have faced challenges to write a text because producing a text requires a step-by-step process that must be accomplished from the beginning to the end (Nanwani, 2009).

To lighten these different burdens of foreign language learners, scholars in the field of language teaching attempted to introduce new approaches to teaching writing skills instead of ignoring the skills when teaching the target language or using conventional approach to teach the skill. One of these approaches to teaching writing has been process approach which conquers basic ground in the teaching of writing skills. Sun (2009) remarks that the process approach can play more significant role in delivering writing lesson than the product approach, though the result of his study supports integrated approach i.e. the combination of product and process approaches to teach the writing skills. After exploring the effect of process approach on learners' writing performance, in his study held in private college students, Onozawa (2010) argue that the

process approach, if used properly and consistently, can create greater improvement in students' writing motivation and performance.

Since its introduction in the late 1980s, many studies have been conducted on the impact of process approach to writing on learners' writing skills (Dvorah, 1986; Cohan, 1987; Barnett, 1989). In Ethiopia, the findings of several researches have shown that the teaching-learning process of writing should liberate itself from product approach that basically is exam-centered (Geremew, 1999; Alamirew, 2005; Onazowa, 2010 and et al. 2012). Despite the necessity and recognition of process approach to teaching writing in the country's language education, the practice of its implementation at high school level is still in questions.

Above all, many teachers in the high schools and instructors at universities have complained the poor level of students' writing skills that in turn jeopardize the entire teaching-learning process above high schools. It becomes a well known fact that not only the challenges that writing creates on students, but the way of presenting writing lesson in the classroom becomes the great impediment to learners' attempt to improve the skill in question. A research conducted by Alem (2012) tries to fill the gap observed on using task-based instruction to improve EFL learners' writing performance though she remarks that process approach can substitute task-based instruction. Just like this research her samples were grade nine students of some selected high schools. However, the present research mainly focuses of exploring the practice of process approach.

The main gap that was attempted to be filled via this research was the problem of implementing the process approach to teaching and learning writing skill. Two issues were raised in advance vis-à-vis teachers' practicing of process approach to teaching writing skills and learners' practicing of the approach to learning writing. Thus, this paper examines the practice of implementing the process approach at grade nine level in some selected high schools. Consequently, the following research questions were posed:

1. What approach do high school English teachers use when delivering the writing skills?
2. How do high school English teachers utilize the process approach to deliver their writing lesson?
3. What is EFL learners' reflection to the writing lesson taught by their English teachers?

4. How do EFL learners practice process approach to learning of the writing skill?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the present research was to explore the practice of implementing the process approach to teaching and learning of writing skills in some selected high schools of Jimma Zone. Namely, Dimtu secondary school and Ako secondary school.

1.3.2 Specific Objectives

The specific objectives of the study were to:

❖ find out an approach to teaching writing skills high school English teachers use when delivering the writing skills

❖ examine how high school English teachers practice the process approach to teaching writing skills

❖ identify EFL learners' reflection when attending writing lesson delivered by their English teachers

❖ explore EFL learners' practice of process approach to learning writing skills

1.4 Significance of the Study

This research was generating learning strategies and challenges on the use of process approach to teaching writing. As a result, course designers and practitioners would get important theoretical backup for their task of producing materials on and presenting the writing lesson to the students. Besides, the research has practical benefit. Thus, the learner was provided with the practical implementation of the process-approach to writing. They would also gain important information about how to develop a written piece through using each step of the process writing. English teachers could be provided with information about approaches to teaching writing skills in general and process approach in particular, so they use in their class

accordingly. Furthermore, anyone who wants to conduct a research on this issue was used the finding of this research as reference.

1.5 Delimitation of the Study

Though there are four main approaches to teaching writing skills, the present research was delimited to the process approach to writing. In the review of related literature, the other three approaches were discussed in order to show the main principles and function of them and to make the process approach clear. As stated on the research title, the main issue that was explored in this research is that the practice of high school students and English teachers in implementing the process approach in their learning and teaching of the writing skills. Grade nine students and English teachers of two selected schools of Jimma Zone in 2016/17 academic year were the target population of the study.

1.6 Limitations

Since the research is aimed at exploring effects of using the practice of process approach in teaching writing skills on grade nine students paragraph writing skills. It followed a qualitative research method of data analyzing procedure. Related works , review of literature , and the population of which the samples were collected are not much enough for the respective effects of the research process. Therefore, the finding of the study needs further declaration to go beyond the context of the research(study).This is possible by applying experimental study, or a case study often with evidence indicator from each and every members of the selected schools' population.

1.7 Operational Definitions of Key Terms

Process:-the away to perform a series of operations.

TEFL: teaching English as a foreign language

Process approach of teaching writing: instructional process, strategy & challenge

Aspects of paragraph: of English Language Learning Aspects of using "Process Writing
                          Approach" in to the practice effect of paragraph writing skills.

CLIL: Content language integrative learning in English Education .

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Meaning and Concepts of Writing

Writing is one of the major language skills. Haregewoin (2008 citing Byrn, 1989) states writing is a continuing process of discovering one's thoughts and feelings though it is difficult to indicate when it was introduced in human life. Writing plays great role in the historical development of human being. It is used to record each stage of human history. It has also diversified functions. In other words, people usually write in order to communicate facts, feelings, attitudes, and ideas clearly and effectively.

Scholars in the field of language pedagogy ascertain writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It is also a powerful instrument of thinking because it provides learners with a way of gaining control over their thoughts (Leki, 1992; Harmer, 2004; Hedge, 2005). Writing enhances language acquisition as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas and to reinforce the grammar and vocabulary they are learning in the class. It is also a critical area of the school curriculum and an important part of students' career or higher studies after school.

This is the nature of the writing skill to consist different skills so that writing built practical understandings of facts , opinion and feelings of the learners in learning. A similar idea is the fact that paragraph writing skills consist the skills of words , sentences , mechanics , capitalizations , and coherence of ideas to the unity of the paragraph. Therefore, it enables the learners to establish one's own talent in writing skills and they can easily practice to use the English language.

Abate (: 32) argues "... the ability to express one's thoughts in writing is an essential part of being educated. Writing is essentially a social act and an integral part of everyday life. Students usually write to communicate with an audience that has expectations about the text type they

produce." Writers are expected to consider a sense of audience, a sense of direction in their writing. It serves as a vehicle for language practice and it enables students to communicate with each other and helps them as an aid to learning. In addition, writing reinforces the grammatical structures, idioms, and vocabulary that have been taught. This means that students necessarily become involved with these new items of language structure (Hedge, 2005).

In general, writing is the process that is an effective engagement to practice of various stages before reaching a final product as a written text. It is in short an important a step-by-step process to be accomplished by following recursive cyclic procedures from the beginning to the end.

2.2 Writing as Instruction Process

This refers the school environment to the child to write and read in English educational instruction. In the formal classroom learning writing and reading have the classroom instruction process. The classroom teachers teach writing skills starting from spelling the English alphabet, the English words, the English sentences and they also teach their students the paragraph writing skills .

In the history of language pedagogy, teaching and learning writing skills has been recommended to be learned in the formal academic situations. In acquiring and learning the first language, listening and speaking skills can be acquired at home before children join formal schooling, whereas the reading and writing skills are learned in the formal school ground. However, acquiring and learning the writing skill is not the easy task when it is compared to learning and acquiring the other skills.

As Harmer (2005) points out writing is very demanding whether it is in one's native language or in a second language. It is a difficult skill because learners are required to balance important issues such as content, organization and conventions. H. Abate (2005) remarks **"it is especially difficult for second language learners because they are expected to create written products that demonstrate mastery of the elements needed for writing in a foreign language."** As stated by the two scholars, writing is a complex set of skills that requires continuous practice. Because writing is a complex and challenging activity for many students, teachers should especially

focus on the grammatical concepts that are essential for a clear communication of meaning. Consequently, students can produce effective written language for a variety of purposes and for a variety of audience. Moreover, recent research (e.g. Matsuda, 2003) into teaching writing shows that students' achievement is higher when the teaching approach emphasizes writing as a process rather than writing as a product. This means that students should be encouraged to go through a process of planning, organizing, drafting and revising. Furthermore, students who write a lot learn more about the writing process because they have had more experience in different stages of the process. They also learn from each stage as they brainstorm, plan, draft, re-think, revise and re-draft.

There are many other concerns among those who are involved in EFL writing. Leki (1992), for example, indicates three main limitations; few ESL teachers receive specific training to teach writing, many ESL teachers are not likely to abandon more traditional views, and both native speakers and Non Native Speakers have psycho-linguistic, socio-linguistic and environmental problems to learn the expected skills. These problems hinder the achievement of the objectives of writing instruction.

2.3 Approaches to Teaching Writing

Several ways to approach writing in the classroom have been recommended, but there is no necessarily any 'right' or 'best' approach to teach writing skills by the same writer (H. Abate ,2008). She further notes: "the best approach in any situation will depend on the type of students, the text being studied, the school system and many other factors." There are four approaches that have been attempted to be implemented in language classroom. They are product, process, genre and integrated approaches.

What teaching writing skills in secondary schools required to be included in the English syllabus is clearly an integrative approach. However , the dominant impression at the time of science and technology considered to be the process approach of teaching learning paragraph writing skills . Some of the writing activities at secondary schools through the practice of this approach are the following . These are the prewriting activities , the while writing activities and the post writing activities including language games , brainstorming , and practice English using classroom tests ahead of developing paragraph writings.

2.3.1 The Product Approach

In the product approach, students should produce an acceptable textual form that conforms to the model presented to them by their teacher. In this approach, the final result is the first priority. Students, in this approach, have to **"**develop competence in particular modes of written communication by deconstructing and reconstructing model texts**".** Many ESL/EFL teachers have used this approach all around the world. Harmer (2004) for instance, emphasizes that, **"**teacher-centeredness is often amplified if instructors organize their curriculum by means of a „product approach" where instructors teach to and evaluate from sample, „ideal" texts""**.** Brown (2001) reiterates, too, that in product approach, successful learning is evaluated by how well-structured and grammatically correct a composition is. Anyhow, we have to recognize that in product-based approach, students hardly ever obtain the required skills necessary for creating and shaping their work because of the overemphasis on linguistic forms (Hegde, 2004).

The product approach is a traditional approach in which students are encouraged to imitate a model text that is usually presented and analyzed at an early stage. The focus of the product approach in teaching writing has been much more on the end product of what students produced. In this approach, students are not allowed to 'create' in the target language at all. Rather, they write on a given topic in a restricted time and hand in the composition to the teacher to 'correct' it. Here, the role of the teacher is to be a judge of the finished work (McDonough and show, 1993).

According to Zamel (1983), the proponents of the product approach viewed the composing process as linear. Besides, the product approach leads students and teachers to believe that the planning stage began and ended in the initial period of composition. In fact, the product approach involves students more or less in copying or manipulating the model texts in various ways. For instance, in a formal letter, students may be asked to practice the language used to make formal requests, practicing the 'I would be grateful if you would. . .' structure or changing declaratives into interrogatives and so on. This means an entire activity of writing in the product approach was seen as an exercise in habit formation (Silva, 1990:13). What is more, students are also asked to write only one draft individually. In sum, importance is usually given to the end product in this approach.

2.3.2 The Process Approach

Recently, the teaching of writing has moved away from a focus on written product to an emphasis on the process of writing (Ghaith, 2004). Allen (2003) explains that since the 1980's, process writing has been considered as the most authentic way to teach writing skills in academic education development, in particular at secondary schools. According to Muncie (2002:180), **"Process approaches focus on the writer, the creativity and individualism of writing, and the process of writing as a whole, starting from the generation of ideas through to the editing of work, as well as following studies of how successful writers write."**

On the other hand, the process approach centers typically on the stages of writing; such as planning, drafting, revisiting and editing (Harmer, 2007). The process approach has a constructivist view of the writer; it considers the writer as a communal learner and communicator (Murray, 1980). The constructivist theory focuses on the significance of social interaction on learning. Lev Vygotsky (1978) introduced this social effect. He actually, used Piaget's (1969)**"** cognitive-constructivists view of learners to develop his own theory. Moffett (1992), in order to present his own discourse genre theory, combined Vygotsky"s and Piaget"s theories. This theory focuses on the act of writing from the perspective of writer (and reader) in relationship to experience, measuring the rhetorical distance at which a writer describes reports, generalizes and/or theorizes about a specified situation or event" (Robertson, 2008). In the process approach, learning is regarded as non-linear and discursive. White and Arndt (1991: P: 4) identifies the six no-linear process writer should follow when composing. The following figure shows these six process:

```
                        ┌──────────┐
                        │ Drafting │
                        └──────────┘
         ┌──────────────┐  ┌───────────┐  ┌──────────┐
         │  Structuring │  │ Reviewing │  │ Focusing │
         └──────────────┘  └───────────┘  └──────────┘
      ┌──────────────────┐          ┌──────────────┐
      │ Generating Ideas │          │  Evaluating  │
      └──────────────────┘          └──────────────┘
```
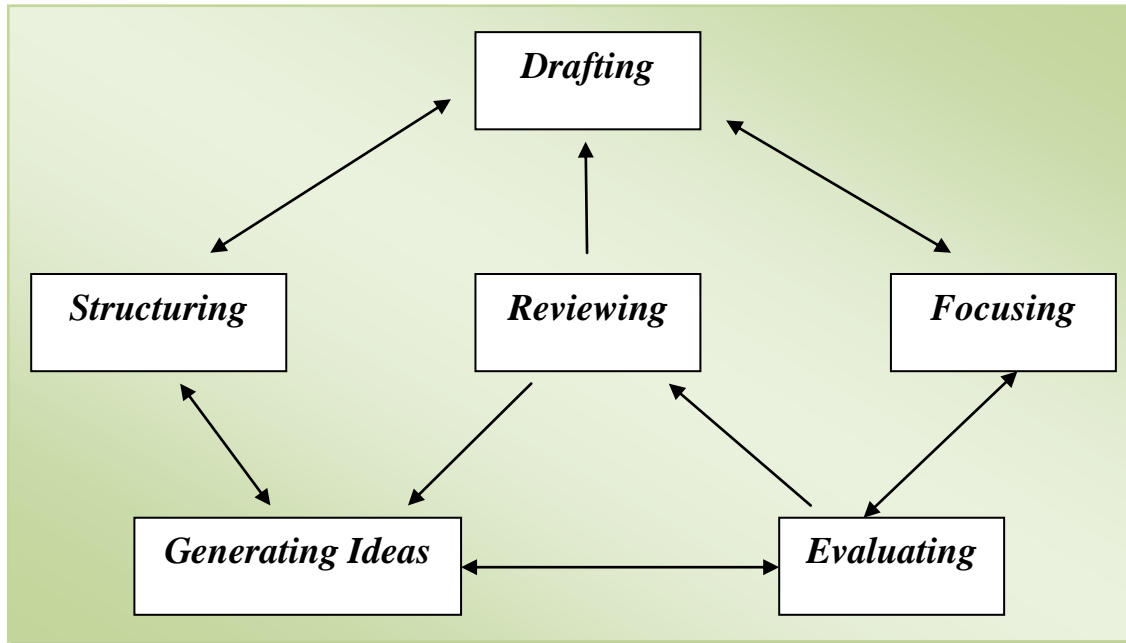
Figure 2 Six Process when composing (White & Arndt, 1991: P. 4)

In the process approach, writing has a recursive nature that encourages the writer to return to any of the earlier stages to change his thinking or to improve their writing. In other words, the writing processes are not linear but rather they are recursive in nature. Besides, students should be encouraged to produce writing that is clear and precise and that communicates with ease and clarity through the process. Teachers also encourage students to write a lot and have a clear sense of purpose and audience while writing on a given topic. This means that writing instruction must include sufficient in-class and out-class activities for writing and should include writing for a variety of purposes and audiences. In this approach, written texts are used as a resource for composition. Moreover, students are expected to write more than one draft in groups. In fact, the emphasis is on the whole creative process. In other words, the process approach treats all writing as a creative act that requires time and positive feedback.

According to a review of current process writing research, the finished product is respected. That is, linguistic competence is viewed as an integral part of communicative competence (Polio, 2003). Kroll (1990) has also pointed out that the major objective in process writing is to achieve the best product possible. In this regard, Weaver (1996) confirms that emphasis on correct grammar should be an integral part of the writing process with students identifying their individual areas of weakness and focusing on them.

In short, the process approach to presenting the writing lesson requires the accomplishment of various steps in the three phases of writing. However, the process is not a linear one. Composing a text needs a recursive cyclic process. This is shown in the following diagram taken from Kroll (1996: p. 64):
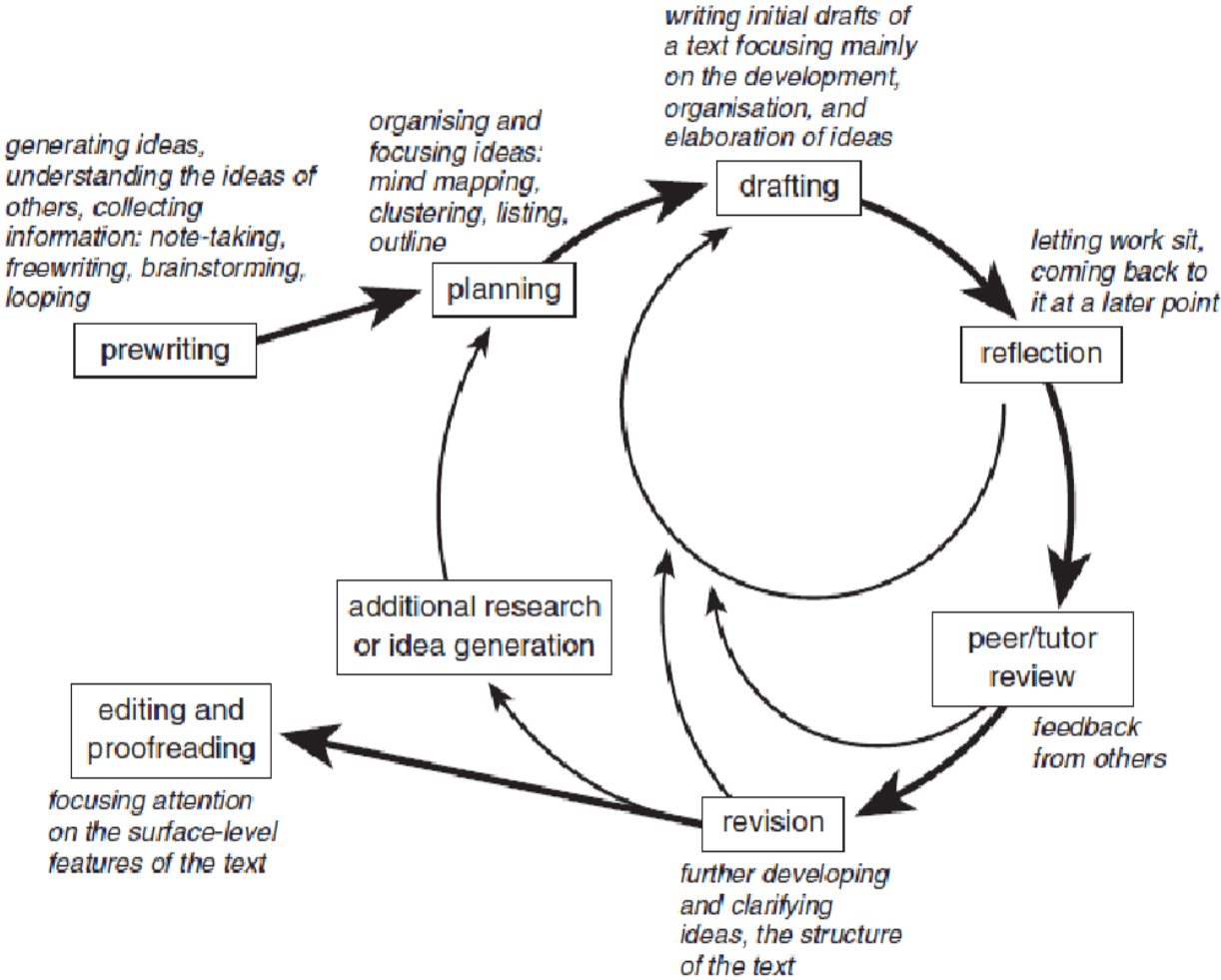
Figure 2 Recursive Cyclic Process of Composing a Text (Kroll, 1996)

Form the above Kroll's model of recursive cyclic process of composing a text, we can understand that the main cyclic process are Pre-writing, Planning, Drafting, Reflection, Peer/Tutor Review, Revision, and editing. Therefore, when we say process approach to presenting a writing lesson, we have to embark each stage as mentioned by this scholar.

2.3.3 The Genre Approach

The genre-based approach focuses on social contexts (Widodo, 2006). Writing is not merely a linguistic and social activity in this approach; it is actually a social act (Santoso, 2010). Students, in this approach, should present their work to a specific audience in a specific context, and with a specific purpose (Santoso, 2010). In this approach, success or failure in communication is evaluated by the degree to which a type of written structure and design is recognized by the members of a discourse community (Paltridge, 2006). It is so because the community members have the same language conventions, principles, and norms (Harmer, 2007).

The genre approach in writing has recently received a lot of attention from applied linguists as well as practitioners. This approach analyses the particular conventions, grammatical as well as organizational, specific types of texts which students need to be able to produce (Dudley-Evans, 1997). The genre approach to teaching writing focuses on teaching particular genres that students need control of in order to succeed in different academic settings. In this connection, Harmer (2001:259) states *In a genre approach to writing students study texts in the genre they are going to be writing before they embark on their own writing. Thus, if we want them to write business letters of various kinds we let them look at typical models of such letters before starting to compose their own. If we want them to write newspaper articles we have them study real examples to consider facts about construction and specific language use which is common in that genre.*

Likewise, Johns (2003:65) argues that genres are particularly useful to teachers of composition because those who become familiar with common genres develop shortcuts to successful processing and production of written texts. This might include a focus on language and discourse of the text, as well as the context in which the text is produced. Similarly, Muncie (2002:180) stated the fact that genre approaches focus more on the reader, and on the conventions a piece of writing needs to follow in order to be successfully accepted by its readership. Recent research into teaching writing has shown that students need to be exposed to and have practice in handling various genres. Genre approach considers what writing in certain genre will look like both in terms of organization and linguistic features. This approach places

grammar centrally by considering the specific effect of particular structures as they apply to particular types of text. In fact, the issue of genre has been of considerable interest to those interested in academic discourse (Johns, 2003).

In paragraph writing skills, students need the skills of a genre context. Some situations may appeared past, while some others are present. These are expressed through genre. Then, students acquire grammar skills, vocabulary skills and sentence skills. These help the learners to develop paragraph writing skills. This is what the researcher meant by the importance of genre at secondary school writings in each phases of the writing process as in the next separable discussions.

2.4 Phases in the Process Approach

There are three phases of the process approach. These are pre-writing, drafting and post-writing stages.

2.4.1 Pre-writing

Pre-writing is the first important stage in process writing. It focuses on engaging students in the writing process and helps them discover what is important for them about the given topic at a particular time. Pre-writing activities prepare students for actual writing through different activities. In classroom, pre-writing activities can be integrated into the writing process so that students generate ideas for their writing. It is evident that many teachers give their students opportunities to explore a topic fully in pre-writing activities such as discussion, reading, debate, and brainstorming and list making (Johns, 1990).

2.4.2 Drafting

Drafting is the second stage in process writing in which students get down to their ideas and thoughts based upon pre-writing activities. During this stage of the writing process, students begin to determine what to include and exclude and make initial decisions about how these ideas will be organized. At this stage, students make an attempt to change words, phrases and fragments into complete sentences and then organize them in to paragraphs and longer discourse. At this point, students put their ideas onto paper without considering grammatical

correctness. Besides, they also begin to develop various styles from their own experiences and make little or no attempt to revise (Matsuda, 2003).

2.4.3 Post-Writing

Post-writing stage involves revision and editing for content, grammar and clarity of meaning. Students reorganize and sequence relevant ideas, add or delete details as they strive to make their meaning clear. Revisions of words, sentences, paragraphs or the whole text can be made at this stage. Besides, writing conferences with the teacher and peers about ideas and meaning can assist revision. Writing conference is useful because it provides an immediate audience that help to shape students' writing (Leike, 1990).

In this stage students also proofread for grammar accuracy and correctness in spelling, punctuation, capitalization. Proofreading is one example of shaping students' writing for grammar accuracy and correctness in spelling, punctuation, capitalization and so on. Self-editing checklists are useful tools at this level. Peer editing can also be established to help students who are at this stage of the process. When students have an authentic audience and purpose, they want to rework their written drafts, polishing them for presentation or publication (Fathman and Whalley, 1990). The above sub-sections have provided the three main stages in process writing. The next section presents a genre approach to teaching writing skills.

2.5 Advantages of the Process Approach

Since the 1980s, the process approach has been accepted and applied to EFL and ESL writing classes because of its effectiveness. The effectiveness of the process approach can vary in many ways. First, in the product approach, the focus is on the end result of the learning process, and the learner is expected to perform as a fluent and competent user of the language. The process approach, in contrast, stresses the process that writers go through in composing texts (Nunan, 1991). Brown (2001) states that [in the product oriented approach] a great deal of attention was placed on „model" compositions that students would emulate and how well a student"s final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (p. 335). The process approach, on the other hand, lets students manage their own writing by giving

students a chance to think as they write (Brown, 2001, p. 336). That is, students convey their messages to the readers in written form through the complex writing process; prewriting, drafting, revising, and editing.

The second point is related to what learners have internally. Brown (2001) claims that the process approach is advantageous to students in language learning because students are the creators of language, they need to focus on content and message, and their own intrinsic motives are valued (p. 335). Language skill are best learned when learners have their own intrinsic motives. Raimes (1983) indicates that in the process approach, students do not write on a given topic in a restricted time and hand in the composition. . . rather, they explore a topic through writing (p. 10). She goes on to say that through the process approach teachers find that the writing process is a process of discovery for the students: discovery of new ideas and new language forms to express those ideas. In addition, the approach is beneficial to students because the approach focuses more on the various classroom activities. This is believed to promote the development of skilled language use, and a number of interesting classroom techniques, including „conferencing‟, have emerged from the process approach to writing (Nunan, 1991, pp. 86-87). When various group activities are utilized in writing classes, the learners exchange comments or responses, or work together to write a paragraph or an essay. Nunan (1991) also affirms that the [process] approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing.

2.6 Criticism on the Process Approach

Since the 1980s, when ESL writing started to receive more attention, a large number of studies in a wide range of areas from psychology to pedagogy have been conducted. Consequently, a great deal of criticism and suggestions have been made. It goes without saying that there is no such thing a perfect theory or approach, and the process approach is no exception. Here are some typical and notable views against the process approach.

The main concern that people have with the process approach is that it pays less attention to grammar and structure, and puts little importance on the final products. Reid (2001), however, expounds on this phenomenon as follows: [in the 1980s, they developed] a false dichotomy

between „process" and „product classrooms in the L2 pedagogy. Process teachers encourage students to use their internal resources and individuality. . . they neglected accuracy in favor of fluency. In contrast, it was suggested that product teachers focused solely on accuracy, appropriate rhetorical discourse and linguistic patterns to the exclusion of writing processes. . . In reality, most L2 students were being taught process writing strategies to achieve effective written communication (products), with differences occurring in emphasis. (p. 29)

It is fair to say that ESL students need to acquire accuracy as well as fluency and to improve their language skills, and become good communicators in English. Therefore, accuracy is not something that you can minimize in language learning, and by neglecting accuracy or grammatical elements the process approach does not serve the learners" purpose. Moreover , at this time of modern academic improvements and progressions , the process writings approach has a lot of things to do with the learners – centered approach .

2.7 Writing skills in English Classroom Instruction

In order to implementing stages on paragraph skills during classroom instruction process , conscious rationalism of problem solving , identifying gap like in a research process or classroom teaching aspects and a retrieving skills to study theme by theme or unit by unit of individual's teaching in English priority is expected to learners-centeredness in the learning-centeredness English Classroom.(Diane & Lynne 2012:P112-113) Consciousness itself is an emergent detective being of distributed property throughout the brain, not a property of the mind, or even a process in itself actually inferred in all theory(s) of all languages in TEFL study to quality our comments about unique Author (s) and language socialization researchers of psycholinguistic unity of language learning through use. In theories and language change is as fractal as in the observation that variation within a single grammars bears (does bear in long term memory, or short term memory, or short term process or in the mind) so as to become a close resemblance to variation across grammars, for instance, subject- verb agreement(s) in English, and Irish dialects, or the [US] especial English as compared to Latin or North American Dialects. To suggest systematic process- based design , the researchers systematic process- based design, the Extensive works (details) are the categories.

This is the implication to the effective engagement in the teaching aspects of the paragraph skills . The classroom English teachers must acquire the English teaching aspects so that he or she get sufficient education knowledge before entering in to the classroom .This can be obtained through experience and training. An effective teacher in English teaching must know the English as a subject matter , how to use effective teaching learning process often the active learning techniques , so-called assessment is a process, and effective classroom management procedures. Therefore, learners are expected in the right or best approach to learn in English writings.

2.8 Teachers' perception

"The ideas reported from teachers" in terviewed shuld be matched with 'how teachers resorted to their personal ideas,experience ,solidifying their notions of foreign language (L2)teaching in further pursuing their evolving conceptions of CLT in classrooms; one stance to refer is confrtrnce papers, articles, and books abound that support and abound CLT." This enable learners on discourse competence and on starayegic skills.(The modern language journal, 1999,P.83). Writing enforces a discipline that helps articulate half –formed ideas:something happens between the formation of an idea and its appearance on paper,a latency that somehow results in the clarification and untangling of our thinking; writing helps bring unconscious processing to light as articulation synthesized statements .(P.81)

This paragraph dealt the fact that a writing discipline is formation of a school of thought. A unit of an idea synthesized in to statements of articulated facts, opinions, clarifications and rustication of stances as tangible as it appeared to be a school (taught) in the writing presented on paper using symbols. Glesne and Peshkin (1992) Reminded that :The ac of writing also stimulates new thoughts ,new connections. Then ,ending with something to write , either the audience (s) or the writer himself(herself) begging to write another responses or connections to that former one. Here, writing also rewards a reprocess and are-generation work of literary stimulus & response.

"Writing is rewarding in that it creates the product the housing for the meaning that you and others have made of your research adventure writing is about constructing a text."(P. 151). The quote implies the fact that Kazuyoshi Sato and Robert C. Kleinsasser put in The Modern

English Education Journal (1999, p.501) which meant the creations of text as aproduct, housing for the meaning and research adventure about constructing a writing text.

Controversial to what connected , stimulated and formed writing constructive text like research adventure and processing unit as article or reports, lack of knowledge in English language content aspects and less happy experiences of further exploratory learners voice – dominance through English only which have been nothing but plans and intentions might be another negative aspect. This is also less positive point as Vazique (2007, p .106) puts the problem that parents that parents' resistance against school uniform for the same English journal Education at secondary schools in focus ; that latter inhibit the tendency to explore English learning as international (forign) language through English only. As it is indicated in the article 'The Modern English Journal (1999, p. 126) 'revealed a need to study classrooms in which learners have not been placed according to their foregn language performance or over all academic grades. This explore the lack of linguistic expertise and subject teachers who collaboratively teach subject-matter they have not been initially trained for (Kong , 2009 , p 236 ; Greese, 2005 , p. 194) .

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

As the research problem showed clearly, this study followed exploratory research in improving learners' paragraph writing skills using process approach to teaching and learning writing. Thus, the study mainly focused to explore the possibility of teachers' and students' effort in practicing the process approach to writing at secondary schools in particular levels of high school on grade nine students. The data collected through different data collection instruments was analyzed quantitatively and qualitatively. These research tools were students' questionnaires, teachers' interview, and classroom observation. The purpose was to check the existing of the learning difficulty of implementing the learning strategies of writing skills based on the learning aspects and their challenges of paragraph skills.

3.2 Data Sources

The primary data source for the research was taken from the secondary school students and teachers which were found in Tiro Afeta Woreda. There were three secondary schools. These schools were built in this countryside. Thus, the target population for the study was these three high schools' students and teachers. Their experience in practicing the process approach to learning and teaching writing skills was the main data source using questionnaire and interview. The secondary data were gathered through the review of related literature on the approaches of teaching writing skills in general and the process approach to teaching and learning writing skills.

3.3 Samples and Sampling Procedures

As stated above, out of the three schools in Tiro Afeta woreda, two schools namely Dimtu and Ako secondary schools were taken using convenient sampling technique to recruit subjects. These two high schools were selected because of their proximity to the researcher. Using purposeful sampling technique, grade nine was used to select sample students and teachers. Eight and six sections of grade nine were found in Dimtu and Ako secondary schools

respectively. Using lottery method of sampling technique, four sections was randomly being selected from the two schools. The available teachers who were teaching English in both schools was taken to be interviewed .They were eight in numbers. Twenty students from each of the four sections were selected using simple random sampling. They were eighty (80) in number.

3.4 Data Collection Instruments

Three instruments were used to collect necessary data from the sample teachers and students. These were questionnaire, classroom observation and interview. The questionnaires are used to get responses from the sample respondents about each aspect in the teaching learning process on paragraph skills. Demographic data were used to know the background of the student as respondents. The researcher honestly stated the aim and purpose of the research. Moreover, it is stated that respondents were not required to write their name. Teachers' interview instruments were designed intentionally to get the necessary responses of the main problem in the study. Finally, the classroom observation, together with the classroom teaching, this was used to realize the actual fields of the problem by a means of the study, so-called pilot study.

3.4.1 Questionnaire

Questionnaire was filled in by eighty sampling students. It had three main parts. The first part was about the socio-demographic profile of the samples. The second part was the main items of the questionnaires. Eighteen items which asked students to mention about their practice of the process approach to writing in their learning of the writing skills have been organized theme by theme. All of the items in this part were close ended. The third part of the questionnaire had three open ended items that were used to get data about students' general reflection about their implementation of process writing approach. The questionnaire was translated to students' mother tongue in order to help students understand the abstract points and put their answer in a clear way. Besides, in the time of filling the questionnaire, students were explained the items which they faced problem of understanding.

3.4.2 Classroom Observation

Six lessons on writing in the selected four sections and four times during the study would be observed in order to see the teaching learning process of writing skills. Classroom observation checklist would be developed and employed for this purpose. All of the items of the classroom observation session were close ended items. Most of the items included the issues that were helpful to check how the teachers presented the writing lesson to students and how students reacted on the delivered lesson.

3.4.3 Interview

The data from the teachers were collected using interview because the number of English teachers, who have been teaching English at Grade nine, was small. They were four in numbers. The interview for teachers included twelve semi-structured items. The items included in the interview were "yes or no", scale type items and unstructured kinds of question. The purpose of these items was to substantiate the data collected through classroom observation checklist.

3.5 Procedures of the Study

After the research title had been approved, the researcher read many related literature and other researches in order to develop the data collection instruments. This research proposal was also developed based on the intent based on the main components of the research proposal. After the defense, the subjects for the study were selected from the two selected high schools. The collected data would be from the subjects using the instruments , by the researcher the agents in each stages of the research process until the end of submit ion and publishing effects in each interval of reprint , or reviewed as a part or whole revision of a research paper. The collected data would be tallied, presented, analyzed and interpreted for events , items , or themes of the investigation to become effective engagement to develop a research which solve problems identified by a researcher, who he was in this procedure of the study of the research " practice process-based writing on problems of paragraph writing skills, in particular grade nine students school writings , at Dimtu and Ako secondary schools. Next, the finding of the study would be discussed and summarized. Finally, the conclusions were made on the summarized findings, and recommendations would be put forward based on the conclusions made.

3.6 Ethical Consideration

Open discussion was held with subjects on the issues raised in the research. They were experienced English teachers at Dimtu and Ako secondary schools , agents in each levels of approval of the research as a report , proposal effect , research effect and implementation of the research as a resource It also helps to attempt further skills to stay a recent research trends of the present research , and helps the researcher or someone to implementing a similar research while he |or she take part to study effects and impacts with a research-based process approach in the fields of works. Subjects' identity was not revealed to others. This is that, they were told no need of writing their name on the questionnaire items.

They were made to sign on the informed consent. Besides, the information related to the data collection instruments was clearly being explained to the subjects. The participants were also being informed about what it means to participate in the research and that the purpose of this research was to explore their practice of the process approach to teaching writing skills. Besides , purpose of the research declared to the respondents' as ethical consideration of the research , it was clear that cited works and review literature were written to be accountable and responsible to the audience (circumstances).

Furthermore, as a researcher, data collection strategies and organization process are kept secret as report of the research, impact and effect of further study which need the scientific declaration of the University where "I" attend my underlining MA in TEFL study, at Jimma University , in Ethiopia- Jimma.

3.7 Method of Controlling Erroneous Results

Since in every research there was a factor that might be left unnoticed and cannot be controlled, controlling mechanisms should be devised. In case an irregularity in our research happened, the factors were stated that lead to the result. Some methods of controlling were going to be used to keep the conditions as constant as possible in the interviews or in the questionnaires. These were pro-active measures like getting respondents ahead of the questionnaire and interview filling and preparing a lot of questionnaire and interview papers to avoid scarcity during the study. During interviews in order to prevent erroneous results similar questions were asked to

people that have been in similar situations. In addition to these, pilot stated mechanisms of source identifications was conducted in order to check whether there were some items which were incorrectly stated during the study was conducted as a research process to complete the expectancy of courses of actions which are compiled as a study and standard by the university.

3.8 Method of Data Analysis

The data obtained was analyzed quantitatively and qualitatively. This research was used tables to express the answers obtained using numbers. For close ended items, the data was presented using descriptive statistics to show the mean and standard deviation and percentage of the findings. The information gathered through open ended items and the structured session of the interview was presented using description of the answer put forwarded. As far as the data collected are deliberately analyzed by using the English syllabus of the teaching aspects on paragraph writing skills each and every synthetic units of the process-based approach to teach writing skills in English classroom are considered item by item and theme by theme. This is intentionally done by the researcher to solve the poor conditions of English in use of in the African contexts, likely the evidences of English education in Ethiopia. Stances to be the case of two selected secondary schools among Jimma zone secondary schools in focus. This is briefly indicated in the statement of the problem.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The main objective of this research was to explore the practice of process approach to writing in the teaching and learning of paragraph writing skills in EFL context. To attain this main objective, data were collected from sample students and teachers from two selected high schools. This chapter was developed in order to discuss the presentation, analysis and interpretation of data gathered using varieties of instruments. The data were presented by tabulation method. The data collected using close-ended items of the questionnaire, semi-structured interview and classroom observation skills were displayed first through tables using frequency and percentage. Then, analysis and interpretation of the data were explained briefly below each table. The data gathered via open-ended items of the questionnaire and unstructured parts of the interview were presented using explanation of the response given by the respondents. In short, the data gathered through these different instruments were sorted under main and sub-themes.

4.2 Personal Background of Respondents

This data source was used purposefully to check access to Education and the fact Ethiopia termed to be a country with backwardness, in traditional way of life and poor conditions often related to infrastructure developments in the last two decades. Thus, the question of access to resources in English education in the recent time of science and technology as well as experiences to the teaching learning environment at secondary school are required found to be understood. Whereas, students' background found to be data source as far as access to English education in Ethiopia is a question of life status, access and technology to read and write in the native languages or in English, in particular, it considers English education enrollment where secondary schools are found.

For the purpose of this study, data were collected from four English teachers who have been teaching in the two selected schools. Sample grade ten students who were taken from the two schools were eighty in number. The following tables depict the data gathered on the personal profile of teachers and students.

Table 1: Teachers' Qualification and Work Experience

No	Variables		Number
1	Qualification	Diploma	---
		First Degree	4
		MA Degree	---
2	Work Experience	1 – 5 Years	---
		6 – 10 Years	2
		11 – 15 Years	2
		>15	---

The above table shows that all of the teachers are first degree holders, and two teachers have 6 - 10 years experience, whereas the other two have 11 – 15 years teaching experience.

The data implies that the teachers could have ample information about the approaches to teaching writing in general and process approach in particular. Besides, teachers with the experience of teaching English after getting their first degree might practice different approaches, methods and techniques of teaching the target language in general and writing skills in particular.

Following is the personal profile of sample students. The table shows the result collected from the questionnaire items.

Table 2: Students' Personal Profile

No	Variables		F	%
1	Sex	Male	42	52.5
		Female	38	47.5
2	Age	<15 Years old	---	---
		15 – 17 Years old	55	68.75
		18 – 20 Years Old	23	28.75
		< 20	2	2.5
3	Living Place	Town	42	52.5
		5 km far	24	30.0
		Above 5km far	14	17.5

The above table displayed 52.5% of respondents were male, whereas the rest 47.5% of respondents were female students. Most of these students lived in town (i.e., 52.5%). However, 30 % of them lived in the place where 5 km far from the town and the rest (i.e., 17.5%) lived in the places which were found in places more than 5 km.

Though the variables in line with sex, age and living place of students did not have direct contribution to the objectives of the study, the data on these variables played great role in ascertaining that the data were collected from the subjects taken from different contexts in relation to sex, age and residence of the target population.

4.3 Writing Skills Commonly Taught in English Classroom

Sample students were asked which the English teachings on paragraph writing skills their English teachers commonly taught them in the class. These respondents were asked to mention the rate their teacher had been teaching the skills in the class based on the rating scale from often to never. Subjects were made to put the rate to what extent their teachers presented in the class both the major English language skills (such as listening, speaking, reading and writing) and the minor English language skills (namely pronunciation, spelling, grammar, vocabulary and mechanics). The following table shows the data gathered from Sample students.

Table 3: Writing Skills in English Teaching, Learners Commonly Taught in the Classroom

No	Items	Never (1)		Sometimes(2)		Often (3)	
		F	%	F	%	F	%
1	Vocabulary	---	---	18	22.5	62	77.5
2	Grammar skills	---	---	---	---	80	100
3	Pronunciation	80	100	---	---	---	---
4	Spelling	---	---	24	30	56	70
5	Mechanic skills (Punctuation and Capitalization)	4	5	46	57.5	30	37.5
6	Reading skills	---	---	---	---	80	100
7	Listening	42	52.5	20	25	18	22.5
8	Speaking	8	10	52	65	20	25
9	Writing Skills	45	56.25	35	43.75	---	---

According to the data shown in the above table, all respondents (i.e., 100%) state that their English teachers have commonly taught them the reading and grammar skills. 77.5% of respondents also said that they had often learned vocabulary skills. In addition to this, 70% of the sample students explained that their teachers had taught spelling most commonly. Nevertheless, 100% of the respondents thought that their teachers had not delivered the pronunciation skill in the class. 43.75% of respondents believed that their teachers had sometimes taught them writing skills, whereas 65% of teaching paragraph skills was oral or speaking. Next to this, 52.5% of respondents replied that they had never been taught listening skills though 22.5% of subjects stated that their teachers had often been teaching them this skill.

From the table, it was found that the need of correct spelling was understood to be effective paragraph skills whenever students developed a piece of writing, take notes and make notes in English or in other subjects in which English is medium of instruction. Moreover, the finding presented and analyzed above shows that the three most commonly taught language skills in English classroom are Reading. Grammar and vocabulary skills, whereas the language skills such as writing and listening are the skills that are seldom delivered in the classroom. Besides, the result showed that pronunciation is never taught to students in English class.

In order to realize the fact that the English teachers consider varieties of writing skills while they planned priority to teach paragraph writing skills was stated as follows: teachers were interviewed to explain the three language skills they commonly teach in the classroom. The three teachers ranked in the following way: 1st Grammar, 2nd Reading skills and 3rd Vocabulary. But, one teacher mentioned the following lists: 1st Reading, 2nd Grammar and 3rd writing.

The result showed in spite of the fact that the ranks show some differences, grammar and reading skills were commonly indicated by the four teachers. This implies that the sample students and teachers stated that grammar was the most common language skill which is usually taught by the English teachers. This is to say that most of the time English teachers have been teaching the language aspects like vocabulary, grammar and mechanics such as punctuation and capitalization instead of teaching the actual reading skills. The second easiest part to teach in English classroom was seen is the reading comprehension section. English teachers thought that students learnt writing skills if they replied the reading comprehension exercises in writing.

4.4. The Extent of the writing Lessons Taught by the English Teacher

Respondents were asked to express to what extent the English teachers have taught writing lessons in the English classroom. The purpose of this item was to find out which writing part(sentence writing skills, paragraph writing skills and essay level of writing skills) have been given due emphasis by the English teachers. From the syllabus for grade nine English textbook, it was found that English teachers should facilitate the students' learning on paragraph writing skills. The activities listed in the textbook also show that English teachers teach aspects like sentence arrangement, identification of main parts of paragraph skills, and completing already begun paragraphs through guided writing activity and so on. These were to enable practice to improve paragraph writing skills. The following table shows the responses collected from sample students.

Table 4: The extent to what has been taught as parts of the writing lessons by their English teacher.

No	Items	Never (1)		Sometimes (2)		Often (3)	
		F	%	F	%	f	%
1	Sentence Writing skills	26	32.5	19	23.75	35	43.75
2	Paragraph writing Skills	46	57.5	21	26.25	13	16.25
3	Essay writing skills	80	100	-	-	-	-

According to the table, 100% of the respondents said that they never learned the essay writing skills which help them to develop to improve and practice paragraph skills by extensive writings of guided writing skills, whereas 26.25% of the respondents have sometimes been taught the paragraph writing skills in English writing lessons.

Moreover 43.75% of the respondents had often replied that the writing skills commonly taught in their classroom was 'sentence writing skills'. This data clearly displayed that students were made to write a full sentence when they answered the questions taken from the reading passage.

Therefore, the researcher found out the fact that the English classroom teachers have very less extent of teaching writing skills, i.e. they did not teach essay completely at secondary school and also only 16.25% of teaching paragraph writing skills mentioned to be taught although it was expected that some teachers teach sentence writing skills in English class.

Teachers were interviewed to explain which part writing skills they commonly taught in their classroom. Four of them replied that they most often taught word arrangement and sentence arrangement to help their students prepare for the national examination. One of the interviewee teachers explained that most of the time he wasted his time to teach grammar skills that are commonly included in the national examination. He deliberately jumped without teaching the writing section because it required large amount of time. The other two teachers mentioned that since the textbook is too bulky to be covered within a year they also deliberately left untaught the writing section.

The finding from the observation also showed that teachers failed to present the lesson on paragraph writing skills. The observed teachers wasted their time to lecture what sentence and paragraph are instead of teaching the actual writing skills.

4.5 Writing Activity Commonly Used in Writing Skills

Subjects were also asked to identify the writing activities commonly used by their English teachers when writing lesson has been presented in the classroom. Subjects' response could show whether their teachers have commonly used controlled, guided or free writing activities. In line with the controlled writing activities, subjects were asked whether English teachers presented the activities such as copying, fill in the blank space, substitution, dictation, and completing tables. Students were also asked to mention whether the guided writing section was taught using different strategies such as completing the idea of already commencing paragraph, completing pictorial description and finishing orally told histories. Besides, students were asked to identify whether their English teachers used free writing activity to compose a paragraph.

The following table displays the data collected about the activities commonly used by the teachers when presenting writing lesson.

Table 5: Writing activity commonly used by English teachers when teaching paragraph writing skills

No	Items	Never		Sometimes		Often	
		F	%	F	%	F	%
1	Copping (Make notes) from the book	-	-	-	-	9	11.25
2	Filling in the blank spaces					13	16.25
3	Dictation (spelling errors)					26	32.5
4	Completing tables					-	-
5	Completing guided paragraph					13	16.25
6	Writing paragraph on short note given	80	100			-	
7	Writing paragraph on title given	80	100				

In above, writing activity commonly used by English teachers when teaching paragraph writing skills are mentioned surprising that no writing activity provide as for as writing paragraph on short note given and on title given to writing paragraph in English are concerned in both cases

100% of the respondents said never whereas, 11.25%, 16.25%, 26.25% and also 16.25% of the respondents respectively respond to the writing activity such as copying from the book, filling in blank spaces, dictations (spelling errors), and completing guided paragraph.

Here also, we found out that very little writing activity are delivered to teach paragraph writing skills although the respondents are informed about the controlled writing skills in kind from 1-5 and they do not well informed about writing paragraph on short not given& on title given in English of in other subjects.

4.6 Teachers' Practice of Phases Presenting Writing

The subjects of the study were asked to identify the process of teaching writing skills used by the teachers. Student samples were asked to spot sub-tasks which are found under the main categories of pre-, while and post- writing tasks. The following table shows the sub-tasks which are found in the pre-writing stages.

Table 6: The Writing Sub-Tasks Delivered in Prewriting Stage

Delivered paragraph writing lesson		1 = Fair, 2 = Good, 3 = Very Good, and 4 = Excellent							
		F	%	F	%	f	%	F	%
Prewriting	1. Generating ideas	38	47.5	21	26.25	14	17.5	7	8.75
	2. Selecting ideas	1	1.25	2	2.5	14	17.5	63	78.75
	3. Writing topic	1	1.25	25	31.25	33	41.25	21	26.25
	4. Organizing ideas	39	48.75	28	35	11	13.75	2	2.5
	5. Planning writing	39	48.75	5	6.25	8	10	28	35

The above table shows that samples identified that from the sub-tasks of prewriting stages English teachers ordered them to select ideas (i.e. 78.75% of them said excellent) and writing the topic (41.25% of them said very good and 26.25% of them said excellent). The other subtasks such as generating ideas (by 47.5%), organizing ideas (by 45.75%) and planning writing (by 48.75%) were identified the sub-tasks which have never been practiced in the classroom.

Therefore, the above table depicts that the prewriting tasks except the sub-tasks such as selecting ideas and selecting topics have not been used to present the writing lesson.

The data collected through interview items also ascertained the finding collected through questionnaire filled in by the students. The teachers were interviewed to identify the sub-tasks of prewriting stages the teachers used to deliver the writing lesson. Four of the interviewees replied that they usually made students to select the topic and explained the ideas related to the topic. They further stated that they never used the sub-tasks of pre-writing stages such as brainstorming, clustering, planning and organizing.

Furthermore, the data collected through classroom observation showed the same result. The observed teachers' actual practice could be the tangible evidence about the problem of not using the sub-tasks of prewriting stages.

The following is presented to show the sub-tasks of while writing stages. Subjects were asked to identify whether their English teachers employed the sub-tasks of while writing stages. The table below shows the data collected on the implementation of sub-tasks of while writing stages:

Table 7: The Writing Sub-Tasks Delivered in While writing Stage

		1 = Fair, 2 = Good, 3 = Very Good, and 4 = Excellent							
		1		2		3		4	
		f	%	f	%	f	%	f	%
While writing	6. Writing the first draft	4	5.0	5	6.25	20	37.5	51	63.75
	7. Following the planning steps while drafting	47	58.75	26	32.5	3	4.66	4	5.0

As has been seen in the above table, 63.75% of subjects replied that after their English teachers ordered them to select title for their writing they told them (students) to engage them in actual writing. However, 58.75% of the students assured that they did not get chance to refer back their planning because they did not work well in planning task of prewriting stages.

The result depicted in the above table implied that English teachers ordered students to get into actual writing activities. Therefore, students' response displayed that for students writing lesson was considered the activity writing on the selected or given topics. These data supplemented by the result collected through interview items. The interviewees' response showed that teachers also believed that teaching wring means giving topics and ordering students to compose. Subjects were asked to identify the sub-tasks that are found in the post-writing skills. The following table shows the data collected on the implementation of sub-tasks of post writing phases:

Table 8 The Writing Sub-Tasks Delivered in While writing Stage

		1 = Fair, 2 = Good, 3 = Very Good, and 4 = Excellent							
		f	%	f	%	f	%	f	%
Post-writing	8. Revising	35	43.75	20	25.0	18	22.25	7	8.75
	9. Editing – self editing	51	63.75	21	26.25	4	5	4	5
	- Peer editing	66	82.5	11	13.75	3	3.75	-	-
	- teacher feed back	41	51.25	35	43.75	4	5	-	-
	10. Redrafting	50	32.5	30	37.5	-	-	-	-
	11. Submitting final draft	3	3.75	10	12.5	42	52.5	25	31.25

The above table shows that 43.75% of the subjects replied that they were not told to revise what they wrote as first draft. 63.75%, 82.5 % and 51.25% of the subjects replied they were not made to participate in self, peer and teacher feedback respectively. Besides, 83.75% of the subjects submitted their attempt to their teachers.

The data shown in the above table and analysis implied that subjects' response implied that their English teachers did not use the sub-tasks that must be accomplished in the post-writing stages. These post writing subtask as revising, proofreading, redrafting and editing (self, peer and teacher's feedback) and submitting the final composition. This data ascertained that teachers have a belief that students should have knowledge of the grammar in order to be able writer in

the target language. Besides, it was found out that English teachers tend to the part of the language lesson which is easy to teach them. Instead of delivering challenging part of the language lesson such as teaching writing, speaking and listening, they devote their time to present the language lessons which are easy to deliver and give lecture and note to students. In general, subjects' response showed that English teachers liked to teach the lesson which can be presented through objectives type exercises which are easy to be checked and marked.

4.7 Feedback Giving Process

One of the steps in the process approach to teaching writing is the process of giving feedback in each steps of delivering the writing lesson. Each task that is accomplished in each stage of teaching writing needs feedback. The process of feedback can be accomplished by the student him/herself, by peer and by the teacher. However, the feedback given by the teacher in each stage is more crucial that the feedback given by self and peer. Especially, in the prewriting and while writing stages teachers' feedback plays a significant role to build confidence in students. The feedback in the post writing stage must be done individually by the student himself, by his/her peers and by the teacher.

Sample students were asked to what extent the feedback session in each stage of the writing process was used in the classroom. The following table presents the dat collected from the sample students.

Table 9: Feedback Giving Process in Each Stage of Writing

No	Our English teacher gives us feedback	Never (1)		Sometimes (2)		Often (3)	
		F	%	F	%	F	%
1	When we generate ideas	38	47.5	28	35	14	17.5
2	During our selection of title	10	12.5	53	66.25	17	21.25
3	During our organizing the issues	30	37.5	17	21.25	33	41.25
4	When we plan	13	16.25	51	63.75	16	20
5	When we write the first draft	24	30	30	37.5	26	32.5
6	When we make revision	34	42.5	35	43.75	11	13.75
7	During the editing process	51	63.75	22	27.5	7	8.75
8	During the final draft	30	37.5	42	52.5	8	10
9	After we submit the final draft	39	48.75	13	16.25	28	35

In the above table, process of feedback giving as a sign of learning was justified as a research view point during writing a paragraph. In all the items authentic and meaningful communication should be the goal of classroom activities and one can observe the fact that fluency is an important dimension of communication in paragraph writing skills. However, learners have not understood learning paragraph writing skills to become a process of creative constructing that involves accumulation of writing skills.

For instance 41.25% of the learners said that our English teacher gives us guidance during our organizing issues. Moreover, 63.75% of the learners respond that he sometimes gives us guidance when we plan our paragraph writing. Again learners have clearly put the tact that their classroom teacher never gives guidance of process writings in paragraph skills offer they submit the final draft, this is that 48.75% of the respondents in the research.

The research finding in table number 7 is the stances discussed, therefore need gradual improvement work by both classroom English teacher in his facilitator skills of teaching paragraph process writings and the learners competences in use of effective paragraph skills.

4.8 Level of Writing Tasks Accomplishment

Subjects were also asked to what extent their English teachers accomplished the paragraph writing in the classroom. Besides, they were asked whether their teachers effort to present types of writing activities helpful to learn writing skills. Level of task accomplishment can be indicated through looking at using model paragraph, using activities, telling phases, sharing ideas, shaping students' attempt etc. The following table displays the data collected from students about the writing tasks accomplishment in the classroom.

Table 10: Level of Writing Task Accomplishment by English Teachers.

No	Our English teacher	Never (1)		Sometimes (2)		Often (3)	
		F	%	F	%	F	%
1	Uses model paragraph for analysis	13	16.25	39	48.75	28	35
2	Uses activities related to identifying main parts of paragraph (topic sentence, supporting sentences & concluding sentence)	66	82.5	7	8.75	7	8.75
3	Tells us phases of writing a paragraph	49	61.25	17	21.25	14	17.5
4	Shapes our ideas while we write a paragraph	39	48.75	15	18.75	26	32.5
5	Puts a big write mark on our final draft	39	48.75	15	18.75	26	32.5
6	Gives us time to have peer correction	27	33.75	18	22.5	35	43.75
7	Gives us written comments	46	57.5	21	26.25	13	16.25
8	Helps us to present our written attempt in front of the whole class	30	37.5	30	37.5	20	25
9	Doesn't return the submitted written text	13	16.25	42	52.5	25	31.25

This table is the level of writing task accomplishment by the classroom English teacher during paragraph writing skills. The frequency in number 1, number 2, in number 7 and in number 9 shows the fact that the frequency of writing tasks accomplishment is crucial to the effective learners engagement I learning paragraph writing skills. In number 2 48.75% of the learners respond the fact that their English teacher accomplish writing task by the use of model paragraph analysis. In number 2, 82.5% of the learners replied that their English teacher never uses activities related to identifying main parts of paragraph. Whereas, in number 7, 57.5% of the learners criticized their classroom English teacher since they have not received written comments for their pieces of paragraph writing accomplishment they submitted to the teacher. Last , 52.5 % of the learners respond the case that they even sometimes received the paper of their written paragraph writing back from the English teacher.

The finding from the table is that a reflection of the learners based from the English teacher is highly influenced in number 2, number 3, and number 7. i.e. 82.5% of the learners have justified the case that the English teacher never uses activities related to identifying main parts of

paragraph writing skills. Mover 61.25% of the learners have the intention that the English teacher never tells them phases of writing a paragraph writing skills. Finally, 575% of the learners know that he does not give them written during writing lesson in classroom.

4.9 Data Gathered via Interview

As has been seen when the data collected through questionnaire presented above, part of the interview and observation items were used to substantiate the findings collected from sample students. In this sub-section the data collected from teachers via interview was presented. Besides, as indicated so far, interview was used because the number of teachers who have been teaching English in these two schools was too small to use questionnaire to collect data. The interview session was held for long period of time because the items included semi structured questions.

The interview to the teacher included semi-structured items which most of them are objective types based on teachers' implementation of each stage of process approach to teaching writing skills in the classroom. The following table presents the data about teachers' effort in accomplishing subtasks of pre-writing stage.

Table 11 Teachers' Attempt to Practice Prewriting Stage

a) do you often ask your students to generate their ideas using	No		Yes	
	f	%	f	%
i) Brainstorming	4	100	---	---
ii) Diagrams	4	100	---	---
iii) Clustering	4	100	---	---
iv) Listing	4	100	---	---
v) Mapping	4	100	---	---
vi) Free writing	4	100	---	---
vii) Do your students get time to discuss the issue raised?	4	100	---	---
viii) Have students been made to plan writing task?	4	100	---	---
ix) Have they organized what they planned?	4	100	---	---

This table depicts that all teachers (i.e., 100% of them) did not practice the possible sub-tasks such as using brainstorming, diagrams, listing, clustering, mapping, free writing, discussing the issue, and planning tasks that should be accomplished in the prewriting stage.

The result implies that though the sample English teachers had Bachelor Degree in English Language teaching and they were thought they had awareness about the approaches to teaching writing in general and process approaches in particular, practically it was seen that they did not implement one of the crucial stages of process approach to teaching writing skills that is Prewriting stage. Though teachers realized a number of approaches to teaching writing skills can be used to present the writing lesson in the classroom, many factors made them not implement these various approaches to deliver the writing lesson. Therefore, teachers tend to the simple and labourless activities that can be checked and marked easily. Besides, writing is time consuming task, most teachers were observed to jump it deliberately to save their time to present the lesson parts that do not require much time.

Sample English teachers were interviewed that they practiced sub-tasks of the while writing stage. The following table shows teachers' response to the items in relation to their effort in practicing the while writing stages.

Table 12 Teachers' Practice of the While Writing Stage

	Items	No		Yes	
		f	%	f	%
1	Have you instructed students to write a paragraph?	---	---	4	100
2	Have you given students time to compose the first draft?	---	---	4	100
3	Have you made learners follow their plan?	4	100	---	---

As has been seen in the above table, teachers were interviewed about the tasks that should be done in the while writing stage. All of the teachers (i.e., 100% of them) replied that they performed the tasks like instructing to write the paragraph, and they also gave ample time to compose the paragraph on a topic.

However, all of them (i.e., 100% of them) did not make students to check their plan while they compose. Therefore, it was found out that although these sample English teachers instructed their students to write a paragraph and gave them to compose a paragraph in the classroom by giving ample time, difficulties were observed in not helping students to plan what they are going to compose.

The data in the above table implies that most English teachers thought that writing skills can be taught only through telling, giving or opening students a chance to select the topic and giving ample time to compose the actual writing lesson. From the two teachers' response, it was understood that some teachers have knowledge about the existence of various approach teach writing lesson. However, it was found out that various factors made them tend to giving large amount of time to present the part of the lesson that is easy to present and assess.

Finally, teachers were interviewed whether they accomplished each sub-task of post-writing stage. These sub-tasks include the activities such as revising what was drafted, editing using self-editing, peer editing and getting teachers' feedback, redrafting and submitting the final draft. Therefore, teachers were interviewed to what extent they devote their time to accomplish these all sub-tasks of the post writing session.

The following table displays the data gathered from the questions on the post-writing stages.

Table 13 Teachers' Practice of Post-writing Stage

No	Items	No		Yes	
		f	%	f	%
1	Have you ordered them to have peer feedback?	3	75	1	25
2	Have you ordered them to revise their attempt?	3	75	1	25
3	Do you collect their attempt & give written feedback on				
	Vocabulary	4	100	---	---
	Grammar	---	---	4	100
	Spelling	2	50	2	50
	Capitalization	---	---	4	100
	Punctuation	---	---	4	100
	Organization	4	100	---	---
	Content	4	100	---	---
	Diction (word choice)	4	100	---	---
4	do you order them to redraft based on feedback	4	100	---	---

The above table portrays that whether English teachers used the post writing stage correctly or not. The data gathered through using interview showed that 75% of the respondents replied that they did not order students to make self and peer feedback session after their first draft. Besides, the data has shown that still 75% of the respondents replied that they did not make their students to revise their first attempt by their own. These means that students were not told to proofread their first draft.

Thirdly, sample teachers were interviewed what language items they usually corrected after collecting students' writing attempt. The data showed that 100% of respondents replied that they strictly checked their students' mistakes in line with grammar, punctuation and capitalization. An 50% of teachers' response showed that they give due emphasis on students spelling error. However, 100% of teachers replied that they did not give correction to the organization, content and diction of students' writing attempt. Besides, 100% of them said that they did not order students to redraft the final composition.

In general, it was found out that the sample teachers did not accomplish the very crucial post writing stage tasks. Especially, in delivering the writing skill lesson, the prewriting and post writing stages have equally very important benefit to students as the while writing stage has. However, the data discussed above showed that the crucial sub-tasks of post-writing stages were not practiced in the classroom. From the interview session, it was found out that high school English teachers did not give due emphasis to the activities should in the prewriting and post-writing stages. The post activity stages such as revising, proofreading, editing, redrafting and presenting were not practiced at all. Teacher' response indicated that they gave correction to the grammar, spelling, punctuation and capitalization part only which are accuracy based chekings.

4.10. Data Gathered through Classroom Observation

To see the actual practice of delivering a lesson, the instrument, classroom observation, is very important. Through classroom observation, the observed teachers' attempt of presenting a lesson from the beginning to the end and students' entire action they have exerted or not exerted can be checked. In order to check the actions taken by the teachers to teach and the learners to learn can be assed using some common standards.

The classroom observation for the present study was made based on standards and premises that must be accomplished in each phase of teaching and learning writing skills using process approach. Though some teachers' activities such as writing the topic of the day's lesson, introducing this lesson to students and telling lesson objectives that should be accomplished at the end of the lesson are common to all kinds of language lesson, sub-tasks of the pre-, while- and post writing stages of presenting and attending writing lesson were included in this check list. The classroom observation was held continuously throughout the entire period when the

wring lesson was delivered to students. The observer (i.e., the researcher in this session) gave due emphasis to the activities of the writing lesson delivered by the teacher and learned by the students. The criteria were checked using likert scale of having five points: 1 = Never Accomplished; 2 = slightly Accomplished; 3 = Not Sure; 4 = Well Accomplished; 5 = Perfectly Accomplished. The observer checked the given premises against the value stated in the box. The table below shows the data gathered through classroom observation form.

Table 14 Observation on writing lessons: Process and Activity

No	Phases and Steps of delivering Writing Lesson	Scales from least-most									
	The teacher	1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	Writes the topic of the day's lesson	-	-	-	-	-	-	-	-	4	100
2	Introduces the lesson	-	-	-	-	-	-	-	-	4	100
3	Tells the objectives of the lesson	-	-	-	-	-	-	3	75	1	25
4.	Helps to select Topics (Giving Topic)	-	-	-	-	1	25	1	25	2	50
5.	Assists planning via Brainstorming questions	2	50	2	50	-	-	-	-	-	-
6.	Assists planning using related points in note form	2	50	2	50	-	-	-	-	-	-
7.	Helps planning using web or mind map	2	50	2	50	-	-	-	-	-	-
8.	Helps planning using clustering	2	50	2	50	-	-	-	-	-	-
9.	Assists organization showing model paragraphs	3	75	1	25	-	-	-	-	-	-
10.	Gives feedback on planning and organizing	4	100	-	-	-	-	-	-	-	-
11.	Giving tasks with ample time to accomplish tasks	-	-	-	-	2	50	2	50	-	-
12.	Assisting to compose first draft	-	-	-	-	-	-	-	-	4	100
13.	Helping students to revise what they compose	4	100	-	-	-	-	-	-	-	-
14.	Encouraging self-editing	4	100	-	-	-	-	-	-	-	-
15.	Encouraging peer-editing	4	100	-	-	-	-	-	-	-	-
16.	Giving written feedback on the first trail	4	100	-	-	-	-	-	-	-	-
17.	Assisting redrafting	4	100	-	-	-	-	-	-	-	-
18.	Helping learners to display their attempt	4	100	-	-	-	-	-	-	-	-

Classroom observation was also held to substantiate the data gathered through the questionnaire and interview items on the practice of process approach to teaching and learning writing skills. The observation showed that English teachers (i.e., 100%) usually wrote the topic of the day's lesson and introduced it to the students, but it was observed that the introduction in the four English teachers' classes was too shallow to explain the main objectives of the day's writing lesson. Besides, instructions were not clearly stated at this stage, and the time of the introduction was so short that teachers could not communicate the initial points of the day's lesson clearly.

It was also observed that 3 (i.e., 75%) teachers tried to tell the objectives of the day's lesson orally to students, whereas one of the teachers (25%) explained each objectives and he wrote the objectives on the board. In this case, most of the students were seen to copy these objectives on their exercise books. In addition to this, in the prewriting stage, two teachers (i.e., 50%) were clearly ordered students to select topics from the list of topics they developed. Though, one teacher (i.e., 25%) ordered students to select topic by their own, the other teacher's (i.e., 25%) attempt to order students to select topics was vague. This is to say that his instruction to write a paragraph was not clear, so students were seen to raise their hands to ask further oral explanation via their vernacular language.

Nevertheless, it was observed that slight effort was seen from two teachers in accomplishing the prewriting stages specifically in planning. These teachers, though it was not satisfied, tried slight to help students planning writing through brainstorming, note making, using mind mapping and clustering. The other two teachers never accomplished the tasks via helping their learners to plan the writing in advance.

All of the teachers (i.e., 100%) had never accomplished giving feedback on learners' selecting and planning what they were writing for. However, 50% of the teachers were seen that they give ample time to the while writing activities. In these tow teachers' classes, the students got enough time to write a paragraph on the topic at hand.

All of the teachers (i.e., 100%), opposite to not helping learners to participate in planning, were seen to help learners to compose the first draft. Therefore, it can easily deduce that students

were encouraged only to write a one-shot writing attempt than helping them to compose using process of writing from preparation to presentation.

Finally, it was observed that English teacher had never accomplished the entire sub-tasks of the post writing stages. All of the teachers (i.e. 100%) were not practicing the tasks such as Proofreading, editing (self and peer editing and teacher' feedback), revising, redrafting and submitting the final draft.

From the classroom observation, it is found out that since teachers did not practice the prewriting and post writing stages very well, students did not show any reaction for the writing activity except writing the first draft and submit it. It was also seen that the teachers' feedback is simply putting a big checking mark at the end of the paragraph. Two of the teachers had tried to give correction on the grammar and mechanical part of the writing, but this was not done properly thus it is difficult to say that learners learned writing properly.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATION

5.1 Conclusions

As has been stated so far, the main aim of this research was to explore the practice of implementing the process approach to teaching and learning paragraph writing skills. Grade nine students and English teachers were taken in to consideration to study the research problem at hand. Both parties i.e., teachers and students have their own way of implementing the process approach to improve the writing skills. Teachers can facilitate the presentation via process approach to teach the writing skills, while students became benefited if they accomplish each sub-task of phases of learning writing skill.

From the review of related literature, it was found that there are four approaches to delivering writing lesson. Such approaches are product, process, genre and integrated approaches. Though these four approaches have been implemented to teach writing skills, from the English syllabus and textbooks used in Ethiopian high schools, it was found out that, in the actual teaching-learning process of the writing tasks, these approaches were not used to present the writing lesson accordingly. Especially, from different related researches, it was found out that process approach was not used properly because it takes large amount of time to deliver the writing lesson.

Process approach to teaching and learning writing skills mainly focuses in following phases to present different writing tasks in the form of prewriting, while writing and post writing portions. Each phase has also its own task accomplishments. Literatures assured that pre-writing tasks such as questioning (brainstorming), note making, generating ideas, selecting topics, planning and organizing are the corner steps to prepare students to write a text. Besides, the while writing tasks make students involve in actual writing, and the post-writing stage initiate students to proofread, edit and publicized their attempt. In short, from the literature reviewed and the documents prepared to be used to deliver the writing lesson in high school in the Ethiopian context, it was found out that the process approach to delivering the writing skills has been given due attention.

By taking this finding in to mind, the present research was conducted to explore whether the process approach to teaching and learning paragraph writing skills at grade nine levels practiced well or not. Thus, questionnaire, interview and observation items were prepared to collect data from sample students and teachers from two selected schools of Jimma Zone, Dimitu and Ako Secondary Schools. Sample students were given continues orientation about the key terms emerged with the process approach. This orientation was made because students should acquaint themselves with these key terminologies and they should much with teachers' actions that are commonly observed in the classroom. Though teachers knew most of the key terms, there was discussion before and after the classroom observation to make points and aim of the research clear to them.

The data collected through these different instruments were tallied first and presented in tables using frequency and percentages. Quantitative analysis was given after each tables and the implication of each data were explained after data were presented clearly. Eventually, the implication of each analyzed data was interpreted. Entirely, great effort was made to give due emphasis to present, analyze and interpret the data collected from selected sample students and teachers.

In general, based on the data collected for the purpose of the present research, the following result was found out:

✓ The result collected from many of students and three of the teachers revealed that the most common language skills taught in the classroom is grammar lesson. Though reading and vocabulary skills were attempted to be taught in the classroom, most of the time the writing skills were left to students to work on it alone at home.

✓ It was also known from the finding of the study that some effort was laid to present the writing lesson in the classroom. Nonetheless, the writing lesson usually gave emphasis on

  ▪ Word level writing such as correctly spelt words,

  ▪ Completing drills with appropriate substitutions – from statement to question, changing active to passive and changing direct speech into indirect speech

- Writing simple sentences with correct subject-verb agreements and complete words in a paragraph ... which are commonly presented in the classroom had direct connection to the parts that are included in the examination. Thus, these common writing activities are word arrangement and sentence arrangement.

✓ Most of the time, English teachers ordered students to write a paragraph as home-take assignment.

Furthermore, sample students' response showed that they were not aided to follow corner process of writing a paragraph. They simply drafted the main paragraph and submit it to the teacher.

Nevertheless, the use of process approach to teaching and learning approach gives due emphasis on error correction stages of the writing lesson. This post writing step is the corner stage in the process approach. This error correction step is held on through various tasks such as self-editing step including proofreading, reviewing and assessing one's own attempt, peer feedback and teachers' feedback. However, it was found out that teachers used a one shot correction method without implementing the steps according to the realm of process approach. However, the process – based approach has such limitation that the researcher found out that teachers' main concern was covering the textbook instead of presenting the language lessons based on the designed syllabus and textbooks, especially on paragraph writing skills. Besides, students' main concern was also doing activities related to answering many questions of the national examination.

These actions of teachers and students were the great hindrance for the practice of the process approach to teaching and learning writing skills. When composing a paragraph, teachers should attempt to explain and design the stages of process approach properly. Above all the researcher's intention was conducting research on the implementation of process approach to teaching and learning of paragraph writing skills. Nevertheless, since it was found out that teachers in the selected schools were not planning teaching the entire writing skills, the data collected, presented, analyzed and interpreted focused on the entire writing lesson instead of paragraph writing lesson. Therefore, the entire findings of the study were concluded in line with the implementation of process approach to delivering the whole writing lesson.

To sum up, the following problems of using process approach to teaching and learning writing skills were concluded:

➢ It was observed that English teachers wrote the topic of the day's lesson and sometime they wrote the title that students should compose a text on the board. No effort was laid to prepare students using the pre-stage tasks. This is to say that students were urged to go directly to the while writing stages to compose the first draft.

➢ Besides it was found out that students did not ask further questions about the issue raised for composing a text. They simply jumped into writing a paragraph on a given title. Some of them were observed trying to compose silently, but many of them got into a complete confusion. Few students were seen to ask their friends about the assignment given using their vernacular language. Except this, no students' involvement was seen to accomplish prewriting stages.

➢ In the while writing stage, teachers were observed to move from desk to desk, but they tried to keep students silent instead of helping students work on the given while writing tasks. On the students' side, it was observed that they pretended to write a text, but one can easily see that they were not in the actual writing activity. Students' response to the questions in the questionnaire about their effort in accomplishing while writing task assured that most of the time they wasted their time talking about other issues instead of writing a text.

➢ Finally teachers collected a piece of paper students tried to write a text on. No teachers' effort to give feedback was seen. Teachers' response to the interview items ascertained that they did not help students to proofread, edit and publicized what they accomplished in the pre and while writing stages.

➢ Students also replied that they did not get any feedback about their attempt on composing texts. Their teachers simply collected what they put on the paper and putting a big correction mark on the paper. They did not get any chance whether they correctly or not composed of their texts. They stated that they did not accomplish the sub-tasks of post-writing tasks such as revising, editing, proofreading, redrafting and publicizing.

5.2 Recommendations

Based on the findings and the conclusions made above, the following recommendations were made.

✓ It was observed that most of the time grammar is taught in the English classroom through using traditional ways of delivering the grammar lesson. Vernacular language was used to present this grammar lesson. It was also seen that many questions on grammar lesson were made to students in the classroom. However, teaching grammar lesson separately without using modern approaches and methods results in negative value in students' capability of using the target language. Therefore;

- ▪ Teachers should integrate the grammar lesson with paragraph writing lesson to enable learners able users of the grammar part used in the target language;

- ▪ Students should also use the grammar part they have been taught in the classroom by practicing them writing a paragraph.

✓ Besides, some writing tasks were presented in the classroom. These writing tasks presented as main were rearranging jumbled words to form sentences and jumbled sentences to produce coherent paragraph. Consequently,

- ▪ Though rearranging jumbled words and sentences are types of writing activities at copying level, if teachers planned their lesson very well by considering process approach to writing, these activities become beneficial to students to learn writing lesson very well.

- ▪ Moreover, teachers should also think about not only covering the entire textbook through teaching only the easiest part to teach, but they should also give due consideration to present the writing lesson included in students' textbook.

- ▪ Students should also try their best to transcendent the skills they got from rearranging words and sentences to compose a full-fledged paragraph or text using the experience they got from the model sentences taken from various texts.

✓ It was found that each-subtask of pre-, while and post writing stages were not implemented according to the principles of process approach to teaching and learning writing lesson. Thus:

  ▪ Teachers should exert their effort to implement process approach to teaching writing skills because once teachers accomplished each stage accordingly their students can become motivated to compose a text by themselves.

  ▪ Students should accomplish each stepwise writing task when they compose a paragraph because they learn a lot of related language skills while accomplishing each sub-task of phases of process approach.

✓ Finally, the entire work of teachers requires follow up and of assistance from the school and woreda level administration to the actual teachers and students in the school ground. Both the school and district level administrators usually hold on planned and unplanned classroom observation. This is to say that there are unanswered questions in relation to what the school and woreda administrator observe when they plan classroom observation in various schools. Therefore,

  ▪ Their observation should contribute a lot to see and solve such adamant problem. The following supports to the school teachers should be made by the woreda and school administrators:

  ▪ After classroom observation, teachers should be made to have experience sharing to improve their teaching skills; school administrators should plan and help their teachers get in-service training in different approaches and methods; woreda administrators should plan workshops on the implementation of acceptable approaches to teaching language skills.

In general, it is a well known fact that such a study like exploring the practice of subjects may not help a lot to find out a core solution, but it is helpful to comment the problem observed in a certain situation. For more detail result, researchers can conduct experimental research on the same issue. However, for the time being, efforts were laid to recommend the stakeholders such as learners, teachers, the school administration.

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APPENDICES

Appendix [A]

JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
STUDENTS QUESTIONNAIRES

Dear Students,

First of all, I am grateful in advance for your genuine participation in responding the following items of the questionnaire. Your responses contribute a lot to complete the research. The main purpose of the questionnaire is only to collect data from you about the practice of your teachers and you in implementing process approach to teaching and learning paragraph writing skills. Thus, please don't write your name on the questionnaire sheet. You are politely requested only to give your answer according to the immediate instruction given above each part of the items.

Thank you very much.

Sincerely,

Part One: Personal Background

1. Name of the School _____

2. Grade: _____

3. Sex: Male ☐   Female ☐

4. Age: Below 15 ☐   15 – 20 ☐   above 20

5. Living Place: In the Town   ☐

     5 km far from the town   ☐

     Above 5 km from the town   ☐

Part Two Main Items of the Questionnaires

1. Which language skills have your English teachers commonly taught in the classroom?

No	Items	Never (1)	Sometimes (2)	Often (3)
1	Vocabulary			
2	Grammar skills			
3	Pronunciation			
4	Spelling			
5	Mechanic skills			
6	Reading skills			
7	Listening			
8	Speaking			
9	Writing Skills			

2. Have your English teachers taught you writing skills?

Yes ☐   No ☐

3. If your answer is "Yes" for the first question, to what extent have your English teachers taught you following parts of writing lesson?

No	Items	Never (1)	Sometimes (2)	Often (3)
1	Sentence Writing Skills			
2	Paragraph Writing Skills			
3	Essay Writing Skills			

4. Which of the following kinds of writing activity are commonly used by your teachers when teaching paragraph writing skills?

No	Items	Never (1)	Sometimes (2)	Often (3)
1	Copying from the book			
2	Filling in blank spaces			
3	Dictation			
4	Completing tables			
5	Completing guided paragraph			
6	Writing paragraph on short note given			
7	Writing paragraph on title given			

5. Circle against the number in the box to show your level of agreement with the premises stated. (1 = Strongly Disagree; 2 = Disagree; 3 = Agree and 4 = Strongly Agree.)

No	*When English teacher delivered paragraph writing lesson, he employed*	*Scales*			
	Prewriting tasks				
1	Generating ideas (using brainstorming, diagramming, note taking, etc.)	*1*	*2*	*3*	*4*
2	Selecting title or issue or topic	*1*	*2*	*3*	*4*
3	Writing topic sentence	*1*	*2*	*3*	*4*
4	Organizing ideas	*1*	*2*	*3*	*4*
5	Planning writing	*1*	*2*	*3*	*4*
	While Writing				
6	Drafting the first draft	*1*	*2*	*3*	*4*
7	Following the planning steps while drafting	*1*	*2*	*3*	*4*
	Post-writing tasks				
8	Revising	*1*	*2*	*3*	*4*
9	Editing - self-editing	*1*	*2*	*3*	*4*
	- Peer – editing	*1*	*2*	*3*	*4*
	- Teacher's feedback	*1*	*2*	*3*	*4*
10	Redrafting	*1*	*2*	*3*	*4*
11	Submitting Final draft	*1*	*2*	*3*	*4*

6. Error correction process given by the teacher during writing a paragraph:

No	Our English teacher gives us feedback	Never (1)	Sometimes (2)	Often (3)
1	When we generate ideas			
2	During our selection of title			
3	During our organizing the issues			
4	When we plan			
5	When we write the first draft			
6	When we make revision			
7	During the editing process			
8	During the final draft			
9	After we submit the final draft			

7. Put a tick (√) mark against the box to show the level of writing task accomplishment by your teacher.

No	Our English teacher	Never (1)	Sometimes (2)	Often (3)
1	Uses model paragraph for analysis			
2	Uses activities related to identifying main parts of paragraph (topic sentence, supporting sentences & concluding sentence)			
3	Tells us phases of writing a paragraph			
4	Shapes our ideas while we write a paragraph			
5	Puts a big write mark on our final draft			
6	Gives us time to have peer correction			
7	Gives us written comments			
8	Helps us to present our written attempt in front of the whole class			
9	Doesn't return the submitted written text			

8. What do you comment about your learning process of paragraph writing skills?

_____

_____

_____

_____

ጅማ ዩኒቨርሲቲ

የማህበረሰብ ሳይንስና ስብዕና ኮሌጅ

የእንግሊዘኛ ቋንቋ እና ሥነ-ፅሁፍ ትምህርት ክፍል

በተማሪዎች የሚሞላ የጸረሁፍ መጥይቅ

ውድ ተማሪዎች፦

በቅድሚያ በመጠይቁ ላይ ያሉትን ጥያቄዎች አንብባችሁ መልስ ለመስጠት በመተባበራችሁ ምስጋናዬ የላቀ ነው። ጥናቱን ከግብ ለማድረስ የእናንተ አስተዋጽኦ ጉልህ ሚና አለው። ይህ ለእናንተ የቀረበው መጠይቅ የዕሁፍ ክህሎትን በተመለከተ በእናንተ እና በመምህራችሁ ዙሪያ የአንቀጽ ጽህፈት ክህሎትን ባግባቡ ለመተግበር ሂደት ተኮር የማስተማር ዘዴን በመጠቀም መማርና ማስተማር እንዴት እየተተገበረ እንደሆነ ማጥናት የዚህ ጥናት ዓላማ ነው። የዚህ መጠይቅ ዓላማም ከናንተ አስፈላጊውን መረጃ መሰብሰብ ስለሆነ፣ በመጠይቁ ላይ ስም መጻፍ አይገባችሁም።

ምስጋናዬ የላቀ ነው።

ክፍል አንድ፦ የተማሪው ግላዊ የህይወት ዳራ

1. የምትማሩበት ትምህርት ቤት ሥም፦..

2. ክፍል፦ ....

3. ፆታ፦   ወንድ   ሴት

4. እድሜ፦   ከ15 ዓመት በታች

                              ከ15 — 20 ዓመት

                              ከ 20 ዓመት በላይ

5. የመኖሪያ አካባቢ፦   ትምህርት ቤታችሁ በሚገኝበት ከተማ

                              ትምህርት ቤታችሁ ከሚገኝበት ከተማ በ5 ኪ.ሜ ርቀት ላይ

                              ከከተማው ክልል ከ5 ኪ.ሜ በላይ ርቀት ላይ

ክፍል ሁለት፦ የመጠይቁ ዋና ዋና ጥያቄዎች

1. በክፍል ውስጥ በማስተማር መማር ላይ የእንግሊዘኛ መምህራችሁ ትኩረት የሚሰጥበት የቋንቋ ክህሎት የትኛው (የትኞቹ) ነው (ናቸው)?

ተቁ	ክህሎቶች	በፍጹም አንማርም	አልፎ አልፎ እንማራለን	ሁልግዜ እንመራለን
1	የቃላት ርባታ (Vocabulary)			
2	ሰዋሰው (Grammar)			
3	ድምፀ ንባብ (Pronunciation)			
4	ቃላትን በትክክል ማስቀመጥ (Spelling)			
5	ሥርዓተ ነጥብና የጀማሪ ፊደል ለውጥ (Punctuation and Capitalization)			
6	የንባብ ኪህሎት			
7	የማዳመጥ ኪህሎት			
8	የመናገር ኪህሎት			
9	የመጻፍ ኪህሎት			

2. የእንግሊዘኛ መምህራችሁ የፅህፈት ክህሎት አስተምሯችሁ ያውቃል? ☐ አዎን ☐ አይ

3. ለተራ ቁጥር 2 መልስህ (ሽ) አዎን ከሆነ ለምን ያህል ጊዜ የእነግሊዘኛ መምህራችሁ የሚከተሉትን አስተማራችሁ?

ተቁ	የጽሁፍ ትምህርት	
1	አርፍተ ነገር መጻፍ (Sentence Writing)	
2	አንቀጽ መጻፍ (Paragraph Writing)	
3	ትምህርት ድርሰት መጻፍ (Essay Writing)	

4. የእነግሊዘኛ መምህራችሁ ከሚያስተምራችሁ የአንቀጽ መጻፍ ትምህርት የትኞቹን መልመጃዎች ነው ሁልጊዜ ይጠቀማል?

ተቁ	የአንቀጽ ጽሁፈት ክህሎት መልመጃዎች	በፍጹም	አልፎ አልፎ	ሁልጊዜ
1	አንቀጽ መገልበጥ			
2	ባዶ ቦታዎችን መሙላት			
3	የተነበበውን አንቀጽ መጻፍ			
4	ሰንጠረጴችን መሙላት			
5	ማስተወሻዎችን ማቀናጀትና መጻፍ			
6	ጅምር ሃሳቦችን ጸፍ መጨረስ			
7	በተሰጠ ርዕስ ላይ መጻፍ			

5. የሚከተሉት የጽህፈት ኪሀሎት በክፍል ውስጥ በሚቀርቡበት ወቅት የእንግሊዘኛ መምህራን ሊከተሏቸው የሚገቡ ናቸው። ከዚህ በታች የቀረቡትን ቀደም ተከተሎች በመከተል ያስተምራቸሁ እንደሆን መስማማታችሁን ከ1-4 ያሉት ቁጥሮች የያዘውትን ነጥብ በመምረጥ (1 - በጣም አልሰማማም፤ 2 - አልሰማማም፤ 3 - እስማማለሁ፤ 4 - በጣም እስማማለሁ) ግለፁ።

ተቁ	አንቀጽ መጻፍ ስንግፃር				
	በቅድመ ጽህፈት ወቅት መመህራችሁ የሚከተሉትን ሥራዎችን ያሀራል				
1	ስለምንጽፋ ጉዳይ ሀሳብ እንድናፈልቅ ያደረገናል	1	2	3	4
2	ርዕስ እንድንመርጥ ያደርገናል	1	2	3	4
3	የአንቀጻችንን ሃይለ-ቃላዊ ዓርፈተ ነገር እንድንጽፍ ያደርገናል	1	2	3	4
4	በርዕስ ጉዳያችን ዙሪያ ሀሳባችንን እንድናዳራጅ ያደርገናል	1	2	3	4
5	የምንጽፈውን አንቀጽ እንድናቅድ ያደረገናል	1	2	3	4
	በምንጽፍበት ወቅት መመህራችሁ የሚከተሉትን ሥራዎችን ያሀራል				
6	የመጀመሪያ ጽሁፋችንን አንድንጽፍ ያደረገናል	1	2	3	4
7	በምንጽፍበት ወቅት እቅዳችንን እየተከተልን እንደሆን ይከታተልናል	1	2	3	4
	አንቀጽ ከጻፍን በኊላ መመህራችሁ የሚከተሉትን ሥራዎችን ያሀራል				
8	የጻፍነውን መልሰን እንድናነብ ያደርገናል	1	2	3	4
9	የጻፍነውን አንቀጽ				
	- በየግላችን እንድናርም ያደርገናል	1	2	3	4
	- ከጓደኛችን ጋር ተቀያይረን እንድንተራረም ያደርገናል	1	3	3	4
	- መምህራችን ግብረ መልስ ይሰጠናል	1	2	3	4
10	አንቀጻችንን ባገኘነው ርምት መሠረት እንድንጽፍ ያደርገናል	1	2	3	4
11	በርምቱ መሠረት የጻፍነውን እንድናቀርብ ያደርገናል	1	2	3	4

6. አንቀጽ በመጻፍ ሂደታችሁ ወቅት መመህራችሁ የሚጠቀመው ርማት ዓይነት።

ተቁ	መምህራችን የሚሰጠን ርምት	በፍፁም	አልፎ አልፎ	ሁልጊዜ
1	ሀሳብ በምናፈልቅበት ጊዜ			
2	ሀሳባችንን በምናውቅርበት ወቅት			
3	ያቀድነውን ስራ			
4	የመጀመሪያ ጽሁፋችንን ስንጽፍ			
5	ርምት በምንስጥበት ወቅት			
6	የመናስረክበውን አንቀጽ ስንጽፍ			
7	የመጨረሻ ጽሁፋችንን ካሰረከብን በኊላ			

7. መመህራችሁ አንቀጹን በሚያስተምራችሁ ወቅት የሚከተሉትን ሥራዎች ይጠቀማልን?

ተቁ	መምህራችሁ	በፍጹም	አልፎ አልፎ	ሁልጊዜ
1	ሞዴል አንቀጾችን ይጠቀማል			
2	የአንቀጹ ዋና ክፍሎችን እንድንለይ ደረጋል			
3	አንቀጹን የመጻፍ ቅደም ተከተልን ይነግረናል			
4	ዝርዝር ሀሳባችንን ቅርጹ ያሲይዝናል			
5	በጽሁፋችን ላይ አንድ የትክክል ምልክት ያደረጋል			
6	ከንደኞችን ጋር ተለዋወጠን አንድንተራረም ያደረገናል			
7	የጽሁፍ እርምት ይሠጠናል			
8	አንቀጾችንን ጮክ ብለን እንድናነብ ያደረጋል			

8. የአንቀጽ መጻፍ ትምህርት መማርን በተመለከተ የምትስጡት አስተያየት ካለ በሚከተለው ባዶ ቦታ ላይ አስቀምጡ።

_____
_____
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_____
_____
_____

Appendix C

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SEMI-STRUCTURED INTERVIEW TO

COLLECT DATA FROM TEACHERS

1. Educational Level: ☐ Diploma

   ☐ First Degree

   ☐ Second Degree

2. Work Experience: ☐ 1 – 5 Years

   ☐ 6 – 10 Years

   ☐ 11 – 15 Years

   ☐ > 15 Years

3. In your teaching experience, which three language skills have your students got too difficult to learn (Put them in rank from the most difficult to the least difficult)?

   1st _____

   2nd _____

   3rd _____

4. Which language skills do you usually teach in your English classes? Why?

   _____

   _____

   _____

   _____

5. Have you taught Writing Skills to your students?

   ☐ Yes   ☐ No

6. If you say "Yes",

b) do you often ask your students to generate their ideas using

    i)   Brainstorming   ☐ Yes   ☐ No

    ii)   Diagrams   ☐ Yes   ☐ No

    iii)   Clustering   ☐ Yes   ☐ No

    iv)   Listing   ☐ Yes   ☐ No

    v)   Mapping   ☐ Yes   ☐ No

    vi)   Free writing   ☐ Yes   ☐ No

    vii) Do your students get time to discuss the issue raised?   ☐ Yes   ☐ No

    viii) Have students been made to plan writing task?   ☐ Yes   ☐ No

    ix) Have they organized what they planned?   ☐ Yes   ☐ No

c) while students write,

    i)   Have they been given time to compose the first draft?   ☐ Yes   ☐ No

    ii)   Have they been made to follow their plan?   ☐ Yes   ☐ No

d) after students finish composing,

    i) Have you ordered them to revise their attempt?   ☐ Yes   ☐ No

    ii) Have you ordered them to have peer feedback?   ☐ Yes   ☐ No

    iii) do you collect their attempt & give written feedback on

        a) Vocabulary   ☐ Yes   ☐ No

        b) Grammar   ☐ Yes   ☐ No

        c) Spelling   ☐ Yes   ☐ No

        d) Capitalization   ☐ Yes   ☐ No

        e) Punctuation   ☐ Yes   ☐ No

        f) Organization   ☐ Yes   ☐ No

        g) Diction (word choice)   ☐ Yes   ☐ No

        h) Content   ☐ Yes   ☐ No

    iv) do you order them to redraft based on feedback   ☐ Yes   ☐ No

7. Which of the writing activities do you use when you teach writing?

_____

_____

_____

Appendix D

JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Observation on Writing Lesson

Name of the School _____ **Grade** _____ **Section** _____

Teachers' Name _____ **Unit** _____ **Topic** _____

No	Phases and Steps of delivering Writing Lesson	Scales				
	The teacher					
1	Writes the topic of the day's lesson	1	2	3	4	5
2	Introduces the lesson	1	2	3	4	5
3	Tells the objectives of the lesson	1	2	3	4	5
	Presentation of the Lesson in Prewriting Phase: The teacher					
1.	Helps to select Topics (Giving Topic)	1	2	3	4	5
2.	Assists planning via Brainstorming questions	1	2	3	4	5
3.	Assists planning using related points in note form	1	2	3	4	5
4.	Helps planning using web or mind map	1	2	3	4	5
5.	Helps planning using clustering	1	2	3	4	5
6.	Assists organization showing model paragraphs	1	2	3	4	5
7.	Gives feedback on planning and organizing	1	2	3	4	5
	While Writing Phase					
8.	Giving tasks with ample time to accomplish tasks	1	2	3	4	5
9.	Assisting to compose first draft	1	2	3	4	5
	Post Writing Phases					
10.	Helping students to revise what they compose	1	2	3	4	5
11.	Encouraging self-editing	1	2	3	4	5
12.	Encouraging peer-editing	1	2	3	4	5
13.	Giving written feedback on the first trail	1	2	3	4	5
14.	Assisting redrafting	1	2	3	4	5
15.	Helping learners to display their attempt	1	2	3	4	5

Comment on the delivered lesson _____

_____

_____

_____