

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

MA in Teaching English as a Foreign Language (TEFL)

Teachers' Attitudes and Motivations towards Teaching Writing

Gohatsion High School Grade 10 in focus

By: Mered Asamenew

A Thesis Submitted in Partial Fulfillement of the Requirements for

MA in TEFL

August, 2016

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Declaration, confirmation, approval and evaluation

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Declaration

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

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Signature

_____ Date

Confirmation and Approval

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ABSTRACT

The main purpose of this study was to assess teachers' attitudes and motivations towards teaching writing of grade ten **students'** at Gohatsion High School and to find out the problems faced the high school teachers when they started teaching writing composition. Attitudes and motivations are regarded as cardinal factors influencing teaching writing foreign language and language success. This study is hence undertaken to investigate teachers' attitudes and motivations towards teaching writing. In order to achieve the intended objectives of the study mixed method research design was conducted to answer the research questions. The researcher used systematic random sample for grade 10 students and used purposive sampling techniques for the teachers. The researcher used mixed method to collect data from teachers' interview, Students' ~~text-book~~ **textbook** analysis, classroom observation and students' questionnaires instruments to collect data. The researcher analyzed and discussed the **gathering data** quantitatively and qualitatively. The researcher investigated English language teachers' attitudes and motivations towards teaching writing. Thus, the findings of the study showed that **the** English language **teachers'** have awareness about teaching writing skills in the language but teachers' attitudes and motivations towards teaching writing skill activities were ineffective. This happened because of English language teachers, students' textbook and students related problems.

Consequently, to minimize the problems, a set of recommendations are suggested to teachers, students' ~~text-book~~ textbook and students.

Key Words: Teachers, Attitudes and Motivations.

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Chapter One: Introduction

1.1. Background

Teaching writing skills requires conscious awareness about teaching writing language and students' level. Writing is a difficult skill to teach and learn especially in an EFL setting (Ingels, 2006; latif, 2007; MacIntyre and Gardner, 1989). According to Venkateswaran (1995:103) "Writing is a productive skill, which involves manipulating, structuring and communicating". Similarly, Nunan (1989:35) states "learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language". Thus, the writing skill, which is practiced at any level, mainly at secondary and tertiary levels, requires production of sequential sentences, which are arranged in particular order and linked together in certain ways. Attitudes and motivations are important components to teach writing skill in foreign language (Aikman, 1985). Teaching writing is important to explore TEFL teachers' attitudes and motivations towards teaching writing. Attitudes and motivations are essentially contributing factors in second or foreign language teaching learning process (Gardner & Lambert, 1972). Those factors have a great bearing on language teaching and learning writing skill. (Gardner 1985, p. 10) defines attitudes as the combination of effort plus desire to achieve the goal of teaching-learning plus favorable attitudes towards teaching learning the language. In similar way, (Baker 1992, p.10) defined attitudes as a hypothetical construct used to explain the direction and persistence of human behavior.

Attitudes can be viewed as a tendency to respond positively or negatively towards a certain things, idea, person, and situation. Gardner (1985) defines attitude as an evaluative reaction to some referent, inferred based on the individual's beliefs or opinions about the referent. As for education, Brown (2000) notes that teachers should recognize that students possess positive and negative attitudes in varying degrees, and adds that the negative attitudes can be changed by thoughtful instructional methods, such as using materials and activities that help students achieve an understanding and appreciation of foreign culture that might be reflected in the process of learning the foreign language.

Motivation is the willingness for doing things that belongs to affective variables in SLA (Second Language Acquisition). Motivations of English language teachers have been seen by their attitudes towards teaching language. Dornyei (2001) argued motivation is an important cognitive factor to develop EFL writing. So the teachers are defined as instructors in the EFL class to encourage the students and to monitor their achievements as well. According to Ramage (1990) teachers should be motivated themselves and they should try to increase the learners' motivation in order to actively engage in the learning of a target language. In Second Language Acquisition (SLA) research, teachers' motivations are currently viewed as a variable that has a strong impact on learner motivation (Gardner, 2007). In addition to teaching language, ESL or EFL teachers are expected to increase learners' intrinsic motivation by employing different motivational strategies in instruction (Guilloteaux & Dornyei, 2008, p. 52). However, the extent to which teachers are able to motivate their students depends on how motivated teachers themselves are (Atkinson, 2000; Guilloteaux & Dornyei, 2008; Bernaus, Wilson, & Gardner, 2009). As Bernaus et al. (2009) concluded regarding learner motivation, teachers' motivations are the most important variable because if teachers are not motivated the whole notion of strategy use is lost (p. 29).

Teachers' teaching practices identified with their attitudes and motivations towards teaching writing skill. Teachers' attitudes and motivations can be increased in different working scenarios (Dinham & Scott, 2000; Pelletier, Levesque, & Legault, 2002; Smithers & Robinson, 2003; Roth, Assor, Maymon, & Kaplan, 2007; Addison & Brundrett, 2008). To increase teachers' attitudes and motivations towards teaching writing, teachers have their own roles in teaching writing as a foreign language. English language teachers revisit their attitudes and motivations towards teaching learning process and begin to examine their language proficiency through their own effective classroom teaching practices. Effective teaching practices are based on class level, teachers' preparation and organization of the course and teachers' stimulation of interest in the course its subject matter and instructional strategies. Alberto (2002) believes that in effective classroom teaching practices should be focus instructor interaction, feedback, organization, coaching and collaborative teaching learning.

Gohatsion High School is found in Oromia region, North Shoa Zone, Were Jarso wereda at Gohatsion town. It is found 187km from Addis Ababa and established in 1965 E.C. The school was opened grade 9-12 in 1982 E.C. It is governed by the government. According to the new curriculum Gohatsion high School (grade 9-10) was separated in 1993 E.C. The researcher

wanted to investigate teachers' attitudes and motivations towards teaching writing at Gohatsion High School. The researcher initiated to study teachers' attitudes and motivations towards teaching writing because of teachers and students have anxiety about writing skills in the school. Teachers said that most students do not spell some words when the teachers ordered them to write litters, paragraphs and essays; even most of the students do not write their names correctly; do not construct correct and meaningful sentences. This happened due to teachers' lack of attention for teaching writing skills. In addition to these, they do not enhance their students' to practice writing skills regularly and also the students' had low proficiency of grammar and vocabulary; this made de motivated the initiation of the teachers.

Moreover, the beliefs of this high school English language teachers considered teaching writing skill as a difficult and tiresome task. This can adversely affect their attitude and motivation of teaching writing skill. English language teachers and students have EFL teaching learning problems while the teaching learning process is conducting in the class. Then they are crucial points to conduct research on the English language teachers' attitudes and motivations of EFL teaching writing skill. Because of these facts the researcher tries to address the effect of these problems on teachers' attitudes and motivations towards teaching writing skill at Gohatsion high school especially in Grade 10.

1.2. Statement of the Problem

There have been some efforts to study and to identify teachers' attitudes and motivations towards teaching writing foreign language. Teachers' attitudes and motivations are important to recognize, explore and help them to improve their better ways of teaching writing skill. English language teachers have lack of positive attitudes and motivations to teach writing skill. Because teaching writing skill requires more efforts besides to attitudes and motivations. Both positive and negative attitudes and motivations have a strong impact on the success of language teaching writing. Attitudes and motivations shape our beliefs, system and determine our teaching writing. Next to these, teachers' attitudes and motivations determine the teachers' judgment and practices of teaching writing in the classroom. Since writing lessons are designed in English text books, it should be taught as an independent skill. English language teachers who taught writing kill at this high school; they are either not covered the lesson at all or not taught effectively. Since teachers feel that writing is not as important as listening, speaking, reading and vocabulary

Alamrew(2005). It could also be related with teachers' attitudes and motivations towards teaching writing skill. Other problems are English language teachers have little attention about teaching writing due to their lack of experiences in teaching writing and most of the students do not construct correct and meaningful sentences. Students show less interest in writing whenever they get activities to write. Students' performances are also very low due to lack of teachers' positive attitudes and motivations towards teaching writing skill Even when they join higher education, they are in serious problem to express their ideas in writing. This is due to English language teachers do not give attentions to teaching writing effectively (Tekele F. & Ebabu T., 2012). This is because they may have negative attitudes and motivations towards teaching writing lesson.

English teachers in the proposed school cannot use different techniques to make their lessons interactive and practical using to teach writing skill. Alemayehu (2008) identifies that teachers hardly gave project work to the students when they taught writing skills in integration. He said that teachers did not effectively use project work as means of helping the students practice writing skills in integration, developing the students' self-confidence, self-efficacy, self-worth and self-esteem to foster the students' independent learning .The teachers frequently used whole class organization at the expense of pair and/or group organizations when they taught writing skill in integration in classrooms. This means that the students' collaborative learning during integrated-skills teaching/learning could be very limited. There are researches who conducted on teaching writing foreign language. There are researches who conducted on teaching writing foreign language.

Local researchers, who conducted on teachers' attitudes towards teaching writing skill, Tekele F. & Ebabu T. (2012), they tried to investigate teacher's beliefs on writing and teaching writing skill. They used questionnaires for teachers, students, and classroom observation. Their study identified a weak correlation between teachers' beliefs and their actual teaching practices.

There are also foreign researchers who conducted on teachers' attitudes and motivations towards teaching writing skills (Eveyik E,1999; Haddad,2002; Graham, Harris& Mason,2005). They tried to investigate students' motivations and achievement in English & their relation to teacher motivation, factors that may influences the attitudes and motivations of teachers. The researchers used questionnaires for teachers and students, questionnaires for teachers and classroom

observations instruments to collect the data for finding the results. Researchers have got results from their studies are teachers' attitudes and motivations influence teachers' actual pedagogical competence, factors have influence on teachers' attitudes and motivation correlation between teachers' attitudes and motivations towards teaching English and teachers' actual pedagogical competence was negative. In this study, the researcher attempted to identify the research gap by focusing on teachers' attitudes and motivations towards teaching writing, used interview for teachers', student's text book analysis, classroom observations and questionnaires for students' to assess teachers' attitudes and motivations towards teaching writing. There is a gap from knowing the language to using it, so to increase the practice opportunities in EFL class is a way to fill this gap between knowing and using. The more the students practice, the more they are familiar with the grammatical knowledge and language feature. In this situation, it is still useful and necessary to learn the vocabulary, expression, sentences structures, context and grammar knowledge for EFL writing. So that the EFL teachers have responsibilities to increase the practice opportunities to use the language knowledge, to support the learning in EFL writing and monitor the students' learning progress. It seems crucial to conduct research on the English language teachers' attitudes and motivations of EFL towards teaching writing skill in the EFL classes. This researcher tried to address these issues on Gohatsion High School.

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1.3. Objective of the Study

1.3.1. General Objective

This study focused to assess teachers' attitudes and motivations towards teaching writing at Gohatsion High school.

1.3.2. Specific Objectives

The specific objectives of the study would be to:

1. Investigate English language teachers' attitudes towards teaching writing in Gohastion High School.
2. Identify English language teachers' motivations towards teaching writing skill in Gohatsion High School.
3. Explore the causes that affect EFL teachers' attitudes and motivations towards teaching writing.

1.4. Research Questions

The purpose of this study was to investigate teachers' attitudes and motivations towards teaching writing. The researcher proposed the following questions:

1. To what extent do you have attitudes towards teaching writing EFL in Gohatsion High School?
2. To what extent do you have motivation towards teaching writing EFL in Gohatsion High School?
3. What are the causes that affect EFL teachers' attitudes and motivations towards teaching writing in Gohatsion High school?

1.5. Significance of the study

This study was conducted to examine teachers' attitudes and motivations towards teaching writing at Gohatsion High School grade 10 students learning in the year 2015/2016. Gohatsion High School is found in Oromia Region, North Showa Zone, Were Jarso Wereda at Gohatsion town. This study attempted to assess teachers' attitudes and motivations in order to determine whether they teach writing skill for their classroom practice effectively. It also helped to develop a habit of writing skill that to organize thoughts, ideas and feelings in coherent way. The result of the study may possibly support the school, teachers, students and curriculum designer to improve ways of teaching writing skill. Besides to this, it may help for other researchers who are interested to study and fill the gap of this researcher about teachers' attitudes and motivations towards teaching writing skill.

1.6. Limitation

In this study, the researcher believed that the researcher should allow more participants to take part in the study so that it was possible to increase the credibility of the data to be gathered. Apart from the various minor problems that encountered when conducting this study, there are major limitations of this study:

The study covered only February-June 2008 E.C. in the English language classroom. The study was also limited to only Gohatsion High School. There was also some respondents did not return the questionnaires paper on time and did not participate on the interview because of workload.

The duration of the study was not long. Having a long time of working with such tasks may have given more information about teachers' attitudes and motivations towards teaching writing. Another point was that there were lack of reference materials, computer and time. Thus, the

research was limited only to Gohastion High School. Besides because of its psychological nature attitudes and motivations are difficult to measure directly, there may be a limitation to get the exact feeling (data) from the respondents. However, the researcher used different methods such limitations. It included careful preparation of attitudes and motivations statement in relation to research problem.

1.7. Delimitation

The researcher was focused the study on teachers' attitudes and motivations towards teaching writing at Were Jarso wereda Gohastion High School grade 10 in focus 2015/2016 academic year. In order to manage the research properly and effectively deciding its scope is crucial. The researcher was used descriptive research design and method to success the study of this research. Thus, this research conducted in one school and grade 10 students. The reason of limiting the topic of the study to this extent is to make the study easy and to carry it out effectively and likewise to get more or less appropriate result.

1.8. Operational Definitions and Terms

1.8.1. Definitions of Terms

Attitudes: They are the individual's prevailing tendency to respond favorably and unfavorably to an object (Morris and Maisto, 2005).

Motivation- provides the primary impetus to initiate learning and later drive force to sustain the long and often tedious learning process (Dörnyei, 1998).

1.8.2. Abbreviations or Acronyms

TEFL: Teaching English Foreign Language.

L2: Second Language.

L1: First Language.

ESL: English Second Language.

SLA: Second Language Acquisition.

Chapter Two: Review of Related Literature

2.1 The Concept of Writing Skills

According to McWhorter (1997), writing is a very important skill that learners need to develop for their academic success or other purpose in and out of the classroom. He also states, writing is a mirror of speech; the way we organize and present ideas in writing is similar to the way we present them orally. When we speak, we use groups of words or sentences. Similarly, in writing one can organize words or sentences for the exchange of ideas. Writing should be viewed as being a communicative act just as speaking is, and should be developed accordingly as part of the wider role we can attribute to English language instruction. Raimas (1983) describes writing as a composition striving for a mastery of grammar, syntax, and mechanics. This reveals that meaning is communicated effectively if there is an effectively organized idea. This does not mean that other skills are overlooked. For instance, it is agreed that speaking is powerful skill in communicating meaning by shaping, modifying extending thought. It through listening and then speaking, reading and writing that the learners learn concepts, develop vocabularies, and perceive the structures of English language which are essential components of language learning. Second language writing is a term applied to writing done in a language other than the writer's native language(s)/mother tongue(s). It covers a term for writing done in two contexts: second language contexts (where the language being learned is dominant) and foreign language contexts (where the language being learned is not dominant).

Teaching writing is a very important part of teaching the English language and no doubt it needs special attention. Though not easy, it is not as difficult as many teachers and students imagine. Watkins (2004) analyses, the pros of teaching writing and lists the essential reasons why learners need to learn how to write:

1. Writing is an important means of communication, and therefore an important skill to master.
2. Writing can consolidate other language learning (vocabulary, grammar).
3. Writing is a relatively straightforward way of practicing and using language outside the classroom.
4. A writing phase in a lesson can provide a change of pace.
5. Learning to write may fulfill professional needs. Learners may have to write business letters, emails or reports in English.
6. Many exams demand writing skills.

A justification of a different sort, beyond the confines of the ELT environment, can be found in Brookes and Grundy (1999) who put forward three main purposes of writing:

- 1) Writing allows us to transcend time and space when we leave a note for someone to pick up later or when we send a letter through the post.
- 2) It helps us to store a much greater volume of information than the human brain can remember
- 3) While we write we compose, this dual process filters and shapes our experience: we create a written representation.

Writing is a way to explore thoughts and ideas to make them evident and accessible. Writing requires mental thinking ability. English language teachers should teach writing skill as one of the four skills that students try to develop their achievement when the teachers teach them about writing. Teaching writing helps the teachers and students to express their ideas, feelings, desire and what they like or dislike object. Nunan(1989) views writing as an extremely complex cognitive process that requires control over various variables at the same time. At sentences level these include the control of content, format, sentence structure, vocabulary, grammar, punctuation and letter formation. Learning to write in English as a second language allows learners to put their thoughts on paper, sees their ideas in print, and shares them with others. When the teachers have their own attitudes and motivations in teaching writing, the students' performance is increasing highly from time to time to learn writing language. Writing also enhances language acquisition as learners' experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce grammar and vocabulary they are learning in class (Bello, 1997). It helps to consolidate learning to render it available for use in other areas such as listening, speaking and reading (Mohamed, 2000). Writing has been seen as essential, useful, integral and questionable part of any language syllabus. Learning to write supports students in learning the rules of usage; they learn to spell and to use appropriate grammar and conventions. Scarcella and Oxford (1992) stated that writing in a foreign language helps learners to improve their grammatical, strategic, sociolinguistic, and discourse competences in target language. Also, when our students write, they have a chance to take risks and go beyond what they have just learnt to say. Moreover, when students write, they become very involved with the new language, the effort to express ideas and constant use of eye, hand, and brain is a unique way to reinforce learning.

2.1.1. Teaching effective writing skill

It is clearly crucial to students' academic success to learn to write effectively. But what are effective writing skills? Atkins et al(1996) demonstrate that the writers aim even at basic level must be convey his message in such a way as to the reader as he intends .This will vary according to the purpose of writing ,the kind of the writing task etc. but it may involve conveying information that clearly maintaining the reader's interest amusing or convincing the reader .To do this ,the writer must imagine the reader ,what she /he knows about the topic , his/her assumptions about it .Then the writer makes a number of choices in order to achieve his purpose including the choice of grammar ,hand writing ,vocabulary, cohesion, coherence, spelling ,punctuation and organization.

Teaching writing is way of teaching rules and mechanics of foreign language in order to organize ideas chronologically and makes meaningful ideas or messages for teachers, writers, learners and readers appropriately. Harmer (2001: 79-84) explains four reasons for teaching writing to students of English as a foreign language. They are reinforcement, language development, learning style and writing as a skill.

1. Reinforcement: Teachers acquire knowledge about teaching writing language in written form and some students acquire languages in an oral /aural way; others get benefit from seeing the language written down. "The visual demonstration of language construction is invaluable for both understanding and memory". It is useful for students to write the new language shortly after studying it.

2. Language development: the process of developing teaching learning writing language for teachers and students respectively. The process of writing is different from the process of speaking; the former helps us to learn as we go along. "The mental activity of constructing proper written texts is part of the ongoing learning experiences."

3. Learning style: Each teacher has their own teaching writing style in the case of their experience, attitudes and motivations. Students have their own way of learning writing foreign language due to their backgrounds and experiences. Some students are quick at acquiring language just by looking and listening. Others may take longer time spent in producing language in a slower way is invaluable. So, writing is appropriate for those learners.

4. Writing as a skill: the most essential reason for teaching writing is that, it is a basic language skill like speaking, listening and reading. Teaching writing encourages English language teachers

to develop and acquire the knowledge of teaching writing foreign language. Teachers use approaches and strategies to teach writing skill. Students need to know how to write letters, compositions, essays and reports and how to use writing's conventions. Cumming (2002: 123-134) cautions writing teachers to be careful of exercises that attempt to break writing down into component skills as such exercises often eliminate portions of the task that are important to the personal and cultural significance of the writing. Archibald (2004: 5) notes that, "although proficiency in writing is somewhat related to overall language proficiency improvements, in general language proficiency do not necessarily affect a student's proficiency in writing in their L2. However, writing instruction can be effective in raising proficiency in a number of areas. Recent approaches to instruction have recognized that, while weak areas can and should be specifically addressed, writing must always have seen as culturally and socially situated." Monaghan (2007: 4) notes that teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar, syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving the highest ability in communicating in words.

2.1.2. Importance of Teaching Writing

Teaching writing has many advantages for foreign and second language learners as well as teachers, writers and readers. Teaching writing skill designed in the context of Ethiopian teachers' and students' text books at high school level. They teach writing skill for different purpose. In fact, writing is an important language skill for various reasons. Written language is a means of communication through the writers and readers. For example, through messages. Mohamed (2000) states that writing consolidates the learning of new structures or vocabulary. Writing is used to shape and filter our ideas. It is a device of teaching and learning education. It involves teachers and students' enrollment in the teaching learning process and teachers teach writing when the students learn writing. They use their eyes, hands and brains Raimés(1983). Writing encourages thinking and learning, motivates communication, and makes thought available for reflection Mekheimer(2005). When thought is written down, ideas can be examined, reconsidered, superseded, rearranged, and changed. The paramount importance of this indispensable skill is further stated by Olshtain (2001) "...the skill of writing enjoys special status—it is via writing that a person can communicate a variety of messages to close or distant

known or unknown readers" (p. 207). Byrne (1994) stresses the importance of teaching writing for the following pedagogical purposes:

- a. Writing enables teachers to provide different learning opportunities for learners with different learning styles and needs. Hence, some learners, especially those who do not learn easily through oral practice alone, feel more secure and relaxed if they are allowed to read and write in target language.
- b. Writing satisfies a psychological need as it serves to provide learners with some tangible evidence that they are making progress in the language.

2.2. Approaches to teaching writing skill

English language teachers use approaches to teach writing skill in foreign language. English language teachers have got approaches of teaching writing language from curriculum designer, from their training program and through their experiences of teaching writing process. When the English language teachers teach writing skill by using different approaches, students begin to have attitude of learning writing language and their thinking abilities gradually increasing to master the learning writing language. While this language-based approach to the teaching of writing still prevails in many second or foreign language classrooms today, significant changes have been observed in the past few decades. The driving force in these changes, like that in many other educational reforms, came from the recognition of the needs of the learners. When increasing number of non-native English speaking students began to appear in the higher education institution in the United States and some other English-speaking countries, it soon became apparent that many of these students were not ready for the writing tasks required for their academic study even though they might have good grammar knowledge. Language teachers began to realize that language-based writing activities were not adequate in helping students to develop writing competence and "there were more to writing than building grammatical sentences" Silva(1990, p. 13). This realization has led to the development of a new writing pedagogy that advocates teaching writing beyond language skills.

But, what does it mean by teaching writing as writing? What should or could be taught in a writing class? One early approach to these questions is what has come to be known today as the "*pattern-product*" approach, also referred to as "*current traditional rhetoric approach*." This approach puts primary emphasis on learning "patterns" or "rhetoric," defined as "the method of organizing syntactic units into larger patterns" (Cited in Silva, 1993, p. 13) and "products"—the

final completed pieces of writing. It is assumed that the difficulty second or foreign language learners experience in writing is largely due to lack of understanding of the patterns or structural characteristics native speakers would typically use in their writing. For instance, native English writers are believed to write typically in a direct or “linear” fashion. It is believed that to teach writing means to familiarize learners with various patterns of the written discourse of the target language. Writing class following this approach introduces learners to various modes of discourse, teaching them how to develop a paragraph with clearly defined *topic sentences*, *supportive sentences*, *concluding sentences* and how to write a “five-paragraph themes on topics assigned by the teacher, which were then graded without the opportunity to receive feedback and revise” Matsuda(2003, p. 67).

While this pattern-product oriented approach took a writing class one step further toward writing in its real sense, it was soon criticized for its emphasis on *product* only and on its nature of control and manipulation. The early 1980s saw a great interest in *writing process* that resulted in the *process approach* to teaching writing—the most influential approach that has had the major impact on second language writing research and instruction today.

The shift of interest from “product” to “process” can be attributed to the influence of the *process movement* in teaching composition to native English speakers that has resulted in what is called a “revolutionary paradigm shifts” in English composition instruction. Borrowing theories from cognitive psychology, the writing process advocates viewed writing as a creative activity, a cognitive process which consists of several identifiable stages: pre-writing, drafting, revising and editing, and by which writers to discover meaning, rather than a single action of recording meaning as was traditionally believed. They advocated that writing be taught as a *process* rather than merely to focus on the *product*, which implies that writing teachers should help students develop an awareness of their own writing process, provide assistance to them, and guide them through that process.

The process approach has had a major impact on teaching second /foreign language writing. The process oriented ESL writing teachers began to borrow techniques from English composition class. They provided students with ample time and freedom to write topics of their own choice. Students were allowed to write the same topic in multiple drafts. Peer review and teacher conferencing were adopted to provide student writers with feedback for revision. Fluency was emphasized over accuracy. For instance, techniques such as *journal writing*, *quick writing* were

used to engage students in exploring a topic by writing freely, as quick and much as they could, without paying attention to mechanics, grammar, and organization because writing as a process implied that what writers first put down on paper was “not necessarily their finished product but just a beginning” Raimes(1983, p. 10).

The process approach has extended the purpose of a writing class from learning to write to writing to learn, writing for self-discovery and personal growth. It has also broadened the content of a writing class from language skills and forms of writing to the content of writing, the cognitive process of writing and the strategies employed in the process. While the concepts of the process approach have been commonly accepted and writing classes have become more process orientated, its adequacy in preparing second or foreign language students for academic study has been questioned in recent years.

Research on academic writing in universities in English-speaking countries indicates that students are not given much freedom in deciding what to write. Instead of using personal experience as a source, most academic writing involves using secondary sources and requires some research activity. Besides, the product, not the process, is actually what is evaluated and students are expected to observe the conventions of academic writing and meet the expectations of the academic community. From this point of view, “learning to write is part of becoming socialized to the academic community” Silva (1990, p. 17), not merely a private activity for self-discovery. The new perspective has added new dimensions to the second or foreign language writing class. It has been advocated that different academic discourse genres be introduced to student writers and “specific skills such as the synthesis of multiple sources, the connection of theory and data, the summary of and reaction to readings, and the report on a participation experience” Reid(1993, p.38) be taught in the writing class.

2.2.1 Types of Approaches to Teaching Writing

2.2.1.1. The Product Approach

Product-based writing approaches have been called by several names: the controlled-to-free approach, the text-based approach, and the guided composition (Raimes, 1983; Silva, 1990). Basically, writing in product-based approaches has served to reinforce L2 writing in terms of grammatical and syntactical forms. There are variety of activities in product-based writing which can raise students’ awareness in second language writing from the lower level of language

proficiency to advance like English major students such as the use of model paragraphs, sentence-combining, and rhetorical pattern exercises.

With the product approach, teachers focus on what a final piece of writing will look like and measure it against criteria of ``Vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation`` as well as a content and organization Brown(1994: 320). The normal procedure is to assign a piece of writing, collect it, and then returned for further revision with the errors either corrected or marked for the student to do corrections Raimes (1983) the product approach has received much criticism because it ignores the actual process used by student or any writer, to produce a piece of writing. Instead, it focuses on imitation and anchoring out a perfect product, even though very few people can create a perfect product on the first draft. Another criticism is that this approach requires constant error correction, and that affects students for the real world or teaches them to be the best writer, never the less, the product approach still has some credibility because at some point there will be a final draft that requires attention to grammar, spelling and punctuation.

This is a traditional approach in which students are encouraged to mimic a model text, which is usually presented and analyzed at an early stage.

2.2.1.2. The Process Approach

In the mid-1970s the process approach began to replace the product approach. The process approach identifies four stages in writing: (1) prewriting, (2) composing /drafting (3) revising, and (4) editing Treble (1996) this stage are recursive or nonlinear and they can interact with each other though out the writing process. For example, many writers return to prewriting activities during some stage of the revision process to develop a new idea or refine a view point

The process approach emphasizes revision and, feedback from others so students may produce many drafts with much crossing out of sentences and moving around of paragraph`s. The correction of spelling and punctuation is not of central importance at early stages.

According to Tangpermpoon (2008), writing is also viewed as the way writers actually work on their writing tasks from the beginning stage to the end of the written product. O' Brine(as cited in Tangpermpoon,2008) defines the concept of this approach as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas.

Teachers have to remember that *“The product is, after all, the ultimate goal; the reason that we go through the process of prewriting, drafting, revising, and editing. Without that final product firmly in view, we could quite simply drown ourselves in a sea of revisions. Process is not the end; it is the means to an end”* Brown(2001, p.337).

During the writing process, teachers can help learners to explore their thoughts and develop their own writing. The process approach emphasizes the importance of a recursive procedure of pre writing, drafting, evaluating and revising.

An important element of the process approach is the meaningfulness it brings to learners, who makes a personal connection to the topic and come to understand the process, they when writing about it. This start with prewriting and brainstorming to generate ideas and active the schemata, which the background experience or world knowledge a person possess that allows a writer to relate personal experience to the topic and discover everything he/she has to say since many student writers do not possess the strategies to recall, trigger, and activate this stored experience while writing. The role of the teacher in strategy training is paramount. The result will be improved student writing because the connection with the topic and process give students something interesting to write about and the tools to do it.

According to Badger and White (2000), the process approach has been criticized because it views the process as the same for all writers, regardless of what is being written and who is doing the writing, and because it gives insufficient importance to the purpose and social context of the piece of writing. Nevertheless, the process approach is widely accepted and utilized because it allows students to understand the steps involved in writing, and it recognizes that what learners bring to the writing class room contributes to the development of the writings. Thus process approach to writing tend to focus more on the varied class room activities which promote the development of language use. Brain storming, group discussion, rewriting such approach can have a number of stages thought atypical sequence of activities. Therefore, which approach to use will depend on you, the teacher, on the students, and the genre of the text.

2.2.1.3 The genre based approach to teaching writing skills

Hammond and Derewianka (as cited in Tangpermpoon, 2008) define the genre- based approach as the way to language and literacy education that combines an understanding of genre and genre teaching together in the writing class. This might include a focus on linguistic knowledge and discourse textures of a texts as well as the social context in which the text is produced. The view of the language that underlines a genre- based approach is that language is functional, that is, it is through language that we get things done and we achieve certain goals.

“Learning to write is part of becoming socialized to academic community -finding out what is expected and trying to approximate it...The reader is a seasoned member of the hosting academic community who has well-develop schemata for academic discourse and clear and stable views of what is appropriate.

The text is a more or less conventional response to a particular task type that falls into a recognizable genre.”

(Silva, 1990, p. 16)

Thus, learning specific genre construction can be considered as a way to help learners come up with appropriate actual writing in their real life outside the classroom. It also increases learners’ awareness of such writing conventions as organization, arrangement, form and genre.

2.2.1.3.1. Application of the process genre model

According to Badger and White (2000), while using process genre approach, teachers should be aware of the following three general guidelines. First, because writing is so difficult, the teacher should adopt the role of assistant and guide and work closely with students to encourage them, offering helpful feedback and suggestions. It is crucial for teachers to offer positive and constructive advice on what students have written. Teachers also can make efforts to arouse curiosity and self-confidence by matching student interests to the writing topic, and they should be sensitive to any individual differences that arise in the writing process.

Second, teachers should directly train students about writing strategies. If teachers demonstrate how prewriting activates the schemata and outline strategies for the drafting and revision processes, students will be more successful in writing compositions.

Third, teachers should include the listening, speaking, and reading skills in the writing class. Integrating the four language skills promotes the expansion of the students’ overall language competence. The process genre approach makes this feasible, as background material is read

during prewriting activities, and speaking and listening occur during lectures and when giving or receiving feedback.

2.3. The Role of English language Teachers' in Teaching Writing Skills

English language teachers have their own role in teaching writing skill. They have mandatory to implement teaching writing lesson activities in the English language classroom. As Hairston (1982:84) puts it:

We cannot teach students to write by looking only at what they have written. We must also understand how that production came into being, and why it assumed the form that it did. We have to understand what goes on during the act of writing If we want to affect its outcome. We have to do the hard thing, examine the intangible process, rather than the easy thing, and evaluate the tangible product.

Comment [H11]: Indent this paragraph!

Hedge (1988) argued that writing is more of a recursive activity in which the writer moves backwards and forewords between drafting and revising, with stages of preplanning in between. Rewriting gives students, the chance to think further about the content. They are able to focus on the introductory paragraph and develop ideas from the previous draft in a subsequent paragraph in the new version. They refer to all the components of the process of writing as composing: students start off with an overall plan in their heads, they think about what they want to write and who they are writing for then, they draft out sections of the writing and they work on them, and they constantly review, revise and edit their work.

Ur (2002) assured that the writing process is the starting point for developing students' writing abilities, teachers must recognize that students need a range of writing experiences to develop as writers: *"You learn to write through writing. ... One of our main tasks then, as teacher is to get our students to write a lot, thinking, as they do so and learning from their own writing experience."* Ur (2002, p.169). In addition, in order to become good at writing, learners need concentration, instruction, practice, and patience. The teacher's task is to assist her learners to gain control over the written word.

According to Baroudy (2008) states, process writing teachers' roles are well defined and represented in diverse varieties of communicative language teaching programs. We assume that writing is essentially a creative process which involves students in a learning process, motivates, builds their confidence, and gives them an opportunity to explore the language, to communicate and to look for the best ways of self-expression. The teacher's role in this process in undoubtedly

very important: *“The teacher’s role is to provide an environment in which students will learn about writing, see models of good writing, get plenty of practice in writing, and receive help during the writing process Hedge(1999, p. 10).*

The teacher, being a facilitator, helper, motivator, consultant, prompter, advisor and only then assessor, should help learners by organizing writing as a series of stages. First of all, students need to feel the necessity of writing. Teachers socializing student writers in to process writing behaviors are accordingly express themselves in writing and to do so, they cooperatively behave with other participants in the classrooms. For instance, when teachers allow student- writers to select their own topics and since the process approach extols individual growth and self-realization.

Thus, the teacher’s role is that of a facilitator rather than a director. Writing teachers are also expected to appear as independent participants in the midst of their writing community circe. These two roles as a facilitator of learning and as an autonomous participant, cause the process writing teacher to be intimately oriented with more constructive functional roles in process class rooms, the teachers in compliance write their ultimate goal of enabling the student–writers to perform their task diligently.

2.4. The Role of Students’ in learning writing skill

Students can play a great role in teaching learning writing skill. This indicates that students’ participation create an interests in English language teachers mind to teach writing skill.

Al-Mashour (2003) explained that foreign language learners, most of the time, find writing as a difficult and exhausting process. Such learners may have a limited scope of vocabulary, may suffer from the inability to write coherent and cohesive texts, and may be unable to spell words and use grammatical structure correctly. Such problems lead the students to claim that they have the ideas but they do not have the ability or the skill to express them in the target language.

Myles (2002: 5-9) indicated that students writing in a second language is faced with social and cognitive challenges related to second language acquisition. Learners may continue to exhibit errors in their writing for the following social reasons: negative attitudes toward the target language, continued lack of progress in the L2, a wide social and psychological distance between them and the target culture, and a lack of integrative and instrumental motivation for learning.

Comment [H12]: Avoid the apostrophe. Do the same in such other cases!

Hedge (1999) assumed that writing is essentially a creative process which involves students in a learning process, motivates, builds their confidence, and gives them an opportunity to explore the language, to communicate and to look for the best ways of self-expression.

2.5. The Role of Student's and Teacher's Text-Books Textbooks in Teaching Learning Writing skill.

In the Ethiopian context, textbooks play a crucial role in providing a base of materials for both teachers and students. Teachers use one common textbook as their main source of guidance in the process of language teaching. Much of the language teaching that occurs through the country could not take place without the extensive use of textbooks.

Text books are also critical ingredients in teaching-learning the intended curriculum. They are a media through which teachers and students communicate with each other in an effort to forward the teaching and learning process. The principal advantages of textbook in EFL/ESL classroom forwarded by Richards (2001) and Ur (1996) are: (1) They provide structure and syllabus for a program (2) They help standardize instructions; (3) They provide a variety of learning resource; (4) They can provide effective language models and input (4) Provide readymade and tasks texts.

In educational systems, the relationship that may exist between teacher, Students and textbook is extremely important. To this end, Allwright (1990) asserted that materials should teach students to learn that they should be resource books for ideas and activities for instruction and that they should give teachers rationales for what they do. In addition, Cunnings worth (1995) stated that textbooks can be used as guidance for teachers who are inexperienced or occasionally unsure of their knowledge of the language and as a medium of initial teacher training. Textbooks and related teaching and learning materials/media have been adapted continuously to the ever-changing and growing challenges and demands of learning English as a foreign language, to new findings in foreign/second language research and theory construction and to advances in information technology, scholarly views on the role of the textbook and recommendations on how to use it in everyday classroom practice very often reflect little more than personal opinion and/or common sense. Learning is simply the process of adjusting the environment to accommodate new experiences.

As with all examples in favor of textbooks, there are also potential negative effects forwarded by scholars in using textbooks in EFL classrooms. For instance, Richards (2001) stipulated that if teachers use textbooks as the primary source of their teaching, the teacher's role can become

reduced to that of a technician whose primary function is to present materials prepared by others. Ur (1996) also added that every learner has their own needs; no single course book can possibly supply these satisfactorily. For this reason, materials do not usually cater for the variety of levels of ability and knowledge or of learning styles and strategies that exist in most classes. In addition, Sahu (2004) criticizes textbook for presenting inauthentic languages. Because texts, dialogues and other aspects of content tend to be specially written to incorporate teaching points, and are often not representative of real language use.

To sum up, the role of the textbook in the language classroom is a difficult one to define perfectly because as Cunnings worth (1984: 6) confirmed no course book will be totally suited with a particular teaching situation. However, the role of the course book is to be the service of teachers and learners but not to be their master. So the relationship between teacher and the material is a partnership which shares common goals to which each side brings its special contribution. Besides, the aims of the course book should seek to meet the needs of the learner to the highest degree.

2.6. The Importance of the Affective Domain, Attitudes and Motivation in Teaching Writing

Affective domain is important to balance attitudes and motivations of the teachers. When the teachers believe that about teaching writing their teaching writing is in dedeed better. The affective components do influences the writing process. Bolin, Khramstova, and Saarmio (2005) argued the importance of maintaining a balance between the cognitive and affective domains. They found that using authentic assignments (specifically journal writing) positively motivated college students as shown by their course teaching. Teachers` attitudes and motivations are important factors when teaching writing skill is ongoing. Teachers can be motivated by intrinsic and extrinsic motivations factors.

Sweet and Guthrie (1996) defined intrinsic motivation as goals that are internal to the learner. Such goals include involvement, curiosity, social interaction, and challenge. Extrinsic motivation comes from a source other than the student, such as a teacher or parent. Students participate in the activity to receive a reward or avoid punishment. While both extrinsic and intrinsic motivation may be appropriate in the school setting, intrinsic motivation typically is longer lasting and more effective. Sanacore (1997) asserted that intrinsic motivation has a strong link to

lifetime literacy. Lepper (1988) listed a number of benefits of intrinsic motivation, including longer time on task, creative problem solving, comprehension monitoring, investment of mental effort, and the use of deeper study strategies. These qualities are important in the task of writing. While not all students will be intrinsically motivated all the time, helping students become intrinsically motivated can aid in the often complex writing process and improve attitudes toward writing. There are many opinions and suggestions about the influences of teachers' attitudes and motivations on students' performance in English language. Teachers' attitudes and motivations can help students to increase their level of thinking and teachers' communications with students. Teachers' attitudes and motivations towards teaching writing are very important to encourage the students to learn. Teachers who teach effectively can give students fitting and helpful feedback. Researcher has found that academic achievement and students' behavior are influenced by the quality of teacher-student relationship Jones and Jones(1981).According to Kreitner and Kinicki(2007), commitment is an important work attitude because it drives the individuals who are expected to be willing to work harder to achieve their goal and remain employed.

2.6.1. Attitude in Teaching Writing

Attitude was defined as human being's instinct ions feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic by Gardner (1980), thus attitude is an essential factor to influence one's perception on anything and to decide how one responses to the world. Attitude of English language teachers help them to achieve the goal of teaching writing and deliberating the participations of students while they are learning writing foreign language. Gardner (1985) had claimed: "*attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.*" Wenden (1991) suggests that the term attitude contains three components: cognitive, affective and behavioral. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The affective part refers to the feeling and emotions that one has towards an object: the 'likes' or 'dislikes' and the 'with' or 'against'. Finally, the behavioral component refers to one's consistent actions or behavioral intentions towards the object.

Undoubtedly, there are many influencing factors for foreign language learning, for instance, age, gender, aptitude, intelligence, personality-characteristics, attitude, motivation, anxiety, culture barrier, learning quality and so on. Fakeye (2010) contended that attitude is one of the most important factors that impact on teaching learning writing as a foreign language. Attitude is

defined as a complex mental state involving beliefs and feelings. Attitude has also been defined as a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Furthermore, attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object Morris and Maisto(2005).All studies reveal that affective variables have significant influences on language success, (Eveyik, 1999, Gardner, 1985, Spolsky, 1989).Haitema and Saracalouglu (2002) in their studies reveal that there is a positive relationship between affective variables and foreign language achievement. As the researchers mentioned, attitudes can be positive or negative. Both negative and positive attitudes have a strong impact on the success of language teaching process. Negative attitude of a teacher may have a negative impact on one's teaching. According to Aikman(1985) negative attitudes towards writing result in predictable behaviors such as delay in completing writing assignments.

Teaching is a complex profession. Teacher is a major instrument for better instruction. A good teacher is expected to be committed his or her work and have the ability to take the initiative Sparks(1979).The teachers are expected to not only master the subject matters and various methods of teaching but also to show that they are capable of selecting the various study materials according to the teaching goals, objects, and possess the abilities to create convenient teaching environment for their students Vermunt andVerschaffel (2000).Attitude of teachers depends upon their personal characteristics and disposition, both seems to be highly interlinked Hargreaves(1994). The teaching profession requires certain dominant behaviors which show teachers` intellect, their professionalism and teaching as life concern Goodings, Byram, and Portland(1995). Dodeen, Ibrahim, and Emad (2003) found that the attitudes of teachers have been determined to be influenced by gender. They also found that female teachers have more positive attitudes towards teaching profession as compared to the male's ones. It is also found that teachers feel more efficacious in schools of high socioeconomic status and large size. Because the larger schools provide more resources to teachers then they feel more efficacious in their working environment. Teachers may leave their professions if given an alternative that offers a higher salary. It indicates that income and salary has a negative effect on teachers` decision Mok and Kwong(1999).

Other factors may affect the teachers` attitudes towards teaching English as foreign language such as personal characteristics and disposition, the students themselves, the relationship

between the teachers and teachers, the teachers and directors, the difficulty of the language, the lack of the instructional media and facilities to teach the English language, the appropriate classroom environments, the content of the English course, and the teachers' satisfaction with their job as EFL teachers. Teachers who are not satisfied with their job could seek further training or simply stay out of the teaching professions to teachers' decisions to stay in the schools where they are teaching.

Attitudes can also be explicit and implicit. Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviors and beliefs. Implicit attitudes are unconscious but still have an effect on our beliefs and behaviors.

In addition to the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude towards learning the target language Padwick(2010). Gardner and Lambert (1972) conclude that the ability of students to master a second language is not only influenced by their mental competence or language skills but also by the students' attitudes and perception towards the target language. They also advocate that attitude concepts could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language and its culture and community and that this will identify their tendency to acquire that language.

Attitudes are internal states that influence what the teachers and the learners are likely or dislike doing. The internal state is some degree of positive/negative or favorable / unfavorable reactions towards an object. Attitudes differ in intensity or strength. Language attitude is an important concept because it plays a key role in language teaching and learning. According to Oller (1979): attitudes are merely one of types of factors that give rise to motivation which eventually results in attainment of proficiency in a second language. Tahaineh and Danna (2013) mention that attitudes play an eminent role in determining one's behavior, as the attitude has an impetus which stimulates the behavior and directs it in a particular direction. Teachers' positive attitudes are improving their attitudes towards teaching writing directly or indirectly related to second language achievement. We can say that improving the positive attitude of the students towards a particular academic subject may increase their desire to learn the subject and to develop the ability to apply what they have been taught, as well as leading to an improvement in remembrance. Teachers' positive attitudes facilitates foreign language teaching and negative

attitudes affects teaching foreign language. So that balancing of the two factors could be very essential for language teachers who teach teaching writing foreign language.

According to Dornyei and Csizer (2002), a positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning. Thus, attitudes, ranging through negative, natural, and positive states, determine a student's success or failure in his or her learning. Teachers positive attitudes determine successful or failure of their teaching process. This highlights the important role that a positive attitude towards the language being learned plays in learning a second language. Putting it another way, maintaining positive or negative feelings towards a language may increase the ease or difficulty of learning, respectively.

2.6.2. Motivation in Teaching Writing

Motivation has been broadly recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of second language learning (SLA). English language teachers who teach writing skill may adjust their motivations of teaching language and achieve their teaching learning goal. As emphasized by Dornyei (2001), "teacher skills in motivating learners should be seen as central to teaching effectiveness" (P. 116). Motivated learners are enthusiastic, eager to work hard, concentrate on the tasks given They do not require constant encouragement, willingly confront challenges, and could even motivates others, facilitating collaborative learning. Motivations have impact on teachers teaching writing and students' activities during they are conducting the teaching learning process. When the teachers are not motivated to teach the students, students have lack of interest to learn foreign language. The early attempt to understand the impact of motivation on English language learning stems from the field of social psychology Gu(2009). This study assesses the impact of motivation on English language teachers towards teaching writing in relation to students' performance "Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning" MacIntyre et al. (2001, p. 462). These words accurately describe the complexity of the concept that researchers, classroom instructors and language learners themselves have faced since Gardner and Lambert brought to light the various aspects of motivation through their studies in the late 1950's. Motivation towards acquiring proficiency in English as well as the attitudes of teachers and learners are among the major aspects in the success of bringing in a foreign language in any institution. The attitude and levels

of motivation towards English as a second language are modest, not hindering English language learning but also not creating the most excellent environment for English language learning in educational institutions Klemens(2009). Educators facilitating English language teaching learning should identify the weaknesses in attitude and motivation among learners then deal with them by developing suitable strategies of English instruction which are motivating and can foster favorable attitudes towards learning English as second language.

"The importance of motivation in human activity has been recognized in the field of social psychology and education for decades Zahran (1990)". As far as second or foreign language learning is concerned motivation is believed to be at least as important as language aptitude in predicting second language achievement. According to Dejnozka and Kapel "Motivation is a psychological concept in human behavior that describes a predisposition reward a particular behavior to satisfy a specific need (ibid, 1991, p.61)". While, Gardner (2006, p.242) states "motivation is a very complex phenomenon with many facets, hence, it is not possible to give a simple definition". This is because the idea of motivation has been viewed differently by different schools of thought. For example, from the behavioristic perspective, motivation is "quite simply the anticipation of reward Brown(2000, p. 160)". Whereas, the cognitivists view the term motivation as being more related to the learner's decisions as Keller (1983,p.389), quoted by Brown (ibid, p.160) stated "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect". However, in the constructivists' definition of motivation, they put "further emphasis on social contexts as well as the individual's decisions". Despite the differences, in all the definitions of motivation given by the three schools of thought the concept of "needs" is emphasized, that is, "the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context (ibid, p.161)".

Brown (2000, p.160) states that "it is easy in second language learning to claim that a learner will be successful with the proper motivation". With similar views, Gardner (2006, p. 241) reports that "students with higher levels of motivation will do better than students with lower levels". He further adds that "if one is motivated, she or he has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc., Gardner(2006, p. 243)". Motivation is the most used concept for explaining the failure or success of a learner, i.e. it is an inner source, desire,

emotion, reason, need, impulse or purpose that moves a person to a particular action. Motivation has been regarded as one of the main factors that affect the speed and amount of success of foreign language learners. Gardner (1985) defined L2 motivation as “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p. 10)”.

According to Dinham & Scott (2000), common intrinsic motivators for teachers include student achievement, helping students modify their attitudes and behavior, positive relationship with students and others, self-growth, mastery of professional skills, and feeling part of a collegial supportive environment.

In the field of foreign or second language (L2) learning, motivation has long been recognized as one of the key factors that determine L2 achievement and attainment. Motivation serves as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language. There are two main types of motivation namely: instrumental versus integrative motivation. In other words, a learner is integrative motivated when she or he learns a language because she or he wants to “know more of the culture and values of the foreign language group... to make contact with the speakers of the languages...to live in the country concerned. It is believed that teachers who are successful their teaching learning process at target language. Students who are most successful at target language are those who have a desire to become familiar with the language are used. This type of motivation is known as integrative motivation, which is believed to underlies successful acquisition of a wide range of registers and a native like pronunciation Finegan (1999, p.568).

In contrast to integrative motivation is the other type of motivation is referred to as instrumental motivation. Gardner defines instrumental motivation as “learning a language because of someone or less clearly perceived utility it might have for the learner (ibid, 1983, p. 203) ”.

Some teachers teach writing skill better it; they are integrative oriented while others are more successful if they take the merits of both orientations. In other words, one may have both kinds of motivations that she or he may be instrumentally motivated to pass a test or meet a requirement, but at the same time, she or he may love the culture of a community and want to teach. Intrinsic motivation is present when one does something such as learning additional language for the fun of it, for intellectual stimulation, for its worth doingness. One said to be extrinsically motivated when she or he teaches the language for the sake of external rewards such

as a getting a better job or passing an examination, or the fear of punishment. The two motivations are driving force that makes teachers and students to act teaching and learning the writing skill to achieve the goal of language respectively. Motivation can increase the teaching learning behaviors. So that the teachers need to know the types of motivations and its sources to meet the students` particular needs.

In other words, a learner is instrumentally motivated when she or he wants to learn a language "in order to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it, Wilkins(1972, p.184)". Instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language Hudson (2000).With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work achieving higher social status. Instrumental motivation is often a characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired. Many researchers e.g.Spolsky (1989, p. 160) agree that a language might be learned for any one or any collection of practical reasons.

Chapter Three: Research Design and Methodology

3.1. Research Design

The major aim of this study ~~is~~ **was** to assess teachers' attitudes and motivations towards teaching writing in garde ten. In this study, a descriptive survey design involving both qualitative and quantitative techniques was employed. Sharma (2000) describes that a descriptive survey is helpful to identify present conditions and point to present needs. Besides, it is useful in showing immediate status of a phenomenon.

Comment [H13]: was

In order to achieve the intended objectives of the study, the researcher used descriptive design to answer the research questions (teachers' interview, student's English textbook analysis, classroom observations and students' questionnaires) teachers' attitudes and motivations towards teaching writing.

The research design incorporates both quantitative and qualitative research method ~~design~~ to answer the research questions. The researcher designed both quantitative and qualitative research design for teachers' interview and quantitative design for students' questionnaires respectively. For the student's English textbook analysis and classroom observations, the **researcher was designed** qualitative research design. Mixed research design attempted to combine methods from different paradigms and helped to collect data more than simply collecting and analyzing both kinds of research design and method. The descriptive design method drawn up on the strength of both quantitative and qualitative research design to answer a particular research question and allows sequential collection of data and vice versa (Creswell,2003).

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3.2. Methodology

The researcher used both quantitative and qualitative research methodological to find out the findings of teachers' attitudes and motivations towards teaching writing skill. The researcher used quantitative research methods to attempt, maximize objectivity, reliability, and generalize ability of findings in Gohatsion High School. On the other hand, the researcher used qualitative research method required to concern to describe attitudes, feelings and detail complex social phenomena (Seliger & Shohamy, 1989), in addition qualitative research methods were used systematically to describe and to discover non-quantifiable relationships between existing variables (Best and kahn, 2005:22). The researcher used both quantitative and qualitative research method for teachers' interview and quantitative method for students' questionnaires. For

the student's English textbook analysis and classroom observations, the researcher used qualitative research method. The aim of the researcher used methods used Hence, both quantitative and qualitative research approach used to assess teachers' attitudes and motivation towards teaching skills.

The aim of quantitative and qualitative method was used to support or contradict researcher findings that investigated teachers' attitudes and motivations towards teaching writing skill from teachers' interview, students' text book analysis, the classroom observation and students' questionnaires for triangulations of the methodology.

3.3. Population, Sample and Sampling techniques

The total populations of the study were 593 grade 10 students and all English Language teachers who enrolled in Gohatsion High School in 2015/2016. The students enrolled in Gohatsion High School 593 (males 296 and females 297) and all English language teachers selected purposively. The sample of the study consisted of 179 students of grade 10 from this School. This was almost 30% (179 students) out of the total population. This one hundred Seventy-nine (n=179) would be selected by systematic random sampling size which was $K=N/n$.

Where, N= 593 the total population

n= 179 the sample size.

$K= 3^{rd}$ sampling fraction (Wudu Melese & Tefera Tadesse(2005).

3.3.1. Subjects of the study

The subjects of the study were conducted grade ten students and all English language teachers in Gohatsion High School. The subject of the study was randomly select grade 10 students whose 30% (179 students), out of 593 students. The students of the sample size 30 % of the students were taken as randomly sampling size and the researcher took 30% because of the numbers of students were less than 1000 students and it helped to manage and analysis data from the respondents of the study (Neuman, 2007). English teachers were taken as purposive due to the small number of teachers during the time of this study. This may enable the researcher to get adequate information about teachers' attitudes and motivations towards teaching writing.

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3.3.2. Sample Size and Sampling techniques

The target populations of the study were grade 10 students and English language teachers. The researcher was randomly chosen 30 % (179 students) of grade 10 students from 593 students at Gohatsion High School. The researcher chose randomly sampling size 30% from each 8 sections

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of grade 10 students. The researcher selected samples by arranging grade 10 students with their alphabetical name to take from each section. There are 8 English language teachers who were teaching grade ten students at Gohatsion High school. For the purpose of this study all English language teachers from the school were taken as a sample purposively. Purposive sampling was employed to select respondents on the bases of their judgments of their typicality, i.e. the researcher was selected the samples that only met his purposes in the current study. Moreover, the researcher used an available or purposively sampling techniques because the members of the teachers possessing the required characteristics was small in number and the researcher selected all English language teachers in the proposed school.

Comment [H18]: you mean only one school?

3.4. Instruments of Data Collection

The data collecting instruments (teachers interview, students' text book analysis, classroom observations and students' questionnaires) were designed based on the objectives of the study, research questions and the review of related literature made in Chapter Two.

To investigate teachers` attitudes and motivations towards teaching writing descriptive research design method was used. The choice of data collection methods was determined by the needs of a given research project and research design. Thus, in order to assess teachers` attitudes and motivations towards teaching writing skills, data was collected through teachers' interview, student`s English text book analysis, classroom observation and students' questionnaires in the current study from students and English language teachers of Gohatsion High School. There were the tools that was helped the researcher to collect relevant and valid data from the selected sample. For the purpose of obtaining information was needed to achieve the objectives of the study, the researcher used the following data gathering instruments.

3.4.1. Interview

The interview designed and administered, as a main data collecting tool, to collect the necessary data from the respondents. The researcher prepared 12 items for the language teachers to investigate teachers' attitudes and motivations towards teaching writing skill. The researcher used both quantitative and qualitative research methodology with closed ended and open ended questions for teachers. The researcher interviewed eight English language teachers to obtain the needed information about their attitudes and motivations towards teaching writing, factors affecting their attitudes and motivations in teaching writing in the selected units, asked them the solutions for their problems and their classroom practices teaching writing in the selected units in

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grade 10 student's English text book. The interview method of collecting data involved presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method could be used through personal interviews (Kothair,2004).This data gathering instruments was used to check in different direction whether the problems were true and was helped the teachers to give their ideas. The researcher was used structure and semi structure interview to collect data from respondents. To achieve this, the interviewees' responses were carefully noted by the researcher for the purpose of interpretation and analysis of the data. Then, the information's which the researcher had got from teachers' interview could be supported the researcher to collect reliable information teachers' attitudes and motivations towards teaching writing from students' text book analysis, classroom observations and the questionnaire filled by students from the school.

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3.4.2. Student's textbook Analysis

The researcher used grade 10 students' English text book as one of the data gathering instrument. The researcher used coding format incorporating with 8 guiding items to analyze grade 10 students' English text book based on the information obtained from teachers' responses during interview taken place. The researcher was used student's text book analysis to see the contents presented in the text book appreciate teachers' attitudes and motivations towards teaching writing skills and suitability in the implementation periods in the classroom. According to Best and Kahan (1989), documents are important sources of data for qualitative research. The grade ten student's textbook had 12 units; there were some selected lesson topic activities provided under each section. The researcher saw the instructions of each selected teaching writing activities. Some selected activities had lack of explanation, notes in paragraph, unclear and vagueness instructions. Text book analysis was the best data gathering instruments in qualitative research.

A textbook is a collection of the knowledge, concepts, and principles of a selected topic or course. It's usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, which provide you with supplemental teaching materials, ideas, and activities to use throughout the academic year. Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do.

Therefore, this method mainly was helped the researcher to answer the research questions that were related to finding out teachers' attitudes and motivations towards teaching writing.

3.4.3. Observation

The researcher adopted the observation checklist from Zawahreh(2011) to observe and follow the actual implementation of teachers' classroom teaching writing practices. The researcher used the tick sign with Yes or No statements or questions for the observation ~~check list~~ checklist. The researcher prepared checklist based on the information that the researcher got from teachers' interview responses and students' textbook analysis for the classroom observation to see how the language teachers taught the students' teaching writing skill. The researcher used 18 items for classroom observations and conducted each English language teachers twice in teaching writing lesson topic periods. The researcher used in the current study as data gathering tool to see how English language teachers' implementing teaching EFL writing in the Gohatsion High School and to obtain reliable information about the actual teaching learning process in the school. Observation was become a scientific tool and the method of data collection for the researcher when it served a formulated research purpose, was systematically planned and recorded and is subjected to check and control on validity and reliability. Under the observation method, the information was sought by way of investigator's own direct observation without asking from the respondent (Kothair,2004).

3.4.4. Questionnaires

In this study, the researcher administered 21 items quantitative for grade 10 students by combing the information which researcher has got from the teachers' responses, student's text book analysis and classroom observation. The researcher developed the questions with the first part quantitative method with likert scale (1. Strongly agree; 2. Agree; 3. Uncertain; 4. Disagree and 5. Strongly disagree) and the **second instruction also developed** with quantitative data gathering method. The researcher took every 3rd 6th, 9th, etc of sampling out of 179 sample students from each section (A. 23 B. 23 C.23 D. 23 E.23 F. 21 G. 21 H.22). Then the researcher oriented the students' the purpose of this research and distributed the questionnaires for the selected 179 students to explore their teachers' attitudes and motivations towards teaching writing, factors affecting their teachers' attitudes and motivations, solutions for the problems and how their English language teachers' applied teaching writing lesson topics in some selected topics in Gohatsion High School grade 10 in focus. The researcher translated students' questionnaires in

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to students' mother tongue with Afan Oromo for 124 students and Amharic for 55 students (see Appendix E&F). Questionnaire was used to elicit additional information about the research.

According to (Koul, 1984), questionnaire is widely used in educational research to obtain information about certain conditions of an individual.

3.5. Data Collection Procedures

The researcher adopted data collecting procedures for the study. First, related literatures were reviewed to gain sufficient evidence on the topic. Then after, research objectives and research questions were prepared to assess the study area. Furthermore, data gathering instruments were developed to collect data from the proposed subjects. On the basis of the objectives of the study, the research was employed interview for 8 English language teachers, conducted students' text book analysis, classroom observation was implemented while the teacher taught writing lesson. Finally, the researcher was employed questionnaires for 179 students to get relevant information teaching writing lesson practices with respect to the research design.

The researcher collected the data step by step from foreign language teachers, students' text book analysis, classroom observations and students' questionnaires at Gohatsion High School. The researcher informed that they could participate in the research voluntarily and were assured that any information offered to the researcher was remained confidential and used only for the purpose of the study. The researcher was also encouraged the language teachers to participate actively by telling them that this study gave them an opportunity to concern on their teaching learning environment and to reflect on issues arising from this topic for their own professional development. After signing the consent forms, the interview was conducted with them. After the researcher completed teachers' interview, the researcher continued student's English textbook analysis based on the information that the researcher has got from teachers' interview responses. The third step, the researcher followed classroom observation check list. Finally, the researcher collected the necessary data from students' questionnaires as supplementary tool. In collecting the data, it was important to use procedures which elicit high quality data, since the quality of any research study was depend largely on the quality of the data collected and the data collection procedure. According to Selinger and Shohamy (1989), once the specific design is selected for the study it should be consistent with the objectives of the research. The data collection procedures were taken over three months beginning with administering the questionnaire, the

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interview, student's text book analysis and observation until the collection of the necessary data was gathered for analyzing and interpretation of the data. Three weeks prior to the data collection procedures, an informed consent form were given to the participants to make them fully aware of the nature of the study and its purpose as well as the participants' rights. They were informed that they could participate in the research voluntarily and were assured that any information offered to the researcher was remained confidential and used only for the purpose of the study. The participants were encouraged to participate actively by telling them that this study gave them an opportunity to concern on their teaching learning environment and to reflect on issues arising from this topic for their own professional development. After collecting teachers' responses, the researcher was reviewed the participants' responses to formulate additional guide line points for students' textbook analysis and classroom observations checklist. Participants were also encouraged to ask questions so that they were not had any problems with respect to the content, the language, and the ways to deal with the interview.

The researcher was conducted student's text book analysis to get adequate information whether the lesson topic motivated or de motivated the teachers. The researcher has got some information about student's textbook teaching writing lesson topic and the researcher conducted classroom observation by using tick (x) Yes or No in order to obtain reliable information about the actual classroom application of teaching writing in the instructional process. The students' questionnaires were also done after completing classroom observation. In each data collection procedures, the researcher categorized each items respondents 'responses according to their similarity and differences. Then, the data were analyzed after counting the number of the respondents.

3.6. Data Analysis Procedures

In order to organize and facilitate the analysis of data, the researcher was gone through all information gathered from the four tools transcript attentively. The collected data were analyzed using both quantitative and qualitative methods of data analysis in line with the research objectives and questions. That is to say the collected data were tabulated and simple statistical techniques which are percentage values were used for the numerical interpretation. The percentages were used to show the proportion of the responses. The data were also analyzed and interpreted accordingly.

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The data collected through teachers' interview, students' text book analysis, classroom observations and students' questionnaires were carefully sorted and organized based on research questions. In addition, it was used to organize the data gathered and to interpret the view of the participants. Quantitative and qualitative data analysis was used specifically interpretive analysis to explain the findings, to answer the questions, to mention the significance of particular results and to put each information patterns in themes. Because it helped the researcher to explain, interpret and suggest possible solution based on the research questions and the data gathered teachers' attitudes and motivations towards teaching writing. In general, the data were interpreted and organized thematically.

To analyze the data of the study, the researcher was gone through all the information gathered from teachers' interview, student's text book analysis, classroom observations and students' questionnaires. The classroom observation was basically used to triangulate the data obtained through interview, students' text book analysis and questionnaires, the data gathered through classroom observation checklist were described in connection with the data gathered through interview, students' text book analysis and questionnaires. That is to say the data gathered through observations were narrated in an intermingled way with the data collected through questionnaires.

The researcher was read the data and was coded it according to these preliminary categories in order to assess their workability. Secondly, when the researcher was gone through all the data, the initial categories were discarded, modified or new ones developed according to the concerns of the study and the nature of the collected data. Then, the researcher was gone through all the data recursively to test this new list of categories and subcategories. Finally, after the researcher was satisfied with this appropriate coding scheme, the researcher was used it for the analysis of all the data, and key exemplars were underlined to serve as illustrations of the points made in the descriptions.

The researcher analyzed the collected data by identified quantitative, qualitative, quantitative and qualitative research method under each coding system. The aim of in the coding and analysis of the data was to gain a better understanding of teachers' attitudes and motivations, factors affected their attitude and motivations and mechanism to overcome the problem of teaching writing skills in the classroom. Multiple steps were taken to develop the coding scheme for all data. First, a preliminary coding scheme was developed based on a small batch of data. The researcher was

read the data and was coded it according to these preliminary categories in order to assess their workability. Secondly, when the researcher was gone through all the data, the initial categories were discarded, modified or new ones developed according to the concerns of the study and the nature of the collected data. Then, the researcher was gone through all the data recursively to test this new list of categories and subcategories. Finally, after the researcher was satisfied with this appropriate coding scheme, the researcher was used it for the analysis of all the data, and key exemplars were underlined to serve as illustrations of the points made in the descriptions.

The researcher was analyzed the collected findings with the help of the statistical analysis software program SPSS (Statistical Package for the Social Sciences). Frequency calculations (i.e. how many students selected each answer) were used to produce descriptive central tendency statistics that were used to present an overall picture of the teachers' attitudes and motivations towards teaching writing, the difficulties and problems that English language teachers faced in their attempts to implement teaching writing in English classrooms. The researcher used content analysis technique in qualitative data which can be described as drawing up a list of coded categories and each segment of transcribed data into one of these categories. Content analysis enables researcher to shift through large volumes of data with relative ease in a systematic fashion.

In order to obtain reliable information about teachers' attitudes and motivations towards teaching writing, the researcher was analyzed with SPSS software and got results. Then, based on the findings the researcher analyzed and interpreted each items according to its characteristics. In fact, after the collection of data the researcher must analyze and interpret the data in order to give suggestions to the stated problem. So the mass of data collected through the administration of varies tools were analyzed and interpreted for drawing conclusions at the end. Finally, based on the findings, conclusions and recommendations were made.

Chapter Four: Findings and Discussion

As stated in the first chapter, the main objective of this study was to investigate teachers' attitudes and motivations towards teaching writing in grade 10. Thus, data was gathered through different instruments. Accordingly, the data obtained through teachers' interview, students' text book analysis, classroom observation and students' questionnaires is presented below.

4.1. Analysis of Teachers' interview Responses.

Table1. Teachers' beliefs towards teaching Writing.

No	Statements	Responses	No. of respondents	%
1.	Which one of the following skill is a productive skill?	A .Writing	7	87.50
		B. Listening	-	-
		C. Reading	-	-
		D. Vocabulary	1	12.50
2.	Among the following language skill which one do you give more emphasis to teach?	A. Listening	-	-
		B. Speaking	6	75
		C. Reading	2	25
		D. Writing	-	-

As it is indicated in Table 1, 7 teachers (87.5%) replied that writing skill was a productive skill. In item 2, 6 (75%) teachers replied that they gave more emphasis to teaching speaking. However, 2 teachers (25%) responded that they focused on teaching reading skill. In item N0.3 that during teachers' interview, majority of the respondents responded that teaching writing was a difficult productive skill because teaching writing was essentially a creative process which involved building teachers' proficiency knowledge. Similarly, 7 teachers (87.5%) of the participants asserted that teaching writing skill was the way of teaching rules and mechanics of foreign language in order to organize ideas coherently and made meaningful ideas or messages for teachers, learners and readers appropriately. Therefore, it can be concluded based on the above responses that teachers perceived that teaching writing has rule, and requires effort and need practice of teaching writing.

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According to teachers response on item 4, Six teachers stated that teaching writing required more efforts than other language skills (vocabulary, grammar, linguistics) because teachers, students or writers were expected to know structural procedures, word choice, vocabulary, grammar and how to construct meaningful sentences and text. They also responded that foreign language was not widely used in the society out of the school compound. Two teachers said that teaching writing required similar efforts like that of grammar, vocabulary, and other language skills. This implied that teachers worried teaching writing required more efforts than other language skills.

According to teachers' response on item 5, contents and materials designed in students' text book encouraged and motivated English language teachers in some selected lesson topics. However, some selected teaching writing activities did not encourage and motivate teachers as English teachers. Because some content and instructions of grade 10 students' text book teaching writing lesson topic preparation had lack of clarification and explanation about some selected units within paragraphs. For example, lack of explanations, unclear and ambiguous instructions for some pictures. They added that some selected English language lesson topics in grade 10 students' text books were encourage and motivate; some were not encouraged and motivated teaching writing skills in the classroom. So that they said some selected topics had unclear and ambiguous instructions in students' text book to teach writing skill.

Teachers' responses on Items 6 and 7

They stated that they taught students teaching writing skills according to its contents provided in the text book. There were activities prepared as other language skills independently in the English language grade 10 students' text book. As a teacher gave some exercises and ordered the students to practice writing activities in pairs or groups. Due to limitation of time and large number of students' the English language teachers did not check individuals work. In addition to this, students' did not participate learning writing skill at lower grade and have not prior knowledge towards learning writing skills because they learned all subjects with their mother tongue except English language. But the teachers rarely gave corrections for students' on their written work, feedback and comments on some activities. English language should give free writing activities for the students to have interest and practice learning writing skill. They replied that limitation of time, low proficiency of students knowledge and large number of students affected teachers perceptions towards teaching writing.

Item No. 8, all English language teachers stated that giving feedback, corrections and comments for students were difficult since there were large number of students and limitation of time to teach writing skills. Therefore, they stated that giving feedback, corrections and comments were difficult activities in teaching writing skill.

Item No. 9 and 10, all of English language teachers said that attitudes and motivations were psychological cognitive factors that they were not seen separately because teachers who had positive attitude had positive motivations. Teachers who had negative attitude had negative motivations. All of the English language teachers in the school responded that they have positive attitudes and motivations towards teaching writing skills, However, there are some factors could be affected their attitudes and motivations toward teaching writing skill in the classroom. Such as unclear instructions of student's text book in some selected teaching writing lesson topic, teachers' and students' experiences, limitation of time, shortage of teaching writing reference materials and large number of students in one class. They responded if the problems faced the teachers during teaching learning process, teachers resisted these problems and had medium attitudes and motivations towards teaching writing skill.

Item No.11, all of the English language teachers responded that there were some challenges that affected teachers' attitudes and motivations towards teaching writing skill in the classroom.

Eight selected teachers responded that:

There were some factors that hindered teachers' attitudes and motivations towards teaching writing: Such as large class size of students, lack of experience, the behavior of students, limitation of time for the content, unclear instructions of the English textbook, lack of students' prior knowledge and lack of reference materials. The current English language text book included many contents together so that more time was needed. But the given periods for those contents were four period per a week. It was impossible to finish the whole contents in these periods by using the students centered method teaching learning process, making students to present their works in pairs or groups in learning writing activities. Content and instructions of grade 10 student's text book teaching writing lesson topic preparation had lack of clarification and explanation about some selected units. They were also stated that students had less experiences in learning writing in the English language that teachers did not give them teaching writing skill assignments or tests and check for them. English language was not a day to day communicative language in our school and environment especially teaching writing skills that is

why we cannot learn English language from society in our day to day encounter. They also said that at lower grade teaching writing did not get attention. Because all subjects were given by students' mother tongue and English subject was given as only one subject. In similar way, they said that teaching writing skill didn't involve in the examinations or national exam. Instead of teaching writing the teachers preferred to teach other language skills those may appear on exam. Students were not interested towards learning writing skill activities. This made the English language teachers were de motivated to teach them writing skill. An assignment and test were given by the teacher mostly focused on the other language skills part that students most of their studying time on the other language skills but not on the promoting teaching writing skills. Mostly the English language teachers focused on grammar, vocabulary, speaking and reading assessment that he/she jumped some of the teaching writing skill activities in writing sections. This reflection suggested that there were some challenges those affected teachers' attitudes and motivations towards teaching writing foreign language.

Item No. 12 indicates that all English language teachers revealed that there were better ways of improving teachers' attitudes and motivations towards teaching writing in grade ten sections.

Eight teachers stated that:

First of all the English language teachers should have their own attitudes and motivations to teach writing skill and they made well preparation on teaching writing activities by referring different text books, give notes, create awareness for their students the purpose of teaching writing skill and to give them attention for writing. Teachers also replied that teachers should teach students by making writing activities simple and integrate with other language skills. In the same way, teachers should amend unclear and ambiguous instructions of students' text book writing activities. Teachers provided different teaching learning opportunities for learners with different learning styles and needs. If the school administrator should restrict the numbers of students in one class according to the new curriculum policy of education, teaching writing materials should fulfill in the library. The problems should be minimized in the school. The curriculum designer should check the implementation of teaching writing lesson topics in the student's English text book and create the mechanism how to involve writing test or exam in national examination because it has a negative wash back effect.

Therefore, they said that there were ways of minimizing the problems of teachers' negative attitudes and motivations towards teaching writing skill.

4.2. Data gained from Student's Text book Analysis

The researcher analyzed and interpreted grade ten student's text book based on coding format or check list incorporating with 8 guiding points or questions to see whether student's text book encourage and motivate or do not encourage and motivate English language teachers' towards teaching writing skill. The researcher wanted to see teaching writing activities designed as other language skills, its instructions were organized in communicative way or not, encourages and motivates the students to attend teaching writing lesson topic in pairs or group works.

A researcher analyzed that according to the curriculum designer, there were sufficient teaching writing activities included in the grade 10 students' text book as other language skills. However, not all teaching writing activities were in the English text book presented in a communicative way. Some selected activities were difficult to understand the culture of western country and pictures. In addition to this, some selected activities did not encourage and motivate students to practice learning writing skill in pairs or groups work due to text book related problems. Some teaching writing activities were encouraged and motivated the teachers to teach grade 10 students, this was not only enough teaching writing skill in sustainability way. The data obtained through text book analysis, there were some selective teaching writing activities which may not encourage and motivate teachers' attitudes and motivations towards teaching writing skill in the English language classroom due to text book related factors. The analyzing and discussion points were shown as follows:

4.2.1. Textbook related factors

Student's text books had an impact on teachers' attitudes and motivations towards teaching writing skills activities in the English language classroom. Some factors that affected teachers' attitudes and motivations towards teaching writing were from student's text books unclear instruction, vague and beyond the level of contents and giving less emphasis to teach writing skills.

4.2.1.1. Unclear Instructions

As the study indicated unclear instruction in the students' English textbook was one of the factors which affected teachers' attitudes and motivations towards teaching writing skills in the English classrooms. Some of the instructions in the student's textbooks were not clear instruction

for pictures to teach writing skill in effective. For example, write a short report with introduction and conclusion, some teachers do not have experiences of practicing the students to write different/similar authentic report for the BBC or newspaper about occurring of something. There are not sufficient examples and explanations giving in the student's textbook. For example, Unit 9 page 162 no example is done for sea pictures and complexity of story.

For example:

In the students English for Ethiopia grade 10 textbook some of the group work instructions were not clear for teacher and for their students that they worried a lot to make groups quickly and made it clear for their students to work on it. In fact, a few instructions ordered to make in pairs, a small group or a large group but in the rest instructions the number of group members were not indicated.

The above reflection indicates that unclear instruction in the students textbook was one of the factors that affected teachers' attitudes and motivations towards teaching writing skill of the students in the English classroom during teaching and learning process of teaching writing skills.

4.2.1.2. Vagueness or ambiguity and complexity of the contents

The data gathered from students' text book analysis indicated that vague and complexity of teaching writing lessons and their being beyond the level of the teachers and students blocked the teacher's and student's teaching learning writing skills. Those problems made the teachers to jump the given lesson topic activities. This showed that there were not clear instructions for vagueness or ambiguity and complexity of contents in the students' text book. For example:-

The contents of some writing lesson were not clear, especially a picture story for teaching writing skill like problems to write story about one of these pictures, in unit 4 page 66 to tell a complete story and to give a story a simple title is very difficult for teachers and students. In unit 4 page 66 write a biography about pictures and these pictures were not clear only for students but they were also too difficult for teacher. To write in pairs or groups a brief outline of a story, a comedy, a thriller, a fable, a traditional story, a romance, etc, was a difficult to write as a short play or dialogue, poem that described a local market where people lived (unit 3, page 93) Because it didn't go within our traditional play/culture and our experiences. Writing of formal and informal letters to different organizations was not an easy task. They required deeply thinking minds to write and designed out the plan of teaching writing. For example unit3, page

52, there weren't briefly explanations and notes about formal and informal letters how to write it. In addition to this idea, Some teaching writing lessons were full of writing activities did not give hints or clues for the students; rather they focused on the general instruction only. For example, unit 11, page 207 notes made by a job interviewer describing a candidate and students turned the notes in to sentences and paragraphs using suitable markers (although, however, but, despite, since, etc).

From the above reflection, one can sense that pictures used to motivate teaching writing skills in writing sections were not clear. It was even not easy for teachers to write about a biography of somebody by using the given pictures on the students textbook. Similarly, it was difficult for the students to write a story only by looking at pictures given on the students textbook. Thus, it was difficult for the students to generate ideas and to involve in the teaching and learning writing skill only by looking at the given pictures without any hints or clues.

Most of the instructions were given on the English text book lack specificity and did not show how teachers and students were going to involve in the participations of the activities. According to these teachers had lack of clear instructions and procedures as well as absence of attitudes and motivations of teachers towards teaching writing reduced both teachers' and students' motivations and desired to carry out with writing tasks.

4.3. Data gained from classroom Observation

The researcher used properly as supplementary data to obtain relevant result with teachers' interview and student's text book analysis. The aim of observation was used to see the implementation of English language teachers' motivation towards teaching writing in the English language classroom. The researcher started to observe English language teachers who taught teaching writing grade ten students based on 18 items of the providing check list. The researcher analyzed and discussed what the researcher saw the English language teachers did in the English language classroom as follows:

Most English language teachers had interest to teach writing skill from student's textbook but their implementation did not go along with their assumptions. They preferred to teach other language skills rather than teaching writing skill. Some English language teachers did not give additional explanation and notes regarding to the daily lesson topic. English language teachers

Comment [H28]: ????

tried to encourage the students' to attend the daily teaching writing activity, but the students did not volunteer to involve in the participation of group or pair work. Based on the providing check list, the researcher conducted the classroom while English language teachers taught the students writing activities in English language class.

During observation the researcher observed following points:

English language teachers followed the professional dress code and explained the daily lesson topic by writing on the black board for the students. The teachers gave lecture explanations for them but they didn't give additional notes from their own preparation. They only focused on students' textbook lesson topic in each observable periods. The teachers only used students' textbook pictures, maps, charts and written materials to teach writing activities in the class. The teachers ordered the students to make in pairs or groups to write sentences or paragraphs and walked around the groups or pairs to see what they had done. At this time the students never asked the teachers unclear points about what they had discussed during English period. The teachers used the process approach for the students to write their own ideas in coherent way in a given lesson topic. Although most of the students participations were less in writing sentences and paragraphs based in the given lesson topic in selected units. The teachers motivated and ordered the students to present what they had done in pairs or groups for the whole class by their representatives of the groups. However, the teachers gave feedback generally for what each pairs or groups presented for the class in lecture method or orally. They did not allow all students to reflect their own idea in each activity because there were large numbers of students in one class and shortage of time. When the teacher ordered students to make group discussions, many of them wanted to join clever students so that except the clever students, the rest students were usually passive to take parts in the activities given to practice learning writing skills. When a large size group was formed, students could not get a change to practice learning writing skills that most of them became passive. Generally, this reflected that teaching writing can be required teachers' efforts to encourage and motivate the students in practice of learning writing skills in pairs or groups.

4.4. Analysis of Students' Responses

The purpose of the students' questionnaire was used to collect whether the students had awareness about their teachers' attitudes and motivations towards teaching writing in English language and the nature of learning writing. The researcher needed to get information about

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teachers' attitudes and motivations towards teaching writing from grade ten students who attended the writing lesson activities in selected units. In addition to this, the researcher found out students' perspectives about learning writing skill.

The researcher asked One hundred Seventy-nine sample students to put a tick against the statements under one of the given headings that they taught an appropriate response. The results of the data analysis are presented as follows:

4.4.1. Students' responses towards their teachers teaching writing skill.

Table2: Students' responses towards their teachers' teaching writing skill

No.	Items	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	Our teachers think that teaching writing requires critical thinking	112	62.56	53	29.61	9	5.02	3	1.68	2	1.11
2	Our teachers believe that learning writing is more difficult to learn than other language skills(listening, Speaking, Reading)	96	53.63	17	9.45	7	3.91	55	30.73	4	2.23
3	Our teachers think at high school level, it is not necessary to teach writing for students because students can learn it at higher institutions.	6	3.35	7	3.91	2	1.11	43	24.02	121	67.59

4	Our teachers think teaching writing requires more effort than teaching grammar, vocabulary, and other language skills.	27	15.08	119	66.48	17	9.5	10	5.59	7	3.91
5	Our teachers feel happy when they teach us writing skills.	29	16.20	9	5.03	18	10.05	117	65.63	6	3.35

Table 2 indicated that from 179 students 112 students (62.56%) and 53 (29.61%) of the students responded ‘strongly agree’ and ‘agree’ respectively. This indicated that most of the students were strongly agree learning writing required critical thinking in the English language classroom.

In the above table2 item 1, they said that 96 students (53.63%) of the respondents were strongly agreed. That means 53.63 % of the students believed that learning writing was more difficult to learn than other language skills (listening, speaking, and reading). However, 55 students (30.73%) stated that they disagreed that writing was not more difficult to learn than other language skills. Item 3, 121 students (67.59%) and 43(24.02 %) of the respondents were strongly disagreed and disagreed respectively. This indicated that most of the respondents responded that at high school level, it was very important to teach and learn writing unless students learned at high school level; they shouldn’t develop their learning writing at higher institutions.

As it is shown in table 2, Items 4, 118 students (65.92 %) were agree with the statements which claimed that teaching writing required more efforts than other language skill and had interesting in teaching writing, In the table 2 that 117 students(65.36%) were disagree with their English language teachers felt happy when they taught them writing lessons.

4.4.2. Students' responses about Teachers' Attitudes and Motivations towards teaching writing

These questionnaires were provided for the students to investigate teachers' attitudes and motivations towards teaching writing. The students responded that their teachers' attitudes and motivations towards teaching writing replied as follows.

Table 3. Students' responses about their teachers' attitudes and motivation towards teaching writing skills.

No.	Items	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	Our English language teacher motivates us when he/she teaches writing skill.	6	3.35	42	23.46	-	-	131	73.18	-	-
2	Our English language teacher encourages us before, while and post during teaching writing lesson.	8	4.47	29	16.20	-	-	142	79.33	-	-
3	Grade 10 student's text book writing lesson topic encourages/helps teachers and students for learning teaching writing skill.	2	1.11	26	14.53	4	2.23	147	82.12	-	-
4	Our English language teacher covers all writing lesson topic in the student's English text book	3	1.68	7	3.91	5	2.79	164	91.62	-	-

5	Besides the textbook, the English teacher gives the students additional teaching writing activities from his/her own.	-	-	13	7.26	-	-	163	91.06	3	1.68
6	The teacher has taken more time on teaching writing in the class.	7	3.91	4	2.23	13	7.26	139	77.65	16	8.94

As it is indicated in items 1 and 2 of table 3, 131 students (73.18 %) and 142 students (79.33 %) of the respondents were agreed respectively. The majority of the respondents believed that their teachers motivated and encouraged them during teaching learning writing. In item No.3, 147 students (82.12 %) of the participants stated that grade 10 students' English text book teaching writing lesson topic didn't motivate both English language teachers and students for teaching learning writing skill. This showed that content and instructions of grade 10 students' English textbook teaching writing lesson topic had lack of clarification and explanation in some selected units. Consequently, on statement No. 4, 164 students (91.62%) of the respondents were disagreed that English language teachers didn't cover all writing lesson topic in the students' text book. In similar way, 163 students (91.06 %) explained that their English language teachers didn't give them additional teaching writing activities or notes from their own activities.

In addition to this, in item 6, 139 students (77.65 %) of the respondents replied that their teachers didn't take more time or not give more attention on teaching writing in the class. From this views of students' that it indicated that teachers gave less emphasis on teaching writing lesson topic than other language skills.

4.4.3. Students' responses towards their teachers' giving feedback, corrections and comments for teaching Writing skill

In table 4 below, the researcher was to assess students' view about their English language teachers' attitudes and motivations towards teaching writing in giving feedback, corrections and comments on teaching learning lesson topics.

Table4: Students' beliefs about their teachers gave them feedback, corrections and comments on learning writing.

No.	Items	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	Our English language teacher gives the students feedback, corrections and comments while learning writing as well as when the learners' make mistakes during learning writing skills.	-	-	32	17.88	5	2.79	129	72.07	13	7.26
2	Our English language teacher encourages us commenting on our learning writing and on our friends' written work	-	-	36	20.11	4	2.23	133	74.30	6	3.35
3	Our English teachers give us class work, home work and assignment on teaching writing tasks or activities in pairs or groups in each selected unit.	-	-	21	11.73	-	-	146	81.56	12	6.70

In the above table 4, in item No.1, 129 students (72.07 %) and 32 (17.88 %) of the participants were disagree and agree respectively. This expressed that their teachers didn't most of the time give the feedback, corrections and comments when they made mistakes or errors during learning writing skill.

On item No.2, 133 students (74.3%) and 36 students (20.11%) of the respondents were disagree and agree respectively.

While the teachers taught teaching writing in item 3, 146 students (81.56 %) and 21 students (11.73 %) of the respondents reported disagree and agree respectively. This stated that their teachers usually didn't gave them assignment, class work, home work on teaching writing activities in pairs or groups in some selected units.

4.4.4. Students' responses their teachers' Implementation of Teaching Writing in the Classroom

Table 5 is shown to assess students' view about their teachers' practice of teaching writing in the classroom.

Table5 .Students' responses to their teachers' implementation of teaching writing.

No	Items	Responses	No. of respondents	%
1.	Among the following language skills, which one does your English language teacher focus more on?	A. Listening	-	-
		B. Speaking	150	83.80
		C. Reading	26	14.53
		D. Writing	3	1.68
2	Does your English language teacher teach you writing skill?	A. Yes	148	82.68
		B. No	31	17.32
3	If your response to question No. 2 is 'yes' in which unit does he/she teach you frequently?	A. In each units	6	3.35
		B. In all of the units	4	2.23
		C. In most of the units	12	6.70
		D. In selected units	157	87.71

It is shown that in the above table 5, 150 students (83.80 %) of the respondents reported that their English language teachers focused more on the speaking skill, but 26 students (14.53%) indicated that they taught students reading skill. Under item No.2 in the above table 4, 148 students (82.68 %) of the respondents replied that their English language teachers taught them writing and 157 students (87.71%) of the students responded that their English language teachers taught writing lesson topics in some selected units.

Therefore, according to the majority of the respondents, writing was not given sufficient focus in classroom instruction, and it implied that students did not get adequate chance to engage in writing activities initiated by their teachers.

4.4.5. Students' responses their Teachers' practice of teaching Writing Skill.

Table 6. Teachers' Practice of teaching Writing

No	Items	Responses	No.of respondents	%
1	Does your English language teacher make you practice writing in English?	A.Yes	141	78.77
		B. No	38	21.23
2	Does your English language teacher encourage you to write letters, paragraphs and essays in the class or outside class?	A.Yes	37	20.67
		B.No	142	79.33
3.	If your response to 'item 2' is 'yes' in which unit does he/she make you write letters, paragraphs and essays in the class or outside class?	A. In few units	144	80.44
		B. In some selected units	18	10.05
		C. In each units	11	6.14
		D. In most of the units	6	3.35
4.	How often does your English language teacher encourage you to practice writing in groups?	A. Usually	-	-
		B. Some times	15	8.38
		C. Rarely	154	86.03
		D. Not at all	10	5.6

As indicated in the table 6 above, 141 students (78.77%) of the respondents stated that their teachers ordered them practicing writing in English. However, 38 students (21.23 %) reported that their teachers did not encourage them to practice writing in English. In item2, 142 students (79.33 %) of the participants stated their teachers did not allow writing letters, paragraphs and essays in the class or outside class. But 149 students (83.24 %) of the participants reported that their teachers ordered them to write letters, paragraphs and essays in the class or outside class in few units. Accordingly, the majority, 154 students (86.03%) stressed that their teachers rarely encouraged them practice writing in groups.

4.5. Discussion

The researcher analyzed and interpreted the data based on teachers' interview, students' text book analysis, classroom observations and students' questionnaires to investigate teachers' attitudes and motivations towards teaching writing English as a foreign language. In order to analyze the results of the study the researcher used to descriptive survey data analysis method. The results are presented as follows:

During teachers interview majority of the teachers stated that writing skill was a productive skill from the given alternatives see (table1). Majority of English teachers replied that 75% of teachers focused more emphasis on teaching speaking. Beside to this, 150 students (83.80 %) of the respondents reported that their English language teachers focused more on the speaking skill. In addition to the teachers and students' responses, as a researcher saw during classroom observations majority of English language teachers focused more on teaching other language skills (grammar, vocabulary, reading, speaking) than writing skill. This indicates that most of the teachers more focused teaching on other language skills rather than teaching writing skills.

At interview time, majority English language teachers stated that teaching writing required deeply thinking to organize meaningful sentences and coherent flow of ideas in teaching writing skill. In similar way, 112 students (62.56%) were agreed teaching learning writing skill required critical thinking in the English language classroom. In relation to this point that teaching writing is a difficult skill to teach and learn especially in an EFL setting (Ingels, 2006; Latif, 2007; MacIntyre and Gardner, 1989). On the other hand, according to, Hedge (2005) who notes that students can be good writers only if they wrote a lot.

Therefore, teaching writing was not a difficult skill but it needed more efforts and practices as other language skills.

Majority of the teachers revealed that teaching writing required more efforts than other language skills (vocabulary, grammar, reading, speaking, linguistics) because teachers, students or writers did not know structural procedures, word choice, vocabulary, grammar and how to construct meaningful information about some topic. 119 students (66.48%) of the respondents responded that teaching writing required more efforts than other language skills. This idea went along with the scholar (Nunan, 1989) expressed that writing as an extremely complex cognitive process that requires control over various variables at the same time. Teachers and students responded that

teaching writing required more effort than other language skill but the researcher observed during classroom observation that teaching writing required the same efforts as teaching other languages skills and practice teaching writing integrative with other language skills. Alemayehu (2008) states that teachers frequently used whole class organization at the expense of pair and/or group organizations when they taught writing skill in integration in classrooms.

Most of the teachers responded that contents and materials designed in students' text book encouraged and motivated English language teachers in some selected lesson topics. However, some selected teaching writing activities did not encourage and motivate teachers as English teachers. Because some content and instructions of grade 10 students' text book teaching writing lesson topic preparation had lack of clarification and explanation about some selected units within paragraphs. For example, lack of explanations, unclear and ambiguity of instructions for some pictures. They said that some selected English language lesson topics in grade 10 students' text books were encourage and motivate; some were not encouraged and motivated to teaching writing skills in the classroom. In addition to this points, majority of the students responded that students' text book did not encourage and motivate the students, their English language teachers did not give additional notes beside to students text book, their teachers did not cover all writing activities and did not take much time to teach writing skill (see table 3). In similar way, a researcher responded that some selected lesson topics in students' text book did not encourage and motivate and some did not encourage and did not motivate due to its lack of unclear instructions. In addition to this, during class observation teachers did not give additional notes besides to students text book and did not take much time to teach writing skill. This is the same to teachers' interview and students' responses. In similar way, Cunnings worth (1995) stated that text books can be used as guidance for teachers who are in experienced or occasionally unsure of their knowledge of the language and as a medium of initial teacher training. Allright(1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning and they should give teachers rationales for what they teach. To concluded that some selected lesson topics in students' text book had unclear and ambiguous instructions to teach writing skill.

Majority of the students stated that their teachers rarely ordered them practicing writing in English. However, minority of the students reported that their teachers did not encourage them to practice writing in English. 142 students (79.33 %) of the participants stated their teachers did

not allow to write letters, paragraphs and essays in the class or outside class. In similar way, during classroom observations, the researcher observed that teachers did not focus on teaching writing instead of reading the title and exercises within examples. They proceeded to teach grammar and vocabulary activities. During the interview time the teachers said that due to students' interests, they taught them other skills those involved in the national examination, they said (table3, 4, & 6).

In the same way to students responses, the researcher conducted classroom observations and saw majority of English language teachers did not give feedback, corrections and comments for students' textbook. As a researcher view suggested that English language teachers should give different activities and feedback, corrections and comments for their students. According to Cumming (2002) stated that teachers enable to be careful of writing exercises that attempt to break writing down in to component skills as such exercises often eliminate portions of the task that are important to the personal and cultural significance of the writing. Alberto (2002) believes that in effective classroom teaching practices should be focus instructor interaction, feedback, organization, coaching and collaborative teaching learning.

To conclude based on the above data, English language did not give attention to teach writings skill like other language skills. On the other hand, English language teachers could teach writing skill as other language skills their students to master writing skill.

All English language teachers in this high school said that attitudes and motivations were psychological cognitive factors that they were not seen separately because teachers who had positive attitude had positive motivations. Teachers who had negative attitude had negative motivations. All of the English language teachers in the proposed high school responded that they have positive attitudes and motivations towards teaching writing skills. During interview Eight English language teachers responded that teachers had medium attitude and motivations to teach writing skill.

During open ended interview English language teachers responded that there were challenges those affected teachers' attitudes and motivations towards teaching writing skills.

They responded that:

There were some factors that affected teachers' attitudes and motivations towards teaching writing: Such as large class size of students, lack of experience, the behavior of students,

limitation of time for the content, unclear instructions of the English textbook, lack of students' prior knowledge and lack of reference materials. They were also stated that students had less experiences in learning writing in the English language that teachers did not give them teaching writing skill assignments or tests and check for them. It was impossible to finish the whole contents in these periods by using the students centered method teaching learning process, making students to present their works in pairs or groups in learning writing activities.

Moreover, they said that at lower grade teaching writing did not get attention. Because all subjects were given by students' mother tongue and English subject was given as only one subject. In similar way, they said that teaching writing skill did not involve in the examinations or national exam. Instead of teaching writing the teachers preferred to teach other language skills those may appear on exam. Students were not interested towards learning writing skill activities. Teachers also claimed that writing skill did not involve in the examination and EUEE (Ethiopian University Entrance Exam.) so that they said why they spent their time on teaching writing instead of that they preferred to teach other language skills that involved in the examinations.

In relation to, content and instructions of grade 10 student's text book teaching writing lesson topic preparation had lack of clarification and explanation about some selected units. Dornyei (2001) proposes that the materials made by teachers should be relevant as much as possible to the students' lives and teachers should try their best to supply some more activities in textbook with more relevant materials in order to motivate the learners to learn.

In this study, the researcher saw during classroom observation, there were some problems which affected teachers' attitudes and motivations towards teaching writing. Teachers had less positive attitudes and motivations towards teaching writing skill and did not teach students writing activities effectively. Other problems students' text book had unclear instructions of some selected activities and teachers did not foster the students to practice learning writing skills. In similar way, large number of students in the class from 70-80 and most English language teachers did not order the students to participate in pairs or groups to write letters, paragraphs and essays in the English language class.

Majority of English language teachers said that there were better ways of improving teachers' attitudes and motivations towards teaching writing in grade ten sections.

They stated that:

First of all, the English language teachers should have their own attitudes and motivations to teach writing skill and they make well preparation on teaching writing activities by referring different text books, give notes, and create awareness for their students the purpose of teaching writing skill and to give them attention for writing. If the school administrator should restrict the numbers of students in one class according to the new curriculum policy of education, teaching writing materials should fulfill in the library. This problem should be minimized during teaching writing process conducting in the class. Teachers should take English language teaching training improvement program to build their knowledge. In particular, to minimize these problems, the teachers should have interests to teaching writing skill, create awareness for their students, teachers should make attractive teaching learning environment in the classroom, the regarding/concerning body should fulfill the teaching materials in the library and the curriculum designer should check the implementation of teaching writing skills that designed independent in the students' text book. The curriculum designer should check the implementation of teaching writing lesson topics in the students' English text book and create the mechanism how to involve writing test or exam in national examination.

The researcher tried in particular, the attempts that the students and the teachers were making to manage or mitigate the challenges they encountered while practicing approaches use to promote teaching writing skills in the English classrooms. Not only teachers and students but also the curriculum designer and regarding bodies made to alleviate the problems were insufficient and not appropriate.

Chapter Five

5. Summary, Conclusions and Recommendations

This chapter discusses the summary of the study, conclusion drawn from the major findings and the recommendations suggested to overcome problems of teachers' attitudes and motivations towards teaching writing skills.

5.1. Summary

The main objective of this study was to assess teachers' attitudes and motivations towards teaching writing grade ten English language teachers at Gohatsion High School. It also examined factors that affected English language teachers' attitudes and motivations towards teaching writing skill, to assess the relationship between attitudes and motivations towards teaching writing skill in English class. In doing this, the study focused on answering the basic research questions and objectives. The subjects of the study were 8 English language teachers who were teaching English at Gohatsion High School. To select the samples of the study, available sampling for teachers was employed.

The researcher was conducted among 8 English language teachers to obtain adequate information, students' text book to obtain supplementary data, classroom observation was implemented to check whether the practices of writing lessons are in line with the textbook design. In addition, the researcher designed questionnaires for the sample 179 students to obtain relevant data.

Comment [H30]: ????

The researcher analyzed the gathered data with quantitatively and qualitatively method respectively. Moreover, the collected data were interpreted and organized thematically in order to show the consistency of the data gathered through each tools.

Comment [H31]: Not an appropriate word

Therefore, Eight English teachers who were teaching English in grade ten and sample students from grade ten were chosen for the study.

Based on the objectives of the study, four questions were formulated:

1. To what extent do you have attitudes towards teaching writing in Gohatsion High School?
2. To what extent do you have motivations towards teaching writing in Gohatsion High School?
3. What are the causes that affect attitudes and motivations of EFL teachers' towards teaching writing?

The researcher used four data collecting tools: teachers' interviews, students' text book analysis, classroom observations and students' questionnaires ~~were used to generate data requiring for the study~~. The data were analyzed and discussed both quantitatively and qualitatively. Regarding to these findings the researcher analyzed and interpreted the data in order to get adequate evidence based on those tools.

The results of the first question showed that the overall degree of the teachers' attitudes towards teaching writing English as a foreign language could be presented as follows: Concerning on teachers' interview, teachers responded that teaching writing required deeply thinking and more effort to teach writing skill. In addition to this, they said that students' knowledge and interests encourage the practice of teaching writing skill. Students responded that teachers should master their own proficiency knowledge to teach us foreign language writing skill. On the other hand, the researcher saw some selected units in student's English text couldn't encourage the language teachers' since it's unclear and ambiguity of instructions in the course. These results showed that teachers' attitudes towards teaching writing less when compared with their classroom practice. This result showed that teacher' attitudes influence teaching writing. Teachers attitudes and motivations could be investigated because they are a significant factor in determine the teaching writing efficiency of those teachers in their classroom Hargreaves (1994) believe that teachers' attitudes influence their perceptions, and affect their behavior in the classroom.

The results of the second question, in order to answer these questions

In similar way, the English language teachers replied that they rarely gave class work, homework, assignment, feedback, corrections and comments for their students on teaching writing activities in pairs or groups in some selected units. They revealed that they did not take much time to teach students about teaching writing and sometimes did not cover all the selected teaching writing activities from students' textbook in some selected units. Because teaching writing skill did not involve in the examination and EUEE (Ethiopian University Entrance Exam.) so that they said why they spent our time on teaching writing instead of teaching writing they preferred to teach other language skills that involved in the examination. This implied that English language teachers taught other language skills that involved in the examination rather than teaching writing skill.

In students' text book analysis, the researcher identified unclear instructions, ambiguity or vagueness of the contents in grade ten students' text book activities. When the researcher conducted the classroom observation while English language teachers taught teaching writing lesson topics their students, the researcher noticed that:

English language teachers treated and communicate positively with their students to follow their daily lesson topic. However, teachers did not foster the students to practice learning writing skill in pairs or groups on the writing activities. Moreover, they did not give more explanation, additional notes except the textbook course and giving lecture method. They preferred to teach other language skills rather than writing skill by taking much time. They did not give additional notes and explanations from their own work rather than explained orally. The researcher compared the responses of teachers and students about teachers' teaching writing skill. English language teachers had lack of positive attitudes and motivations towards teaching writing skill and low implementing teaching writing skill.

Generally, the results of this question showed that EFL teachers' actual pedagogical competence is less. The results agreed with those found by Hijazi (2011) when she found that Jordanian teachers of English pay attention to their pedagogical competence because they know that they are evaluated depending on these competences.

The responses of each four dimensions of data collection instruments showed that teachers had lack of positive attitudes and motivations towards teaching writing skill as well as had low in implementing writing skill in the class.

There were some challenges that influenced teachers' attitudes and motivations towards teaching writing in the classroom in grade 10. The researcher analyzed and combined the results of the four tools findings for question No.3, the researcher noticed that:

English language teachers gave less attention to teach writing skill. That means during their interview they stated that their perceptions were thought teaching writing skill as a difficult skill. They thought that teaching writing required more effort than other language skills and they did not use different approaches to teach writing skill integrate with other language skills.

In similar way in this study, the teachers responses and the researcher analyzed that there were unclear ambiguity and vagueness of instruction, lack of many examples with in the form of paragraphs for some pictures. In addition to this, there was not available English reference

materials in the library, lack of teachers' experiences, students' prior knowledge, student's textbook related factors, and limitation of time. These problems had an impact on teachers' attitudes and motivations towards teaching writing skill. Teachers expressed that attitude is a tendency to respond positively or negatively towards a certain thing, ideas, persons and situations while motivation is the willingness for doing things. This idea is in line with Halawah(2008) who found that the factors identified in her study had strong effects on teachers' attitudes towards teaching practices.

In this study. Teachers responded that attitudes and motivations did not see separately. Attitudes and motivations are interrelated psychological variables. When teachers have positive attitudes and motivations experience success in their language teaching behavior, the attitudes and motivations are reinforced, whereas teachers with negative attitudes may fail to progress language teaching. Because attitudes can be modified by teachers' experience, and qualifications, effective language teaching approaches can encourage students to be more positive towards the language they are learning. Motivation is the characteristic of individuals that reflects how motivated they are to learn the language. Although there are many facets of motivation varying from intended goals, effort, emotional reactions to the task, aspirations, future goals, persistence and attention, etc. If teachers are motivated and interested, students are more actively involved in class activities and feel more motivated in teaching learning writing foreign language respectively.

Finally, conclusions and recommendations were drawn based on the findings of the study.

5.2. Conclusions

The study aimed to investigate teachers' attitudes and motivations towards teaching writing at Gohatsion High School. After employing different data gathering instruments and analyzing the data gathered through quantitative and qualitative methods of data analysis, the researcher has come up with the following conclusions.

As a result, the researcher understood from teachers' responses, students' text book analysis, classroom observations and students' questionnaires that teaching writing process has been given in this school. English language teachers taught teaching writing in order to students to practice and to master this skill. However, most language teachers stated that teaching writing required critical thinking and more efforts to implement in the classroom. In addition, they stated that

students had low proficiency in learning writing skill. As language teachers responded, due to limitations of time and lack of English language reference materials in the library, they did not teach writing and did not give regularly feedback for their students' written work. There reason for this was that writings skill was not involved in examination or EUUEE (Ethiopian University Entrance Exam.). Therefore, those teachers taught other language skills than writing skill. This implied that language teachers did not give attention for teaching writing skill as teaching other language skills.

This indicated that teachers believed that teaching writing was not as important as listening, speaking, reading, vocabulary, and grammar. This indicated that English language teachers had lack of positive attitudes and motivations towards teaching writing. The researcher also analyzed the students' grade 10 English text book whether encouraged and motivated or did not encourage and de motivated language teachers to teach writing skill. As a researcher analyzed some lesson topic encouraged and motivated the language teachers and students to teach and learn writing skill. On the other hand, some selected lesson topics had unclear and ambiguous instructions and did not encourage and motivate the English language teachers and students to practice attentively teaching writing skill. This had an influence on teachers' attitudes and motivations towards teaching writing skills.

The researcher observed English language teachers how to implement teaching writing in the classroom. At the observation time, English language teachers tried to motivate their students to attend the lesson topic. However, the students were not actively involved in those activities. The teachers did not take much time on teaching writing skill activities. Teachers did not force the students to practice writing activities rather than proceed to teach them other language skills. As the researcher observed in the class room observation, the practices of writing lessons were not properly implemented in the actual classroom in line with the students' textbook design. This may affect learners' development in writing skill.

Therefore, it needs careful practical implementation to involve and engage learners in the practice of writing lessons based on the textbook design. As a researcher gathered and analyzed the data from teachers' responses, student's text book analysis, classroom observations and students' questionnaires, it is possible to say that there were some challenges that affected teachers' attitudes and motivations toward teaching writing skill like: lack of teachers experiences in teaching writing, students' background, students' text book related factors, large

number of students in one class, limitation of time for practice teaching writing and lack of reference materials. English language teachers responded that attitudes and motivations are interrelated variables i.e. one cannot determine successful or failure of teaching learning writing skill. If the teachers have positive attitudes have positive motivations towards teaching writing skill. If the teachers have negative attitudes have negative motivations towards teaching writing skill.

5.3. Recommendations

On the basis of the findings, the researcher would like to recommend English language teachers to practice teaching writing frequently to avoid anxiety of attitudes and motivations towards teaching writing skill. This can be done through practice of teaching writing skill frequently. Teachers should also give equal emphasis on teaching writing skill as they give attention to reading comprehension, grammar, speaking and vocabulary in their instruction.

Besides, they should teach the contents of the lesson topic with relating social culture and background of the students. Teachers should also use of motivating strategies which in turn are related to students needs and motivations.

Moreover, English language teachers should make the teaching learning materials authentic for teaching writing skills and make tangible measurement criteria for corrections, comments and feedback for students written texts.

Furthermore, English language teachers should amend unclear and ambiguous instructions of students' text book lesson and teach them writing skill integrative with other language skills. Instructional materials such as different reference materials are critical ingredients in integrated-skills teaching, and fulfilling the necessary teaching aids and equipment for the teachers so that they effectively implement integrated-skills teaching in classrooms is the duty that appertains or concerns the schools administrations.

English language teachers should encourage the students' collaborative work to practice learning writing in pairs or groups works. It might be better if the schools administrations make continuous follow-up and assistance for the teachers, find ways of minimizing the number of the students in classrooms.

The research would also like to recommend that the school administrator and regarding body should fulfill teaching writing reference materials in the library. Then, teachers should regularly

practice teaching learning writing the students to write sentences, paragraphs and essays and to develop their proficiency knowledge effectively.

The Ministry of education and the curriculum designer should revise or allocate sufficient time for grade ten student's English text book teaching writing in each activity and find the way how to involve writing in the examination or EUEE (Ethiopian University Entrance Exam.).

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APPENDIXES

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Department of English Language and Literature

Appendix A

Teachers' Interview

This interview contains both open-ended and closed-ended questionnaires. Please kindly spare a few minutes of your time to respond this interview. Your responses to this interview will be treated with most confidence and will be used for academic research purposes.

Your cooperation to conduct this study is voluntary.

1. Which of the following skill is a productive skill? A. Writing B. Listening C. Reading D. Vocabulary
 2. Among the following language skill which one do you give more emphasize to teach? A. Listening B. Speaking C. Reading D. Writing
 3. Is teaching writing a difficult productive skill when does it take place? If, yes or no. Why?
 4. Does teaching writing in English require more effort than teaching grammar, vocabulary and other language skills? If, yes or no. Why?
- Does the content and material design encourage and motivate you to teach writing skill?
 - Do you encourage and teach your students to write letters, paragraphs and essays? A. Yes B. No
 - If you answer No.6 'Yes' in which unit do you make them to write letters, paragraphs and essays frequently?
 - Giving feedback, corrections and comments on students' written product is difficult and time consuming. So do you agree? Why?
 - To what extent do you have attitudes towards teaching writing?
 - To what extent do you have motivations towards teaching writing?
 - What are the factors that affect teachers' attitudes and motivations towards teaching writing?
 - How do you increase teachers' attitudes and motivations towards teaching writing?

1. If you have comments and suggestions teachers' attitudes and motivations towards teaching writing, you would like to give more information's on it.

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Appendix B- Textbook analysis

Guiding Questions

The students' text books:

- .Are objectives of writing lessons clear for teachers and students to understand the practices of writing?
- .Are there sufficient teaching writing activities included in the grade 10 students English text book?
- .Are teaching writing activities in the English text book presented/organized effectively in a communicative way?
- .Does teaching writing activities encourage and motivate the teachers to teach grade ten students?
- .Are teaching writing activities in the text book are related with students' ability and interest?
- .Can writing lesson activities encourage students to incorporate in an individual, pair and group work?
- .Are equal emphases given to teaching writing skills as related to other skills?
- .Are there variety of topics, tasks and activities?

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Appendix C- Classroom Observation Checklist

The main purpose of this observation checklist is to assess ways of teaching writing and learning activities in the classroom in relation with the practice and the design of the current textbook.

The items will be answered in prose form on the bases of their application in real classroom situation.

Part I. General Information

1. Name of School _____ 2. Teacher's Code _____
3. Teacher's Qualification _____ 4. Length of Period _____
5. Topic of the lesson _____ 6. Date of Observation _____ 7. Section _____

Part II. Classroom Observation Checklist

No.	Items	Yes	No
1	Teachers treat the students to learn writing activities on their own from the text book and follow their teachers.		
2	Teachers provide opportunities for the students to engage in arrange of writing purposes.		
3	Teachers act as monitors, facilitators to assist students for developing their writing performance		
4	Teachers provide language support for their students on every topic teaching writing to encourage and expose them for communication		
5	Teachers encourage students to share their works with their friends		
6	Teachers arrange and assign students in individuals, pairs and groups work to make them active participation of the writing activities of the current textbook.		
7	Teachers practice teaching writing lesson based on objectives which are stated in the textbook		
8	Teachers give chance for students in choosing writing topic in classroom		
9	Teachers encourage learners to ask questions about writing lessons.		
10	Teachers ask questions for students to involve in different activities.		
11	Does the teacher give the students feedback, corrections and comments on		

	teaching writing?		
12	Does a teacher encourage the students to practice writing in groups?		
13	Does a teacher encourage the students to write, paragraphs and essays in the class or outside class?		
14	Does the teacher teach writing skill in selected units?		
15	Does the content and material design encourage and motivate the teacher to teach writing skill?		
16	Does the teacher use student's text book?		
17	Does the teacher use the duplicated (written) materials?		
18	Does the teacher use different strategies, pictures, maps, charts and mechanizes to teach students' writing skills?		

3	Our English teachers think that at high school level; it is not necessary to teach writing because students can learn it at higher institutions.										
4	Our teachers think teaching writing requires more effort than teaching grammar, vocabulary, and other language skills.										
5	When our teachers teach us writing skill, they say that we feel happy.										
6	Our English language teacher motivates the students' when he/she teaches writing skill.										
7	Our English language teacher encourages us before, while and post during teaching writing lesson.										
8	Grade 10 student's text book writing lesson topic encourages teachers and students for learning teaching writing skill.										
9	Our English language teacher covers all writing lesson topic in the student's text book.										
10	Beside the English textbook, our English teacher gives us additional teaching writing activities from his/her own.										
11	The teacher has taken more time on teaching writing in the class.										

12	Our English language teachers give the student feedback, corrections and comments while learning teaching as well as when the learners' make mistakes during learning writing skills.										
13	Our English language teachers encourage the students commenting on students learning writing and on students' friends written work.										
14	Our English language teachers give the students class work, homework and assignment on teaching writing activities in pairs or groups.										

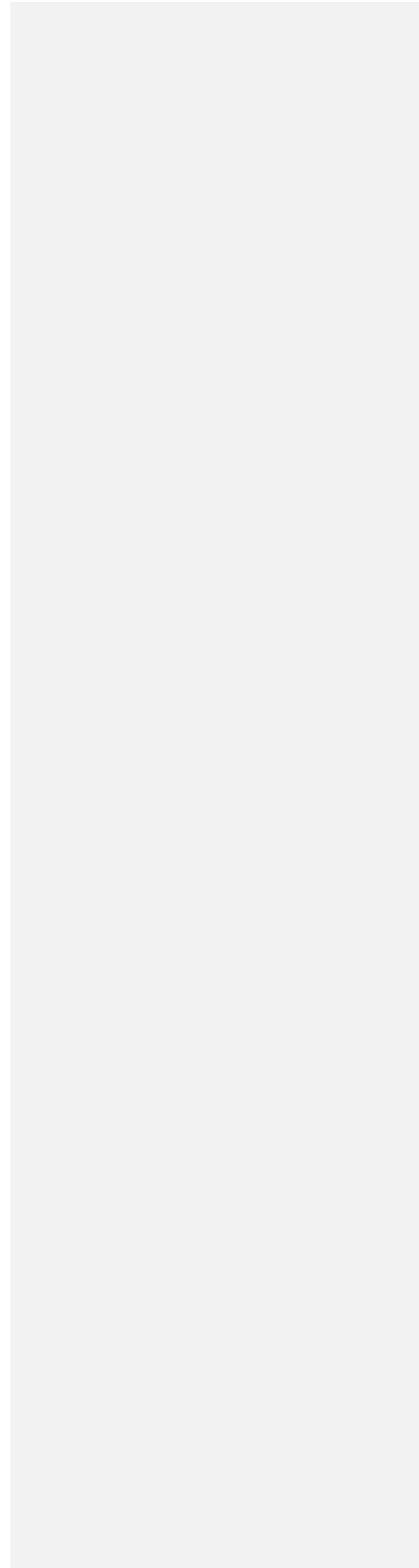
Part-II. Students' questionnaire

Please read each item carefully and answer close and open-ended the questions.

- Among the following language skills, which one does your English language teacher focus more on? A. Listening B. Speaking C. Reading D. Writing
 - Does your English language teacher teach you writing skill? A. Yes B. No
- If your response to question No. 2 is 'Yes' how frequently does he/ she teach you? A. In each unit B. In all of the units C. In most of the units D. In selected units
 - Does your English language teacher make you practice writing in English? A. Yes B. No
- Does your English language teacher encourage you to write letters, paragraphs and essays in the class or outside class? A. Yes B. No
- If your response to 'item 5' is 'yes' in which unit does he/she make you write letters, paragraphs and essays in the class or outside class frequently? A. In few units B. In some selected units C. In each unit D. In most units
- How often does your English language teacher encourage you to practice writing in groups? A. usually B. sometimes C. rarely D. Not at all

Part III.

- If you have comments and suggestions about teachers' practice of teaching writing skill, you would like to write about these issues here.



Jimmaa Yunivarsitii kollejii Saayinsii fi Humaanitii
Dippaartimanttii/Mummee Afaan Ingiliffaa fi Afoolaa
Abaltii E-Gaaffilee Barattootaaf dhiyaate

Kabajamtoota barattoota M/barusma Gohaatsioon sadarkaa lammaffaa kan taatan yeroo keessan aarsaa gochuudhan gaaffilee asiigadii kana deebisuu keessaniif galata guddaa isiniif galcha. Gaaffileewwan dhiyaatan erga sirriitti dubbistaniin booda haala ajaja isiniif kennameen deebisaa. iddoo saanduqa qabutti mallattoo(X) fayyadamuun deebisaa.

- Ajaja mallattoo saalaa agarsiisuuf (X) kaa'i. Dhira Durba
- Gaaffileewwan dhiyaatan gabatee keessatti erga dubbisteen booda hima(1.Baayyee gaarii2. Gaarii 3. Giddu galeess 4. Gadi aanaa 5. Baayyee gadiaanaa) jechuudhan sadarkeessi.

lak.	Hima	Baayyee gaariidha		Gaariidha		G/Galeessadha		Gaarii miti		Baayyee gaarii miti	
1	Barsiisonni Afaan Ingiliffaa keenya dandeettiin barreessuu Afaanii xiyyeeffannoodhan yaaduu barbaada jedhan.										
2	Barsiisonni Afaan Ingiliffaa keenya dandeetti barreessuu Afaanii dandeetti Afaanii kaan caalaa ulfaata jedhan(dubbisuu, dhageeffachuu, dubbachuu).										
3	Barsiisonni Afaan Ingiliffaa keenya dandeetti barreessuun barattoota sadarkaa lammaffaatt barbaachisaa waan hin taaneef sadarkaa mana barumsaa ol'aanaatti barachuu dana'u jedhan.										
4	Barsiisonni keenya akka yaadanutti dandeettii Afaanii										

	bareessuubarsiisuus tattaaffi guddaa kanneen dandeettii Afaanii birii irra barbaada jedhan.													
5	Barsiisonni keenya dandeettii Afaanii yeroo barattoota barsiisnu gammachuutu nutti dhagahama jedhan.													
6	Barsiisonni keenya dandeettii Afaanii barreessuu si'a barsiisan barattoota ni sissi'eessuu.													
7	Barsiisonni keenya dandeettii barreessuu Afaanii barsiisiin dura, si'a barsiisanuu fi erga barsiisanii booda barattoota ni kakaasu.													
8	Kitaabni barataa Afaan Ingiliffaa kutaa 10ffaa qophaa'e kun dandeettii barreessuu Afaanii barsiisotaa fi barattoota barsiisuu fi barachuuf ni kakasa.													
9	Barsiisonni Afaan Ingiliffaa keenya qabiyyee dandeettii Afaanii barreessuu kitaaba barataa keessatti qophaa'e hunda ni barsiisu.													
10	Barsiisonni keenya kitaaba barataa cinaatti yaadannoo dabalataa dandeettii bareessuu cimsuu danda'u irratti dabalata ni kennu.													
11	Barsoosoni dandeettii Afaanii bareessuu yeroo dheeraa fudhachuun barsiisan.													

12	Barsiisonni keenya yeroo dandeettii Afaanii barreessuu nu barsiisan deebii, hojimanee, hojii daree fi hojii dabalataa kennuudhan barattootni dogongora barreessuu yeroo uuman deebii sirreeffamaa fi yaada gabbisu ni kennu.										
13	Barsiisonni Afaan Ingiliffaa keenya dandeettii Afaanii yeroo barsiisaan bareeffama hiriyootni keenya bareessan ni jajjabeessu.										
14	Barsiisonni keenya dandeettii bareessuu Afaanii hoj-daree, hoj-manee fi abbaltii kenname gareedhan hojjetameef duubdeebii ni kennu.										

Kutaa II- Deebii sirrii ta'e filadha. Akkasumas gaaffiwwan biroof deebii gabaabaa ifa ta'e barreessaa.

- Dandeettii Afaanii armaan gadii keessa, irra caalaa barsiisaan kam isin barsiisaa? A. Dhaggeeffachuu B. Dubbachuu C. Dubbisuu D. Barreessuu
- Barsiisaan Afaan Ingiliffaa Keessan dandeettii barreessuu isin barsiisaa? A. Eeyyeen B. Lakkii
- Deebiin kee gaaffii 2ffaa irratti eeyyeen yoo ta'e, boqqonnaa kam keessatti irra deddeebiin isin barsiisu ? A. Boqqonnaa tokko tokko keessatti B. Boqqonnaa hunda keessatti C. Boqqonnaa muraasa keessatti D. Boqqonnaa filataman keessatti
- Barsiisaan keessan dandeettii barreessuu Afaanii akka shaakaltu si taasisaa? A. Eeyyeen B. Lakkii
- Barsiisaan Afaan Ingiliffaa kee xalayaa, keewwata fi barreeffama biro kutaa keessaa fi alatti akka barreessitu si kakaasa? A. Eeyyeen B. Lakki

- Gaaffii 5ffaa irratti deebiin kee eeyyeen yoo ta'e, haalli irra deddeebiin si shaakalsiisan boqqonnaa kam keessatti? A. Muraasa keessatti B. filataman keessatti C. darbee darbee boqqonnaa tokko tokko keessatti D. Boqqonnaa irra caalaa ta'n keessti
- Barsiisaan kee dandeettii barreessuu Afaanii hiriyaa fi garee waliin akka barreessitu yeroo meeqa si kakaasa? A. yeroo hunda B. yeroo tokko tokko C. darbee darbee D. Yeroo hunda
miti

ጅማዩ.ጊቨርስቲኮልጅሶቫልሳይንናሑ.ማኒቲየእንግሊዝኛቋንቋስነፁሁናአናጥናትዲፓርትመንት

አባሪፊ. -ለተማሪዎችየቀረቡጥያቅዎች

ክፍል 1-የታንቦተመለከተበሳጥነውስጥ () ምልክትአድረግ/ጊ.፡፡ወንድ ሴት

ክፍል 2-የሚከተሉትንዐ.ነገሮችበማንበብ (1. በጣምአስማማለሁ፣ 2. አስማማለሁ፣ 3. መሃከለኛ 4. አልሰማምም 5. በጣምአልሰማምም) በማለትአመልክት፡፡

ተ. ቁ.	ዐ.ነገር	በጣምአስማማለሁ፣	አስማማለሁ	መሃከለኛ	አልሰማም	በጣምአልሰማም
1	የእንግሊዝኛመምህራኖቻችንየመፃፍክሎትማስተማርከፍተኛግንዛቤንይጠይቃልይላሉ፡፡					
2	የእንግሊዝኛመምህራኖቻችንየመፃፍክሎትንማስተማርከሌሎችየቋንቋክህሎቶችበጣምይከብዳልይላሉ(ማንብብ፣ማዳመጥ)፡፡					
3	የእንግሊዝኛመምህራኖቻችንእነደሚሉትበሁለተኛደረጃየመፃፍክሎትንማስተማርስለማያስፈልግተማሪዎችወደከፍተኛየትምህርትደረጃሲገቡመማርይችላሉይላሉ፡፡					
4	የእንግሊዝኛመምህራኖቻችንየመፃፍክሎትንለማስተማርከፍተኛጥረትከሌሎችክህሎቶችይፈልጋልይላሉ፡፡					
5	የእንግሊዝኛመምህራኖቻችንየመፃፍክሎትንተማሪዎችንበምናስተምረበትጊዜደስታይሰማናልይላሉ፡፡					
6	የእንግሊዝኛመምህራኖቻችንየመፃፍክሎትንበሚያስተምሩበትጊዜተማሪዎችየመማርተነሳሽነትእንዲኖራቸውያንቃቃሉ፡፡					
7	የእንግሊዝኛመምህራኖቻችንየመፃፍክሎትንከማስተማራቸውበፊት፣በሚያስተምሩበትጊዜእናካስተማሩበኃላተማሪዎችንየነቃቃሉ፡፡					
8	የ10 ክፍልየተማሪዎችመፅሃፍትወስጡየተዘጋጀውይዘት፣መልመጃዎችመምህሩንእናተማሪዎችንለመማርማስተማርያነሳሳቸዋል፡፡					
9	የእንግሊዝኛመምህራኖቻችንበተማሪወመፅሃፍትወስጥየተዘጋጀውንይዘትበሙሉሹኛነውያስተምራሉ፡፡					
10	ከተማሪወመፅሃፍትንገለጎንየእንግሊዝኛመምህራኖቻችንተጨማሪፁሑፍብመጨመርያስተምራሉ፡፡					

1	የእንግሊዝኛ መምህራኖችን የመጻፍ ክሎት ንግድ ስትራቴጂ ለማረጋገጥ ለመወሰድ ያለው ስትራቴጂ።											
1	የእንግሊዝኛ መምህራኖችን የመጻፍ ክሎት ንግድ ስትራቴጂ ለማረጋገጥ ለመወሰድ ያለው ስትራቴጂ።											
2	የእንግሊዝኛ መምህራኖችን የመጻፍ ክሎት ንግድ ስትራቴጂ ለማረጋገጥ ለመወሰድ ያለው ስትራቴጂ።											
1	የእንግሊዝኛ መምህራኖችን የመጻፍ ክሎት ንግድ ስትራቴጂ ለማረጋገጥ ለመወሰድ ያለው ስትራቴጂ።											
3	የእንግሊዝኛ መምህራኖችን የመጻፍ ክሎት ንግድ ስትራቴጂ ለማረጋገጥ ለመወሰድ ያለው ስትራቴጂ።											
1	የእንግሊዝኛ መምህራኖችን የመጻፍ ክሎት ንግድ ስትራቴጂ ለማረጋገጥ ለመወሰድ ያለው ስትራቴጂ።											
4	የእንግሊዝኛ መምህራኖችን የመጻፍ ክሎት ንግድ ስትራቴጂ ለማረጋገጥ ለመወሰድ ያለው ስትራቴጂ።											

ክፍል 2: የሚከተሉትን ነገሮችን በማንበብ ከክፍሉ ይመልስ በመምረጥ እና ገለጻል።

- ከሚከተሉት የቋንቋ ክሎት መምህራኖች ሁለት ናቸው። ከህሎት በይበልጥ ስትራቴጂ? ሀ). ማዳመጥ ለ). መናገር ሐ). ማንበብ ሙ). መጻፍ
 - የእንግሊዝኛ መምህራኖች ሁለት የመጻፍ ክሎት ስትራቴጂ ይህን ይመለከታል? ሀ) አዎን ለ) አይደለም
 - በተራ ቁጥር 2 ላይ መልስ ለሰጠህ ከሆነ፣ ተደጋጋሚ ነገሮችን ያህል ነው? ሀ). አንዳንድ ምዕራፍ ይመለከታል ለ). በሁሉም ምዕራፍ ይመለከታል ሐ). በአብዛኛው ምዕራፍ ይመለከታል ሙ). በተመረጡት ምዕራፍ ይመለከታል
 - የእንግሊዝኛ መምህራኖች ሁለት የመጻፍ ክሎት ንግድ ስትራቴጂ ለማዳመጥ ይደረጋል? ሀ). አዎን ለ) አይደለም
- የእንግሊዝኛ መምህራኖች ሁለት የመጻፍ ክሎት ንግድ ስትራቴጂ ለማዳመጥ ይደረጋል? ሀ). አዎን ለ) አይደለም
 - በተራ ቁጥር 5 ላይ መልስ ለሰጠህ ከሆነ እንዴት ባለው ምዕራፍ ይመለከታል? ሀ) በተመረጡት ምዕራፍ ለ). በአንዳንድ ምዕራፍ ሐ). በአብዛኛው ምዕራፍ ሙ). በሁሉም ምዕራፍ
 - የእንግሊዝኛ መምህራኖች ሁለት የመጻፍ ክሎት ንግድ ስትራቴጂ ለማዳመጥ ይደረጋል? ሀ). አዎን ለ) አይደለም

ክፍል 3-

ስለ እንግሊዝኛ ቋንቋ መምህራኖች ሁለት የመጻፍ ክሎት ንግድ ስትራቴጂ በተመለከተ በአመለካከት እና ተነሳሽነት ላይ ተጨማሪ ሀሳብ/አስተያየት ካለህ/ሽ መጻፍ ይቻላል።

