JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES: DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

EFL TEACHERS' PRACTICE OF ASSESSING LEARNERS' COMPOSITION SKILLS AND CHALLENGES THEY FACE: THE CASE OF SECONDARY SCHOOLS IN KAMBATA TEMBARO ZONE

BY

MEAZA YACOB

JANUARY, 2021

JIMMA, ETHIOPIA

EFL Teachers' Practice of Assessing Learners' Composition Skills And Challenges They Face: The Case Of Secondary Schools In Kambata Tembaro Zone

BY

MEAZA YACOB

ADVISOR:

Mr. DAGNE TIRUNEH (Associate Prof)

CO-ADVISOR:

Dr. MELKAMU DUMESSA (PhD)

A THESIS SUBMITED TO THE SCHOOL OF GRADUATE STUDIES OF JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS FOREIGN LANGUAGE

ADVISORS' APPROVAL SHEET

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

As the thesis advisors of this research, we certified that we have read and evaluated this thesis prepared under our guidance by Meaza Yacob that entitled on **"EFL Teachers' Practice of Assessing Learners' Composition Skill and Challenges the face in the Secondary Schools of Kembata Zone. "**Hence, it has incorporated the comments given on the research paper. Therefore, we, the advisors recommended that the student researcher has fulfilled all of the requirements and hence, can submit the thesis to the School of Graduate Studies of Jimma University.

_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Co-Advisor	Signature	Date

EXAMINERS' APPROVAL SHEET

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

We, the undersigned, as members of Board of Examiners of the MA thesis final open defense examination, certified that we have read and evaluated the thesis prepared by Meaza Yacob and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for degree of Master of Art by specialization in Teaching English as Foreign Language.

Department Head	Signature	Date
Chairperson	Signature	Date
External Examiner	Signature	Date
Internal Examiner	Signature	Date

Final approval and acceptance of the thesis is contingent upon the submission of the final copy of the thesis to the School of Graduate Studies (SGS) through the Department/School Graduate Committee (DGC/SGC) of the candidate's department.

Stamp of School of Graduate Studies

STUDENT'S DECLARATION SHEET

JIMMA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Declaration

I, hereby declare that this thesis project entitled **"EFL Teachers Practice of Assessing Learners' Composition Skill and Challenges they face in the Secondary Schools of Kembata Zone,"** is my original work and has not presented in any other university and all sources of materials used for this proposal have been duly acknowledged.

Name: Meaza Yacob

Signature: _____

Date of Submission: _____

Place: Jimma University

ACKNOWLEDGMENTS

I want to extend my gratitude exclusively to those who had dazzling roles from the very inception to the culmination of my work. First and for most, I would like to present my heartfelt thanks to **Almighty God** who has been with me in all ways of success and proper accomplishment of this study from its beginning to end. Then, my deeply heartfelt gratitude goes to **Dr. Dagne Tiruneh (Associate Prof.)** who is my advisor. I could really say that this work never reached to this stage if there had not been his critical guidance. In short, I am very much beholden to the kindness and perseverance he has shown me in the course of time. On the same manner, my deeper gratitude goes to the other professional support of this thesis which came from **Dr. Melkamu Dumessa (PhD)** through the role of co-advising**.** It could be regarded as irreplaceable insight that you had shown me in order to analyze the study from various perspectives which better refined the focus of the study. The other individuals who deserve my thanks are all of my friends and colleagues who provided valuable support in the process of study. Next, the researcher presented deep gratitude for those institutions, respondents and officials who played greater role to provide data for the study. Lastly, but not least, my inestimable gratitude goes to all of my beloved family members particularly my brothers whose love, motivation and support were really the springboard for successfully accomplishing of the study.

TABLE OF CONTENTS

Contents **Pages**

ADVISORS' APPROVAL SHEET i

EXAMINERS' APPROVAL SHEET ii

STUDENT'S DECLARATION SHEET iii

ACKNOWLEDGMENTS iv

TABLE OF CONTENTS vi

LIST OF TABLES viii

ACRONYMS AND ABBREVATIONS ix

ABSTRACT x

CHAPTER ONE 1

1. INTRODUCTION 1

1.1 . Background of the Study 1

1.2 . Statement of the Problem 4

1.3 . Objectives of the Study 6

1.3.1 General Objective 6

1.3.2 Specific Objectives 6

1.4 . Significances of the Study 7

1.5 . Delimitation of the Study 8

1.6 . Limitations of the Study 8

1.7 . Definitions of Key Terms and Acronyms 9

1.8 . Organization of the Study 10

CHAPTER TWO 11

2. REVIEW OF RELATED LITERATURE 11

2.1. The Concepts of Writing and Composition Skills 11

2.1.1. Writing 12

CHAPTER THREE 36

3. RESEARCH DESIGN AND METHODOLOGY 36

3.2. Research Design 38

3.3. Research Method 38

3.4. Sources of Data 39

3.5. Population, Samples and Sampling Procedures 39

3.6. Instruments of Data Collection 42

3.6.1. Questionnaire 42
3.6.2. Interview 43
3.6.3. Observation 43
3.8. Validity and Reliability of the Study 45
3.9. Methods of Data Analysis 47
3.10. Ethical Considerations 47
CHAPTER FOUR 48
4. 1 DATA PRESENTATION ANALYSIS, INTERPRETATION 48
4.1.1. Demographic Background of Respondents 49
4.1.2. Extent of Awareness in Planning Strategies to Assess Composition Skill 52
4.1.3. Frequency of practice of Assessing students' Composition Skill 56
4.1.4. Feedback Provision Techniques in Assessing the Composition Skill 59
4.1.5. Challenges Facing in Assessing the Composition Skill of Learners 63
4.2. Analysis of Qualitative Data 66
4.2.1. Extent of Awareness in assessing Strategies of learners' Composition Skill 66
4.2.2. Frequency of EFL Teachers Assessment on the Composition Skill 68
4.2.3. Feedback Provision Techniques in Assessing the Composition Skill 69
4.2.4. Challenges Facing by EFL teachers in Assessing the Composition Skill 71
4.3. DISCUSSION 73
CHAPTER FIVE 78
5. CONCLUSIONS AND RECOMMENDATIONS 78
5.1. Conclusions 78
5.2. Recommendations 79
REFERENCES 81
APPENDIX – A: QUESTIONNAIRE i
APPENDIX – B: INTERVIEW x
APPENDIX – C: OBSERVATION CHECKLIST xii

LIST OF TABLES

Table – 1: Reliability Coefficients of the Assessment of Composition Skill……44

Table – 2: Demographic Background of Respondents……..…….……...49

Table – 3: Extent of EFL Teachers Awareness to Plan Strategies to Assess Composition……...52

Table – 4: Frequency of EFL Teachers Assessment of the Composition Skill…….56

Table – 5: Feedback Provision Techniques in Assessing Composition Skill…….....60

Table – 6: Challenges Faced by EFL Teachers in the Assessment of Composition Skill…….64

ACRONYMS AND ABBREVATIONS

CPD - Continuous Professional Development

CSA - Central Statistical Agency

EFL - English as Foreign Language

ESL - English as Second Language

ESDP - Education Sector Development Program

FDRE - Federal Democratic Republic of Ethiopia

MoE - Ministry of Education

SNNPRG - Southern Nation, Nationality and People Regional Government

NGO's - Nongovernmental Organizations

SDC - School Development Committee

SMC - School Management Committee

SPSS - Statisitical Package for Social Sciences

TEFL - Teaching English as Foreign Language

TESL - Teaching English as Second Language

UNESCO - United Nation Educational Scientific and Cultural Organization

ZIMSEC - Zimbabwe School Examinations Councils

ABSTRACT

Obviously, the ability to achieve competence in assessing EFL students' composition skill is a major facet of language development and academic success among students of all levels. Having an effective assessment of composition skill could identify gaps observed on EFL students and enable plan to address accordingly. Similarly, the main purpose of this study was to investigate the practice of EFL teachers' Practice of assessing learners' composition skills and challenges they face in case of secondary schools of Kambata Tembaro zone In order to achieve this, descriptive survey with mixed research approach was operated. Concerning sampling procedures, purposive sampling technique is employed to select eight secondary schools based on their best academic achievement, highly experienced staff size and convenience to collect adequate. Then, 83 EFL teachers are selected by using comprehensive sampling due to lower population size. In the last stage, purposive sampling was employed to select eight English language department heads, EFL students and school principals based on their proximity for the study topic. The study was used questionnaire, interviews, classroom observation and document analysis to collect data from respondents. The findings were analyzed by using mixed method of data analysis. To this effect, the quantitative data were analyzed by using SPSS with descriptive statistics such as frequency, percentage, mean and standard deviation. Qualitative data were analyzed qualitatively in the ways that correlate with quantitative data. The finding shows that the extent of awareness of EFL teachers in planning strategies has convincing trends in assessing the interest of students and developing strategies accordingly. However, the teachers were criticized for poor commitment in enabling students to write short composition and for their failure to facilitate share experience. In relation to the frequency of assessment, it was found out that there is consistent and regular assessment of compositions, facilitation of independent composition tasks, encouraging students for taking blames and consistently helping them with compositions. The finding also indicate that EFL teachers are providing constructive feedbacks, created friendly approach with students, magnify their strengths; provide honest feedback and facilitated varied level of support in assessing compositions. Finally, there were various challenges sourced from EFL teachers, their students, school and external conditions against the assessment of composition skill. Lastly, the study recommended zonal, woreda and school administrations including EFL teachers have to facilitate conducive environment; create awareness in students; facilitate trainings; create interesting composition topics; introduce incentive for best composition; share experiences and develop cooperation among stakeholders in the secondary schools of Kambata.

CHAPTER ONE

1. INTRODUCTION

In the first part, the basic introductory section gives essential information on the nature of the study including background, problem statements, objectives, significances, scope and organization of the study.

1.1. Background of the Study

English as the West Germanic language was first spoken in early medieval England and spread all over the world as a result of the voyage to America, Asia, and the Antipodes which later followed by the colonial development in Africa and the South Pacific in 19th c.Kristen Bech and George Walken(2014).Its spread as a global lingua franca or hyper-central language was facilitated by the British colonial empire. Hence, the colonial expedition exported the native speakers of English to the new colonies for settlement thereby forcing the people of the new colonies to acquire and learn the language. Besides, the growing economic, military and political dominance of the US as well as the development of science and technology, commerce and diplomacy, media and education contributed for the spread of English language globally (Crystal and Mareva, 2003).

Nowadays, the fast progress of science and technology has turned the world into a global village. Consequently, there is pressing and growing need for people of different nations to communicate with one another. In fact, this communication can be achieved more easily through a common language spoken worldwide. In that respect, English appears to be a language that has conquered the world in almost every field. It has become the language of science, technology and business. To this respect, many nations at global level made English as official language or their chief foreign language being taught for learners of all grade levels (Cavanaugh, 2006).

Teaching English in EFL or ESL context involves the four macro skills which include listening speaking, reading and writing. Under this macro skills, there are micro skills such as grammar and vocabulary. Thus, writing is among the four skills that are central to students' intellectual, social and emotional development. Even if all skills are important, currently writing skill is the most important skill to develop our communication and academic success. Having well-

developed writing skill is important for learners both in its academic role and as a means of communication in a community (Hyland, 2009).

In discussing the importance of writing to learning, Stem (2003) asserts that writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures and language development. Furthermore, writing provides a lot of information, interaction, and communication. Writing is also used to convey factual information with a view to persuading, convincing and informing the readers. It is possible through writing to communicate our ideas not only with our contemporaries but also with our future generations.

In order to develop learners' academic success and to improve the education system at all levels, writing is a major component. Besides, it is a complex cognitive process that requires sustained intellectual effort for long time (Cumming, 2003). In this regard, practicing writing, day to day in classrooms and out of classrooms plays irreplaceable role to be an effective writer. EFL classes are then the ultimate places for EFL learners in various countries like Ethiopia where they could not access the language elsewhere easily. To this end, the EFL teachers have been trying their best to improve the writing or composition skill of their learners (WIDA, 2012).

In relation to this, Kroll (1990) stated that assessing composition skill encourages students to express their ideas using the second language. Even though students have already the necessary tool before writing, they develop positive perspectives when they are writing. On the other hand, assessment of composition skill requires the best coordination and concentrated efforts of all subject teachers, parents and other stakeholders in school due to the complex nature of composition skill of learners. The first responsible body of this practice placed to those EFL teachers. Apparently, EFL teachers have also identified external factors that would help learners in improving their writing performance (Lamberg, 2005).

In this regard, EFL writing teachers should strive to provide and improve a heaviness of writing instruction through a variety of effective writing techniques. One of the ways is EFL teachers should practice effective assessment of their learners' writing skills. Second language writers often benefit most and make the most progress when teachers contribute through a variety of intervention strategies available in classroom settings. One of these intervention strategies is

teacher's classroom assessment of students' composition writing. They also highlight that many students face the problem of communicating their ideas effectively (Ariyanti, 2016).

Similarly, the assessment of writing whether in classroom or in large-scale contexts, is a difficult activity that requires time and knowledge of the nature of assessment and the use of available assessment tools (Nguyen, 2015). Different variables may have an important role in an assessment's validity and reliability: human judgment, subjectivity, the writing task, scoring procedures, scorers' linguistic background, gender, academic background and previous training experience. Hence, the assessment mechanisms also matter most the practice of EFL for learners particularly in secondary school levels (Weigle, 2002).

Composition writing is one of the most complex acts to native speakers or non-native speaker to accomplish it. If a native speaker views see it as a complex process, the non-native speakers or ESL student writers would probably find it even more challenging which led to investigate situations (Abey, 2013). According to Lamberg (2005), many ESL learners are plugged by the problem of the skill of writing, and also ESL teachers have been challenged by the problem of how to assist their learners to overcome the issue. Moreover, most EFL teachers jump writing lessons since their learners have hardly little or always no participation to interact during writing periods. Hence, its findings indicated that EFL learners' lack interest in practicing effective strategies in order to assess learners' composition skill in the secondary schools of Kenya.

Besides, Thomas (2007)regarded assessing the composition skill of students as the most difficult component of English Language curriculum for students followed by written grammar which is also an important proponent of not only EFL but also in other content subjects. It is an intricate and complex task; it is most difficult of all languages to acquire. They also highlight that many students understand the Language but face the problem of communicating their ideas effectively. The problem is lack of adequate stock of vocabulary, creativity in writing and several other factors in the secondary schools of Rwanda.

On the other hand, English language has become a foreign language in Ethiopian context since it has been taught as a subject in primary schools and later on served as a medium of instruction in secondary and tertiary levels. Since then, writing is the skill that most students are least proficient in when acquiring a new language (Ismail, 2011). To these end, EFL teachers of those secondary schools in Ethiopia performed certain mechanisms in order to improve assessment of

composition skills of their learners guided by the curriculum, teacher's guide and students textbook. In addition, there were open rooms for EFL teachers to develop context based mechanisms for achieving assigned objectives of composition topic (Tsedeke, 2016).

Based on these, there are efforts to improve the composition skills of learners in secondary schools of SNNPRS. In addition, teachers tried to identify the progress in composition skill of their learners on regular basis. However, there were also challenges faced by EFL teachers in assessing the composition skill of their students. Thus, it becomes quietly imperative to assess the practice of teaching composition topics and its assessment in specific school situations.

Hence, this study tried to investigate the EFL teachers' practice of assessing their students' composition skill and the challenges they face in the secondary schools of Kambata Tembaro zone.

1.2. Statement of the Problem

Currently, English is a compulsory subject in all grade levels of Ethiopia. However, after ten years of schooling, much students have been fail in composition based exams given at their specific grade levels. EFL teachers commonly follow a specific syllabus developed by the Ministry of Education in order to teach and assess composition skill of their students. Hence, EFL learners try to memorize readymade compositions from commercial guides and notebooks. Although some students pass examinations, they cannot demonstrate their composition proficiency in certain communicative contexts (Mohammed, 2015).

On the other hand, EFL teachers' always have been concerned with measuring and evaluating the progress of their students' composition skill in the secondary schools of Ethiopia. In relation to these, students are unable to write effectively and also lack knowledge of composition skills. Difficulties of teaching writing skills is challenging task even though most students learned in secondary school (Mohammed, 2015). Thus, EFL students' writing proficiency and assessment approaches practiced by EFL teachers required to be studied in the specific school system.

In relation to this, the study of Tsedeke (2016) evidenced several factors are contributing for students' poor writing ability. These factors are including untrained teachers, ineffective teaching methods, poor examination system, lack of writing practice, large classroom, low motivation and lack of ideas to develop their compositions in primary school levels. Hence, Tsedeke's study was

emphasized on factors contributing of poor composition skill of students which indicated that assessment of their composition skill remained as knowledge gap filled by this study.

On the other hand, the researcher professional proximity as the EFL teacher with plenty years of experience in certain secondary schools of Kambata was created chance to involve in assessing the composition skill of their students. To this respect, there are strategies to assess the composition skills of their learners. However, there are significant limitations in the planning, implementation and evaluation of specific composition topics. Even though composition skill has key roles to be succeed in academic aspects, its assessment requires due improvements. To this respect, personal experiences of the researcher inspired to conduct this study on the assessment of composition skill in secondary schools of Kambata.

Even though certain studies such as Abey (2013); Tsedeke(2016),Alamirew (2018); etc. conducted on students composition skill, most of them concerned on the challenges of teaching composition skill without particular focus on the practice of EFL teachers to assess their learners composition skill in secondary school level. For instance, the study of Tsedeke (2016) was a case study on the major factors contributing for the poor composition skill ability of students in selected primary schools of Awi Zone which differs in its grade levels and purposes.

Besides, the study of Alamirew (2018) was stressed on the common mistakes of students during EFL composition topics in secondary schools of Debre Birhan town. However, it was unable to assess EFL teachers related factors contributed to the gaps observed on students in their composition classes. To this respect, this study stressed on the assessment of composition skill of EFL students which differs from the study reviewed above.

On the other hand, this study differs from the one conducted by Abey (2013), who focused on high school students writing skill and their English language proficiency as predictors of their English language writing performance. This study also concentrated on language transfer experience from first language to second language. Thus, this study concerned on teachers' practice of assessing learners' composition skills and challenges being faced. Hence, it found to be different since it was unable to primarily focus on EFL/ESL in the school system.

According to the study conducted by Solomon (2017), it focused on EFL teachers' practice of teaching composition skill in the secondary schools of South Omo Zone. It identified that there

are challenges associated with teachers, students and other external factors. Besides, the trend of attention provided by EFL teachers for composition topics was lower due to poor interest of the students. Thus, Solomon's study differs since it investigated on the teaching methods of composition skill in which assessment of students composition skill remained as knowledge gap.

Consequently, it was quiet imperative to study on the practice of EFL teachers to assess their learners' composition skill since it remained as one of concerning knowledge gaps to be filled by this study in the secondary schools of the study area.

Thus, this study tried to answer the following research questions: -

i. To what extent EFL teachers awares of Strategies of assessing Learners' Composition Skill in the Secondary Schools of Kambata Tembaro zone?
ii. How often do the EFL Teachers Assess the Composition Skill of their Learners in the Secondary Schools?
iii. How do EFL Teachers Provide Feedback in their practice of assessing Students Composition Skill in the Secondary Schools?
iv. What are the Challenges faced by EFL Teachers in the assessment of their Students Composition Skill in the study area?

1.3. Objectives of the Study

This study consisted of both general and specific objectives.

1.3.1 General Objective

The main objective of this study was to investigate the practice of EFL teachers' to assess Learners' Composition Skills and the Challenges they face in the secondary schools of Kambata Tambaro Zone.

1.3.2 Specific Objectives

The specific objectives of this study include the followings: -

1. To identify the extent of awareness of EFL Teachers' Strategies to assess their Learners Composition Skill in the Secondary Schools of Kambata.
2. To examine the frequencies of assessing the Composition Skill of Learners by EFL Teachers in the Secondary Schools.

3. To identify the feedback provision techniques of EFL Teachers in assessing their Students Composition Skill in the Secondary Schools.
4. To find out the challenges faced by EFL Teachers in assessing their Students Composition Skill in the study area.

1.4. Significances of the Study

Obviously, the effectiveness and efficiency of any educational activities depends on thorough understanding of the practices and problems that hinder its successful accomplishments. Similarly, the fundamental task of assessing EFL composition topics and the subject aimed to improve the writing skill of students which in turn contribute for better academic performance achievements of all subject matters particularly in national examinations. Accordingly, the researcher believed that identifying the strategies, frequencies, feedback provisions and challenges of EFL teachers in assessing the composition skills by undertaking a survey and coming up with sound recommendations can have roles in improving the quality of instruction.

Hence, this study might have the following significances. First, it might benefit those EFL teachers in the secondary schools in Kambata by indicating their current trend of assessing students' composition skill in the study area. Hence, it could enable them to understand the intensity of the situation and to consider approaches to improve the composition skill of their students. Next, the findings could contribute for those learners of the secondary schools of the study area through facilitating better efforts of EFL teachers to assess the composition skill of students and to implement remedies against the challenges being faced in the study area.

In addition, it could provide important information for those secondary schools of Kambata by introducing efficient assessment of students' composition skill by EFL teachers which in turn contribute for better academic achievements particularly in national examinations. Besides, the findings would initiate zonal education experts in order to consider understand the existed trend EFL teachers assessment of their learners' composition skill and to realize the negative effects of those challenges against the assessment of composition skill of students as well as to identify interventions to mitigate the intensity of the challenges in the study area. Moreover, it could pinpoint its insights for policy makers by its accessibility to indicate the intensity of the problems existed against the quality of education. Finally, it might serve as good initial point for anyone who will inspire to conduct further study on related topics.

1.5. Delimitation of the Study

Based on the purpose, this study was delimited to investigate the practice of EFL Teachers in assessing the composition skill of their students in the secondary schools of Kambata. Hereby, the scope of the study was demarcated based on geography, thematically and methodologically below. Geographically, the physical boundary of this study was delimited on selected secondary schools of Kambata based on the researcher professional proximity for the study area could enable to obtain more reliable data in order to achieve the objectives of this study. Thematically, the study focused on the extent of EFL teachers in planning strategies to assess composition skill, the frequencies of assessment, feedback provision techniques and challenges being faced by EFL teachers in assessing their students' composition skill in those secondary schools. In order to study the issue thoroughly and effectively, the researcher selected governmental secondary schools of Kambata as parts of study based on the nature of study since composition skill is the prior motive of EFL subject in particular and the entire subject matters in general. Methodologically, the scope of the study delimited on descriptive research design with mixed data analysis approaches to collect and analyze data from EFL teachers, students, department heads and school principals. Thus, any issues out of this topic were not concerned this study.

1.6. Limitations of the Study

Obviously, there are bottlenecks that might be faced in implementing certain activities at individual or institutional levels. Similarly, there were certain limitations faced by the researcher while conducting this study. The first problem was the outbreak of the global pandemic named Novel Corona Virus (COVID - 19) whose impositions created lack of stable state of mind to properly accomplish the study even though the data collection was completed before the lock down of educational institutions in the country.

Besides, there was also difficulty to find recently conducted empirical studies in this typical study topic and study area. However, the researcher consulted senior colleagues and some scholars from Jimma University as part of the solution and this had helped in minimizing the constraint. Moreover, the main challenges that were faced while conducting this study include low commitment of some respondents to deliver timely data, lack of financial capacities to expand sample respondents, difficulties to get well committed assistance in the collection of data and time shortage to properly complete the study as per the schedule.

During the data collection, questionnaires were distributed to respondents to complete and return. Hence, there was challenge in getting sufficient number of the questionnaire completed and returned for meaningful analysis on the first round of collection. However, with the assistance of engaged staffs and through multiple visits to schools, the study ensured proper completion of questionnaires from respondents. Besides, the skill to develop effective narration of the qualitative findings became challenging problem. However, by referring published empirical studies and advisory comments, the study tried to minimize the problem.

1.7. Definitions of Key Terms and Acronyms

Under here, the study tried to provide definitions of key terms based on certain related literatures and forwarded here below.

Assessment: is a broad term defined as a process for obtaining information to make decisions about students; curricula, programs, and-schools; and educational policy. It is the gathering of information on students‟ language learning attainments to inform instructional decisions. It is referring to marking, grading, measuring or ranking which are considered the products of assessment. Assessment is also the process of taking a series of actions, which involve the assessor, goals, criteria and standards to make a judgment (Taras, 2005). To this study, it refers those acts of EFL teachers to assess the composition skill of their students.'

Challenges – challenge could be understood as obstacles, impediments, bottlenecks and also difficulties faced by having with its adverse effect against the implementation of assigned tasks by individuals, groups or collectively. The nature of challenges could be associated with numerous internal and external actors. Here, challenges imply those factors which negatively affect the practice of EFL teachers' assessment of their students' composition skill.

Composition: Biggs (1998), composition is a process of writing which has a sequential flow of events. It is the way of assembling words and sentences to create coherent and meaningful work. Composition can also mean the activity of writing, the nature of the subject of a piece of writing, the piece of writing itself, and the name of a college course assigned to a student. This essay focuses on practicing how people write. Here, it implies students' attempt of developing a piece of writing on the given EFL writing topic.

EFL/ESL - English as a foreign language: the teaching of English to students whose first language is not English. It is the teaching of English to people who are living in an English-speaking country, but whose first language is not English. For this study, EFL/ESL implies the English subject which is being taught as compulsory subject in all grade levels of the country.

EFL Teachers – this comprise those teachers who were graduated through teaching of English as foreign language in all grade levels of Ethiopia in particular and other non-native nations of English language in general. Hence, they were being recruited in all grade levels and being taught EFL for students. Under here, those teachers who taught EFL including the four skills for students in the secondary schools are named as EFL teachers.

Learners – in this study, learners are those students of the secondary schools grouped under different sections of grade nine to twelve in Kambata. They were being attended their education of all subject matters through English language as a medium of instruction and used as target population of this study.

Practice - practice does mean doing designed activity or training regularly. As Penny (2009:33) describes practice is helpful to reinforce knowledge or skills. It also refers to the trend of implementing planned or assigned tasks being guided by certain legal procedures by the expertise who educated in its performance. In this study, practice does mean teachers' assessment of their learners' composition writing skill in the classroom.

Secondary Schools – is one of the structures in the Ethiopian educational structure that comprised of the grade levels of grade 9 – 12 by the educational structure of the current Ethiopian (MoE, 1994). Similarly, secondary school for the study implies those grade levels ranged from grade nine to twelve based on the policy framework of the country.

Zone – is the third administrative hierarchy in the federal arrangement of Ethiopia next to regional states established to facilitate easy access for certain public services. Kambata Tambaro Zone is also one of those zonal administrations included in the SNNPRS which comprised with numerous woreda administrations.

1.8. Organization of the Study

This study is organized into five chapters. The first chapter encompasses the introductory part, which included background to the study, statement of the problem, objectives, significance,

scope, limitation, operational definitions and organization of the study. The reviews of the related literatures as far as the topics under investigations were concerned in the second chapter. The third chapter consisted of research design and its methodological aspects. Under this section, how the research was designed, research approach, sources of data, sampling techniques, and instrumentation of data collection, data organization and ethical considerations were treated. The fourth chapter dealt with the data analysis, interpretation and discussion of the major findings in accordance with the specific objectives of the study. The fifth chapter included summary of major findings, conclusions and recommendations. The last part of the paper included the references and appendices.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Under here, this chapter deals with review of related literatures in order to provide the study with all necessary theoretical, philosophical and empirical bases. Thus, the researcher tried to review certain aspects of assessing EFL teachers on composition skill of students and presented below.

2.1. The Concepts of Writing and Composition Skills

In this part of the study, the meanings of terminologies and concepts related to assessment of composition skill of students tried to be treated as follows.

2.1.1. Writing

Writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. It involves social and cultural dimensions and is not limited to the individual space of the writer. While writing, students should refer to this context and set clear objectives to succeed in writing tasks. But, in order to know what writers do when face with a writing task, it is important to focus on writing as a cognitive activity. In comparison with other skills, writing is an exceptionally complicated task that requires the simultaneous functioning of several activities (Cambridge, 2018).

On the other hand, writing is defined as a communicative occurrence between a writer and an intended reader in which the writer creates a discourse with the imagined reader and derives from this a text by which an actual reader may approximate to the original discourse. This in other words means that writing is a bridge which relates the writer with his/ her audience-a reader in exchanging ideas, opinions, views and other information Writing seems to have taken on different definitions for different groups of people in order to suit their different needs and purposes for writing (Balfour, 2013).

Writers have to generate ideas, which need to be monitored, selected, and prioritized; to translate the ordered ideas into text, using lexicon, grammar and genre rules; and to review the text in order to clarify meaning and eliminate errors. Writing needs to be more explicit than speech because communication is dependent on the words alone and the reader may be far removed in space of time. This proves enough that the implementation of a flawless writing requires a complete observation of certain rules and a thorough work from the writer (Biggs, 1998).

2.1.2. Composition

Literary, composition came from Latin which means ”to put together” and it is the way a writer assembles words and sentences to create a coherent and meaningful work. Composition can also mean the activity of writing, the nature of the subject of a piece of writing, the piece of writing itself, and the name of a college course assigned to a student. Just like a musician and an artist, a writer sets the tone of a composition to his or her purpose, making decisions about what that tone should be to form a structure. A writer might express anything from the point of view of cool logic to impassioned anger. Composition might use clean and simple prose, flowery, descriptive passages, or analytical nomenclature (Kuni, 2018).

In relation to this, composition is the piece of writing which is associated with advanced form of writing skill of students in secondary and tertiary levels. Once fluency is developed, we should move up the developmental scale and teach our students how to write compositions, the kind of writing they must do in school and at work. This kind of writing requires students to use paragraphs and organize their compositions in expository or argumentative modes. Expository writing, in particular, explaining known information, is of importance, since this is the most common kind of writing in the professional world (Myles, 2002).

2.1.3. Composition Skill in EFL

Obviously, the activity of writing is one of the most fundamental tasks in every subject matters of teaching and learning process. Even though writing skill is significantly required in all areas of subjects, writing skill in language subjects particularly when they are given as second or foreign language, it involves numerous activities to be performed by its teachers. According to Marashi and Yayarzades (2014) stated that educationally oriented second language learners may need to develop writing skills. In relation to this, teachers may equally need to equip themselves with the knowledge and skills of how to teach writing skills. Most of the second language teachers find writing as complex skill to teach by linking it with their students' learning outcomes.

Based on these, teachers' tasks are certainly to explore students' stimulus for writing, which, contains attainment motivation, fundamental motivation, and extrinsic motivation, which is believed to assist the teachers plan meaningful and significant writing tasks by taking into account the students' level of motivation. Interestingly, (Fadhi and Maher, 2013) claimed that writing methods can be briefly summarized as procedures of planning, reviewing and writing. Upon considering the viewpoints presented in the foregoing along with the context in which the study was carried out, the researcher decided to focus on clarifying how to offer input for students before writing, how to encourage students to increase their' level of understanding of social contexts, and how to respond to students' writing efforts.

Moreover, (Reid, 2004) argued that individuals with writing difficulties may have a great deal to offer to societies by means of their creativity, skills, and talents which may remain inactive and untapped owing partly to the frustrations of not being able to write like the rest. It asserted that a change of attitude must be observed within the learning atmosphere that is shared by all

members of teaching as well as to accommodate students with writing problems in ordinary classrooms. Teachers are required to know that students learn in different ways, hence it may require different assets and requirements.

In general, the proficiency of writing is crucial for the academic success of students in which its best performance could be manifested by efficient composition of specific topics and the process of writing skill in language particularly as second language become more complex based on the perspectives of certain literatures reviewed by the study.

2.2. Theoretical Framework on Writing Skill

Under here, the study tried to review certain theoretical frameworks in relation to the practice of writing skill. The literature review shows that there are plenty of theories and approaches to understand how second language learners learn the target language. This might help in order to select a specific theory that could directly or partially guide this study and the review presented in the following manners.

2.2.1. Innatist Theory of Writing

Hereby, innatist theory of writing is developed by Krashen (1983) and it is one of the most famous theories. It is based on the fact that there is no fundamental difference between the way we acquire our first language or any other language. He claimed that we have an inborn ability that guides the language learning process. In the field of learning second language writing, there is a difference between writing competence and writing performance. Competence refers to mental knowledge that makes good prose, and most of it is learned through reading (Krashen, 1984).

On the other hand, Krashen linked performance to the conscious application of strategies or rules that have been learned and practiced. He further stated that writing practice has no effect on competence. However, the quality of the learners' writing products can be influenced by practice and the grammar rules that students have learned. It dedicated much consideration to the writing techniques that had been found to be effective in improving writing quality. These included flexible planning, frequent revision, and postponement of editing of students composition (Ibid).

2.2.2. Vygotsky's Theory of Writing

Vygotsky's theories stress the fundamental role of social interaction in the development of cognition. He believed strongly that community plays a central role in the process of making meaning. It is well known for his concept of the zone of proximal development, which is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance. The theory brought to instructors a strategy that can be used in writing instruction. The role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level is properly mentioned in the theme of the theory (Vygotsky, 1987).

Later on, Shaughnessy (1998) developed the steps of scaffolding, which were summarized in the acronym IMSCI, namely Inquiry, Modeling, Shared writing, Collaborative writing, and Independent writing. By the inquiry, it integrated reading and writing instruction. She focused on a particular genre for a week or two during read-aloud sessions, and she engaged her students in an inquiry into the features of that genre. After that, she used that genre for writing instruction. Thus, students write independently once they have become familiar with the topics (Read, 2010).

2.2.3. Behavioral Theory of Writing

Behaviorism, also known as behavioral psychology, is a theory of learning based upon the idea that behaviors are acquired through the existence of stimuli-response and habit formation. This means that teachers can teach ESL/EFL through imitation and modeling. This approach is based on language structure when learners imitate a certain structure, and it could be implemented in writing classes in many ways. In a behaviorist writing class, the instructor will seek to familiarize the learners with the second/foreign language. This would be done by giving learners certain grammar structures and vocabulary through a text (Shaffle and Manso, 2010).

On the same manner, the teacher would give the learners controlled writing; for example, when learners are provided with a great deal of the content and/or form such as an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue. On the other hand, free writing could also be one of the processes based on language structure. In this case, the learner would develop a given pattern in order to write a letter or an essay, etc. In addition, instructors could employ guided writing, which is based on imitating a certain text that includes specific structure and vocabulary (Hyland, 2009).

To generalize, the central goal of Vygotsky's theory consisted of those important strategies of teaching EFL composition skill such as inquiry, modeling, shared writing, collaborative writing, and independent writing which enable to use theory as the guide for this study. Besides, behavioral psychology theory asserted the operation of controlled writing method in order to develop the composition skill of students. Therefore, the theories of Vygotsky's and behavioral psychology were jointly used to guide this study since the themes of both theories partly shared similarities with the purpose of this study.

2.3. Approaches for Teaching EFL Writing Skill

Hereby, the study reviewed certain literatures in relation to approaches of teaching EFL writing skill with its appropriate strategies to be applied by EFL teachers and discussed below.

2.3.1. Product-Oriented Approach and its Strategies

The product-oriented approach appeared during the era of audio-lingualism, when ESL writing classes were focused on sentence structure as a way to support the grammar class. This approach is considered traditional because it encouraged students to imitate or mimic a model text, and this usually took place at an early stage. It typically involves analyzing and imitating models of particular text types. Students were trained to re-produce an original until they gradually became able to produce their own texts incorporating both imitation and difference (Amlaku, 2010).

After the publication of Wilkins's Notional Syllabus (2002), teachers would thus focus on the organization, consistency, and structure of writing, without losing sight of grammar and style. Moreover, the new criteria were also used to classify types of writing according to their functions. The main types were descriptive, including process and sequencing. The other ones were narrative, instructive, explanatory, defining, exemplifying, classifying, comparing and contrasting, establishing cause and effect, expressing purpose, means, prediction, result and so on, generalizing and specifying, discussing and arguing and drawing conclusions.

As strategies for classroom perspectives, product-oriented approach goes through four stages. Stage one: The role of the students is to look at the text models and highlight the features of each genre. Stage two: Teachers teach students specific isolated features which they must use in their writing. Stage three: This stage is the most important because students get to organize ideas at this point. It is worth remembering that for the product-oriented approach, the organization of the

ideas may at times be more important than how the students arrived at those ideas. Stage four: The last stage is when students use the structures, vocabulary, and stylistic features which they learned previously, and which correspond to the genre of the texts to be written (Wilkin, 2002).

2.3.2. Process-Oriented Approach and its Strategies

The process approach originated in the 1970's, but the idea of process goes back to the Greek and Roman models of instruction in the area of rhetoric. The process-oriented approach is learner centered since students are encouraged to produce pieces of writing that are in keeping with their own capability. Therefore, educators of this school have systematically preferred to focus on the creative process of writing, and not just on the form of writing or on the concrete product. In Thomas's words (2007), process approach argues that writers do not in fact start with a clear idea of the finished product. Rather, the text emerges out of creative process.

In the strategies for different classroom perspectives, process-oriented approach has eight stages that imply different teaching strategies. Stage one: brainstorming. In this stage students generate ideas and discuss with the teacher the points that need to be covered in the assigned topic. Stage two: planning/structuring where students write down the ideas and then judge their usefulness with a view to doing their writing task. Stage three: mind mapping. Students organize their ideas into conceptual maps or diagrams. These are meant to help them to structure their information and to find relations between different ideas (Ibid).

Following these, the next part is stage four which is about writing the first draft. Using the ideas which they generated and organized previously, the students write their first draft, often in pairs or groups. Stage five: peer feedback. Students exchange drafts among themselves. They give each other feedback, learning from one another. Stage six: editing. Students make changes based upon the feedback which they got from their peers. Stage seven: final draft. Students finally write their definitive drafts in fulfillment of their writing assignment. Stage eight: evaluation and teachers' feedback in which students' writings are evaluated by the teacher (Thomas, 2007).

In summarization of product and process-oriented approaches with their strategies, each approach has its own fundamental assumption and draws its own practical conclusions. Their theoretical frameworks lead to classroom strategies which were briefly treated by the study.

2.4. Types of Compositions Taught in the EFL Classes

Under this part, the literature reviewed evidenced that there were numerous types of teaching composition skill in the EFL classes which were presented here below.

Basically, the composing processes are the major thinking or reasoning processes that a writer employs during the act of writing. Traditionally, unless writing instructors or researchers are interested in observing how students' written products are completed, composing processes are usually not included in students' writing achievement. As long as the products meet the requirements of grammatical or rhetorical conventions and are interesting to read, it does not matter how these products are completed. Failure of student writing is generally ascribed to a student being incapable of absorbing practicing the contents of instruction of compositions (Ross and Gladys, 2005).

In other words, the quality of the products of writing is, accordingly, measured by the ability to incorporate those rules into one's composition activities. In relation to the types of teaching the types of composition skill, it classified composition writing into four types.

2.4.1. Exposition

Exposition, or expository writing, is the act of expounding or explaining a person, place, thing, or event. Your purpose is not to just describe something, but to give it a reality, an interpretation, your ideas on what that thing means. In some respects, you are laying out a proposition to explain a general notion or abstract idea of your subject. Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture (Stern, 2003).

2.4.2. Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting. Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law in preparing argument

to be presented to court, and in testing the validity of certain kind of evidence (Oydele and Chikwature, 2016).

2.4.3. Description

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction writing mode for transmitting a mental image or the particulars of a story. Description as a rhetorical mode the purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes. A description, or descriptive writing, is a statement or account that describes something or someone, listing characteristic features and significant details to provide a reader with a portrayal in words. Descriptions are set in the concrete, in the reality, or solidity of object as a representation of a person, place, or thing in time. They provide the look and feel of objects, a simultaneous whole, with as many details (Biggs, 1998).

2.4.4. Narration

Narration, or narrative writing, is a personal account, a story that the writer tells his or her reader. It can be an account of a series of facts or events, given in order and establishing connections between the steps. It can even be dramatic, in which case you can present each individual scene with actions and dialog. The chronology could be in strict order, or you could include flashbacks. Narration is some kind of retelling, often in words of something that happened. It recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history and the scene of events, the story of what happened in the given composition topic (Bartholomae, 1996).

In conclusion, teaching composition skill by the EFL teachers comprise certain activities including exposition, argumentation, description and narration that could be assess through numerous mechanisms in the school system.

2.5. Global Trends of Assessing Students' Composition Skill

In this part, the study reviewed numerous literatures in relation of the trends in the evolution of teaching composition skill through EFL classes were analyze in the following manners.

Through history there have been many cases of this situation and it is important to say that this problem happens not only in our country but also in many others around the world. In the United States in 1874, 97% of the nation´s high school graduates entered college. However, although they were native speakers of English, their writing skill was poor. For example, the Brighton High School was distressed by the low level in English on the freshmen students. One of the main problems is the fact that many of them cannot develop their writing skills, mostly the ones who are making compositions in a foreign language. This has become very difficult not only for students but also for teachers because all of them are looking for good results (Behizadeh and Engelhard, 2011).

For this reason, they sought to remedy writing deficiencies by instituting freshman English. The original purpose given for the almost universal instituting of freshman English in college across the country, following the Harvard model was to "make up" for what students "failed to learn" in High school, in essence. There have been many disputes about the course and its effectiveness; however, the decline in essay writing scores of college students provided more objective evidence that the writing skill was getting worse. There was a significant increase in errors involving awkwardness of expression, run-on sentences and incoherent paragraphs. There were more poor writers and their scores were lower than in other years (Brown, 2004).

Moreover, the theoretician Kroll, (1990) surveyed composition courses in high school students and concluded that their quality and content were exceedingly diverse. He punished composition instructors and their approaches with phrases that ring true today: Teaching young people to write well has always proved so frustratingly difficult and the methods used so time-consuming and laborious for teachers and students alike". In other words, no one approach has solved the problems nor does it seem likely that any strategy or philosophy will provide remedy. Each method helps some students and fails with others. Writing needs to persist; teachers must teach composition if students want to develop effective writing skills.

Although some of the strategies teachers use encourage their students to be creative and organized, that is not enough. Students must take into account many aspects at the time of writing such as: vocabulary, mechanics, grammar, organization and content and not only one of these items because to create adequate compositions students must take into account every single detail. The problem is that they do not care about the kind of essays they are creating and they do

not follow the correct steps that will provide all the sources for their compositions. They just care about the grade they will receive at the end of a homework assignment (Myles, 2002).

Besides, remedial writing courses for students with problems regarding this skill are not accepted by some theorists. Writing competency is a skill which needs continual reinforcement; it is impossible to expect that one student will become a good writer if he has never written before and if it will not be required to write again in their college career. If teachers require little or no writing experience when they do require a paper and provide no constructive feedback, when writing is found to be inadequate, then it is foolish to expect that most undergraduates will develop their writing skills. Teachers must expect a development of the writing skills according to what they have taught to students in the writing area (Reid, 2004).

Likewise, poor writers seem to be getting poorer in those skills that are specific to written communication, but seldom called for in conversation: that are acquired largely through broad reading and considerable rewriting; that are most seldom taught, and when taught who have little use for written communication. In the same year, the press reported that high schools had prepared them very well for college English courses, although only 13% had planned to ask their colleges for special assistance in writing. Hereby, the main problem is that students who received high grades in high school may be unaware of their poor writing (Webb, 2009).

In supporting these, the problems that secondary schools face today in developing and maintaining effective programs for poorly prepared students must be viewed in the context of the changes that are occurring in higher education in this country, the individual institutions standards and goals, the diverse expectations and characteristics of the students themselves, and the attitudes, teaching strategies, and expectations of the faculty (Ibid).

Although the definition of underprepared varies from one institution to another, one fact remains: colleges, whatever their standards will continue to accept large numbers of poorly prepared students. Colleges today are in transition, faced with rising costs and the specter, if not reality, of declining enrolments. As a consequence, students who have not been considered college material in the past are now being courted by colleges. At the same time, the number of well-prepared students who enroll in four-year colleges continues to decline, paralleling the decline in scores on college admission tests (Reppen, 2002).

To this respect, good writing requires practice and adequate feedback, which many high school teachers have de-emphasized. In fact, students may substitute such electives as journalism, speech and drama for the traditional high school composition and literature courses. When given an option, students who must need writing practice choose subjects that do not require writing. In addition, students are rarely able to assess the quality of their own writing; they are usually not taught how to evaluate their work and unaware of the criteria used in grading it (Kuni, 2018).

Therefore, it is not possible to understand students' writing problems without considering the expectation of college teachers. Composition teacher expresses the position that teaching writing is responsibility of each faculty member. Thinking is one of the most complex abilities, and writing is an evidence of it. So students need help with writing at many stages from third grade to eighth, to tenth to high school, to college and beyond and from subject to subject (Ibid).

In general, there are numerous practices and experiences identified reviewed literatures on the trend of evolution in the practice of teaching learners composition skill by the EFL teachers in school systems of various grade levels.

2.6. Assessment of Learners Composition Skill by EFL Teachers

Hereby, the study tried to review certain assessment techniques being practiced by EFL in the secondary schools many countries and it was discussed below.

Assessment is a crucial part of the instructional process in determining student's progress. It provides guidance for revision, feedback to both the students and teachers that they can use to improve teaching and learning of writing skills. Assessment of students' writing abilities is an integral part of effective teaching and learning. He argues that a teacher cannot ensure students' success and make necessary adjustments in instruction without engaging in frequent assessment. It further asserts that self-assessment helps students take ownership for their own writing and enables them internalize the skills they are learning. In addition, effective assessment of a student's writing requires the teacher to have a conceptual model of written expression taking into account purpose, process and product (Dappen and Anderson, 2008).

Taking into account the purpose of assessing students' writing abilities, Al-Fadda (2012) identifies three types of classroom assessments. The first is the sizing up assessment, commonly known as diagnostic test which is done to provide the teacher with quick information about the

students' entry behaviors before planning for their instruction. The second is the formative, used for the daily tasks of planning instruction, giving feedback and monitoring students' progress. The third is the summative, which is the periodic formal functions of assessment for grouping, grading and reporting as it revealed from some school systems.

Ariyanti (2016) identifies five aspects of students' writing that a balanced assessment should consider. First is fluency which involves the ability to translate ones' thoughts into written expression by using variety of sentence structures and appropriate vocabulary. Second concerns content which relates to the ability to organize ideas and write coherently. It is also the ability to write creatively through logical argument. Third involve conventions which concern the ability to use the standard conventions of written English language such as correct spelling, punctuation, capitalization, grammar and readable handwriting. Fourth entails vocabulary which involves the ability to express precise meaning in a variety of writing context. Fifth contains syntax which concerns the ability to use a variety of sentence patterns and constructions.

Obviously, the composition skill of EFL learners is assessed by means of a range of procedures as it tried aforementioned from certain literatures. Besides, there are two major ways commonly being used to assess students composition skill and discussed here below.

2.6.1. Traditional Ways of Assessing EFL Composition Skill

The traditional classroom paper-pencil assessment is a method that has been used for a long time. It is simple and fast, and it offers information about how much students have learned about a given subject. Assessment instruments of this type usually contain multiple choice, matching, or true/false tasks. These tests are not difficult to create rather easy to mark. If they are uploaded to platforms such as Moodle, they will even be graded automatically. They may be given to one student as well as to small or large groups. This method measures the responses and pays little attention to the process whereby students arrive at their answers. These kinds of assessment are teacher friendly, as they are a solution to constraints of time (Balfour, 2013).

Besides, they are helpful institutionally as they determine students' position in relation to standards and district benchmarks. On the other hand, scholars believe that multiple-choice tests fail to address the thought processes involved in producing a written text. Aspects of writing such as making plans, producing and improving ideas, editing, and so on are left out. Writing calls for high order skills, which are ignored in the traditional ways to assess students' work

(Grave and Kaplan, 2007).In assessing students' writing performance, EFL teachers do not use a scoring guide which can be in the forms of holistic or analytic rubrics. The use of product assessment by teachers is logical because teachers applied product approach in teaching writing.

2.6.2. Alternative Ways of Assessing EFL Composition Skill

These days, alternative assessment methods such as portfolios, peer assessment, self-assessment and others are used to substitute traditional methods since the emphasis now is laid on the process as well as on the product. As reviewed previously, process approach emphasizes on the formation of fluency instead of accuracy. It is a new approach in teaching writing required to be understood by senior high school English teachers. Considering its importance, the competence based curriculum recommends the English teachers to adopt the process approach in teaching writing. In the process approach, writing process is viewed as a messy process, i.e. a process of making meaning through the act prewriting, drafting, and revising.

The following are examples of alternative assessments strategies of EFL learners' composition skill in the modern aspects of teaching experiences.

Portfolio

Educators are using portfolios as an alternative way of assessing writing because it can incorporate instruction with evaluation. A portfolio is a collection of texts produced by the students that shows to both the students themselves and their teachers the former's learning progress and growth. Portfolios can involve different materials, like essays and instances of self- and peer-assessment. The positive effect of portfolios is that students participate in both the learning and the assessment whereby they decide what to include in their portfolios and participate in defining the criteria for grading them (Biggs, 1998).

Self-Assessment

Self-assessment means, as the word clearly suggests, that students themselves revise their drafts, check their finished work, and reflect on how to evaluate their output and the process that went into it. In other words, self-assessment is the involvement of students in identifying standards and/or criteria to apply to their work and making judgments about the extent to which they have met these criteria and standards. This strategy works very well with other forms of assessment,

such as portfolios because it encourages students to develop meta-cognitive skills such as self-awareness and self-critical reflection (Brown, 2004).

Peer Assessment

Peer assessment could be defined as the evaluation of somebody else's work who shares an equal position and power. When learners are asked to evaluate each other's work, they are told that they must, first of all, estimate the value of another student's work, as well to give and receive feedback. Although there are students who have a negative perception of the peer assessment, research regularly shows that it can significantly produce improvements in students' writing. In fact, it seems to enhance development more than when students are assessed exclusively by teachers (Cumming, 2003).

Setting Assessment Criteria

To evaluate the quality of students' writing, decisions must be made on the criteria or rubrics for grading. For example, will a single, global score be given to a text or will different features of the text be scored separately. This is an issue which has been discussed in the literature. There are mainly two kinds of grading systems: holistic and analytic. A holistic rubric requires the teacher to score the overall process or product as a whole, without judging the component parts separately. On the other hand, an analytic rubric requires the teacher to evaluate each part of the product or performance and, subsequently, sum the scores of each element to obtain the total score. That means the holistic rubrics require the teacher to read or examine the product only once, while analytic rubrics call for repeated reading or examination of product (Fulan, 2006).

When done analytically, markers tend to evaluate grammar-related categories more harshly than they do other categories, thereby overemphasizing the role of accuracy in providing a profile of learners' proficiency. However, holistic grading helps teachers grading many papers to accomplish their task in a shorter time because they do not need to correct or make separate comments. Scholars in favor of this method argue that the holistic approach makes grading more objective, especially when the students' names are not visible on the quiz or exam papers or when another teacher marks their work (Fadhi and Maher, 2013)

In contrast, analytic grading takes longer than holistic grading because the markers have to make all sorts of discrete decisions about the writing samples. Nonetheless, the proponents of this

approach underline that this method gives teachers more information about the students' writing abilities. It also shows more clearly the weaknesses and strengths in students' writing. Furthermore, in the case of ESL/EFL learners, having one score would be problematic because the different aspects of writing would be developed in different rates. Therefore, a combination of approaches in ESL/EFL writing classes might be the best approach (Weigle, 2002).

Fitting Assessment

The idea of formal education is that it should be planned so that goals, means, implementation, evaluation, and fine tuning constitute a cycle leading to overall enhanced performance. Therefore, instruction and assessment must be goal oriented, the goal being learning. For example, if the textbook used in class is test based, partial quizzes must be in synch with the final, decisive test. As a result, a good class discussion which might help students to develop their critical thinking skills will have to make way for an hour of grammar if grammar items are more decisive for test than tasks aimed at measuring critical thinking (Hamp and Kroll, 2001).

Feedback Provision

Most often, feedback on ESL students' on assessing composition assignments is an essential aspect of improving learner's ability in any composition topics. Thus, the goal of feedback is to teach skills that will help students to improve their writing proficiency to the point where they recognize what is expected of them as writers. He further observes that Learners should be encouraged to analyze and evaluate feedback themselves in order for it to be more effective. Similarly, feedback is of utmost importance to the writing process without which sufficient feedback on errors, improvement will not take place. Besides, it is EFL teacher's responsibility to help students to develop strategies for self-correction and regulation (Nguyen, 2015).

This type of assessment provides feedback on the students' written product focusing on the language accuracy, (i.e. mechanics of writing and ungrammatically correct sentences) rather than on the organizational aspect. Feedback is mostly given to samples of students' products by discussing them together in the classroom. Aside from feedback, EFL teachers also assess students' writing performance at the end of each unit through an integrated formative test. In assessing students' products as well as the writing performance from the test, however, most of the teachers do not use rubrics as the scoring guide (Stern, 2003).

To this respect, good writing requires practice and adequate feedback, which many high school teachers have de-emphasized. In fact, students may substitute such electives as journalism, speech and drama for the traditional high school composition and literature courses. When given an option, students who must need writing practice choose subjects that do not require writing. In addition, students are rarely able to assess the quality of their own writing; they are usually not taught how to evaluate their work and are unaware of the criteria teachers use in grading it. On the basis of the teachers' use of writing assessment, it is concluded that the teachers are not capable of conducting writing assessment correctly (Hamidou, 2016).

To generalize, for the effectiveness of assessment of writing in the context of ELT in high schools, aspects that need to be improved are: the design of writing tasks suggested by the competence based curriculum, the design of constructivist/process approach in teaching writing, and the use of various kinds of assessment procedures in teaching writing. Apart from understanding the types of tasks, the teachers need to know more about the appropriate writing skills commonly taught for each level of writing development. Thus, the practices of assessing learners' composition skill by EFL teachers should need to strategically rich with many mechanisms since the planning to implementation and evaluation stage based on literatures.

2.7. Challenges Facing in Assessing EFL Learners Composition Skill

Under here, the study reviewed the major factors that were being hampered the implementation of EFL teachers assessment of learners composition skill in comparison with various literatures perspectives and discussed here below. With regard to the factors that hamper the practice of learners' composition skills, it can be seen from the perspective of teachers' related factors, classroom related factors, school related factors and students related factors.

2.7.1. Teachers Related Factors

In relation to teachers, EFL teachers may not be adequately well equipped with sufficient knowledge and skills regarding how to implement the teaching of writing skill in the classroom. Particularly, as stated by Hyland (2009) most of second language teachers have no deep understanding on the implementing of the writing skills as equal as native (first) language teachers in composition classes. Mostly, they face problems on how to follow and practically implement the approach that they employ in the practice of writing skill.

In addition, EFL teachers pointed out that as far as second language teachers have no sufficient skill and knowledge with regard to the implementing of writing skill , they most of the time face problems to provide appropriate instructions and to manage as well as organize the students effectively in the classroom. Even, they do not have awareness on whom to assist, how to assist, when to provide the assistance and the like issues in writing classes (Ibid).

Finally, the other serious problem that affects many second language teachers in the teaching of writing skill is shortage of time to enable the students practice the skill effectively. Writing skill, more than the other skills, needs an extended time to practice the skill by writing and rewriting again and again. However, in ESL classes' language teachers and the practitioners indeed are subjective to the problem of shortage of time most of the time. Time may not allow the teacher to give appropriate instructions and to encourage students in practicing writing skill depending on the input provided to assess the composition skill of their students (Bitchener and Young, 2005).

2.7.2. Students Related Factors

In addition to the above dominant factors, there may be student related factors that hinder the implementation of the writing skills in the classroom. For example, the students may not be interested to learn and practice writing skill in the way their teachers instruct them. They also may not have adequate background knowledge in lower grades regarding composition writing skill, their attitude may be negative towards the teacher or/and the course that they learn, they may not be willing to cooperate with their colleagues when their teacher instruct them to do so, and the like factors may hinder the teaching of writing skill, indeed (Dereje, 2012).

Writing in a second language seems to be the most difficult skill for language learners to acquire in the academic context. It argues that various social and cognitive factors help in assessing the underlying reasons why learners exhibit particular writing errors. According to Myles (2002), social factors that influence second language writing include motivation and attitudes. Similarly, social factors explain why learners differ in the rate of EFL learning and in proficiency type. Hence, learners with positive attitudes and motivation towards writing for academic purposes experience success unlike those with negative attitudes.

Another problems students' face in EFL writing is that of organization of ideas. The information which is well organized is easier to remember and understand. Students face challenges in the use of correct sentence structure and paragraph development, and in creating coherent text.

Capitalization problems are part of the punctuation difficulties which may be the result of inadequate learning or inefficient teaching. Lack of adequate vocabulary which leads to strained expression in writing is also a challenge that students face in learning EFL writing skills. In addition, students usually commit mistakes in using comas, full stops, semi colons and colons which affect their written competence (Alamirew, 2017).

2.7.3. School Related Factors

Moreover, in relation to factors that are related to the schools, there may be problems that are related to scarcity of instructional materials and equipment such as absence of appropriate office materials for instructors such as lack of reference books in the libraries, lack of photo copy machines, computers, and the like. Particularly, an absence of sufficient reference books in the libraries may also hider the learners not to get detailed information concerning what to write, how to write, what devices to use in writing a certain composition and the like aspects of composing essays. On the same manner, there are factors that are related to classrooms may also have a negative consequence on the practice of the writing skills. Classrooms may be narrow in proportion students, may not have suitable chairs and tables that are conducive in the teaching learning process, there may not be appropriate lighting and the like (Solomon, 2018).

In general, there were various challenges sourced from the EFL teachers, their students, school and external conditions against the efforts of improved assessment of EFL learners' composition skill in the secondary school system as it justified from the perspectives of many literatures.

2.8. Strategies for Better Assessment of EFL Learners Composition Skill

Under here, the study examined related literatures in order to outline the major strategies or mechanisms that could be applied in order to develop the trend of assessing the composition skill of students by their EFL teachers and analyzed as follows.

2.8.1. Conducive Environment

Basically, conducive environment is a specific environment in which all necessary resources for effective assessment of composition skill are fulfilled. According to Kellogg (2009) resources are valuable tools of enhancing teaching and learning in language learning situation. Lack of sufficient instructional resources has limit teachers from adequately facilitating instructional

process with particular reference to their use of appropriate language teaching methods and enhancing learners' use of language learning strategies.

Similarly, teaching and learning resources facilitate and motivate students to learning. Therefore, teachers should make teaching and learning resources an integral part of their instructional practices. According to the secondary school English language syllabus 2002, teaching and learning resources for writing skills include: audio-visual resources such as video tapes, printed materials which include class readers and literature set books and other resources such as pictures which can be used to generate ideas for writing (Mohammed, 2015).

In addition, audio-visual materials such as tapes, pictures and diagrams should be used to make students aware of the content of writing. They further note that good writing materials should be learner-centered rather than teacher-centered. They should also focus on helping students to develop their own strategies for learning. Resources should allow students to be creative and provide stimulating activities that focus students' attention on the writing skill to be learnt. They should be task-based, that is, they should use purposeful tasks to motivate students' learning and make them see the usefulness of writing (Fadhi and Maher, 2013).

A study by Oyedele and Chikwature (2016) on achievement motivation in English composition writing among secondary school students, showed that students from schools with adequate teaching and learning resources were motivated to achieve in composition writing, unlike those from schools which were not adequately equipped with teaching and learning resources. This, therefore, shows that teaching and learning resources have a bearing on students' motivation and achievement in assessing composition writing skill mainly in secondary schools.

2.8.2. Motivation

For EFL teachers to motivate students in writing for academic purposes, they should encourage students to read academic texts and work with other students who are more acquainted with the discourse. However, if they do not engage in the text or actively contribute during the study sessions, these activities will have little effect on students' progress. Thus, if students are motivated to write, they will develop a higher level of proficiency and positive attitudes, which can have a positive effect on their writing. In order to motivate students in EFL writing, teachers should write positive comments on learners' exercise books and verbally reinforce good language responses as part of their instructions. Sometimes, they can display exemplary students'

work on school notice boards. The aim is to build learners' self-esteem and morale to improve motivation teachers can provide rewards for achievement to learners (Kroll, 1990).

2.8.3. Feedback Provision

In addition, the type of feedback EFL teachers provide plays a very significant role in decreasing writing anxiety of ESL students. Here, teachers who used shared experiences, discussed students' thoughts, and requested additional information as feedback were most successful in decreasing students' frustration thus making them feel more confident. This type of feedback is meant to encourage and provoke more thought regarding ideas rather than correcting conventional errors. This type of student/teacher conferencing should also include opportunities for students to ask questions regarding the writing process or the product itself (Hyland, 2009).

In addition, it is the teacher's responsibility to help students to develop strategies for self-correction and regulation. Wilkins (2002) identifies two common categories of feedback that teachers give on students' written essays namely: feedback on form and content. He observes that the most common methods of feedback on form include outright teacher correction of surface errors, teacher markings that indicates the place and type of error but without correction, and underlining to indicate the presence of errors. Thus, the goal of feedback is to teach skills that will help students to improve their writing proficiency to the point where they recognize what is expected of them as writers. On the other hand, feedback on content consists mainly of comments written by teachers on drafts that usually point out problems and offer suggestions for correction. Therefore, students are expected to incorporate information from the comments.

2.8.4. Preparation

Activating prior knowledge is one method in which teachers can assist ESL students before they even begin writing. Making sure students have the opportunity to think about what they already know before the task begins helps ESL students incorporate new information into existing structures of knowledge which activates long-term memory. Several strategies can be used to accomplish this including graphic organizers, cooperative learning, read-aloud and group discussions. If needed, hand-selected text is utilized in order to provide additional background information which can lead to group discussions (Seifu, 2015).

The next step in preparing ESLs to write is a vocabulary pre-view. Pre-viewing vocabulary is an effective tool when asking an ESL student to attempt any genre of writing. Therefore, vocabulary is an enormous obstacle for English learners creating the need for teachers to provide both definitional and contextual information about keywords. Instructors should also allow students to actively elaborate on word meanings (i.e. physically acting out a word), as well as teacher led explanations. Without this preview, most ESL students will not be able to move past the instructions of the writing task (Webb, 2009).

2.8.5. Technology

The rise of technology integration has significantly contributed to the change in teaching reading and writing in a second language. Such integration in second language learning teaching demonstrates a shift in educational models from a behavioral to a constructivist learning approach. These recent developments reveal that rapid changes in literacy have taken place as a result of the arrival of the computer and the development of other new technologies. Consequently, the pressure on teachers to keep up with such developments and to raise standards in their classrooms is ever present. Not only does it motivate students to engage in reading and writing, it cultivates writing skills among this population of students (Lamberg, 2005).

2.8.6. Peer Assessment

Another method, among many, is using peer assessment technique. With this approach, students can communicate with one another as well as the teacher, receive peer feedback and practice conversational skills, all the while putting complete thoughts together in the form of typed sentences. Peer feedback is one of the most influential methods of becoming a proficient writer of English. Studies show that school age children are more conscious of their peers' reaction and perception than their instructor's, therefore, more apt to learn from their constructivism. By interviewing students, peers made students the acquisition of writing skills easier and faster. The possible downfall of these tools is that writing on computers gives an immediate alert to grammatical and spelling errors, which could become a lesson learned (Hyland, 2009).

To conclude, as far as the challenges being faced against the practice of EFL teachers in their practice of assessing the composition skill of their learners are sourced from many dimensions, the remedial mechanisms should also address the whole areas in order to eliminate students related, EFL teachers related and school related factors as it witnessed from literatures.

2.9. Review of Related Empirical Studies

In this part of the literature, the study tried to review three empirical studies previously conducted in relation to composition skill in order to provide the study with appropriate empirical basis and also to show the specific knowledge gap addressed by this study. To this effect, the study empirical studies of Solomon Terefe (2017), Alamirew Tekalign (2018) and Abey Sidar (2013) whose brief review respectively discussed here below.

In the first place, it was evaluated on the study of Solomon Terefe (2017) which was stressed on the practice and challenges of teaching EFL composition skill for students in the secondary schools of South Omo Zone. Thematically, the study specifically targeted on the current trend teaching composition, strategies used to improve the current trend of teaching composition and challenges facing by the practice of teaching EFL composition skill in the study area. Methodologically, the study employed descriptive research design with mixed research approach in order to achieve the objectives of its study.

According to its findings, the current trend of teaching EFL composition topics in the secondary schools of South Omo Zone had shown differences among each school since the strategies being used were varied from teacher to another teacher due to many factors. Besides, it identified that there are numerous challenges associated with teachers, students and other external factors. Besides, the trend of attention provided by EFL teachers for composition topics was lower due to poor interest of the students and also the challenging nature of those topics in comparison with other skills of language in the EFL lessons of those secondary schools in South Omo Zone. On the other hand, it differs from the study under investigation by its focus on the EFL teachers' assessment of composition skill of students in the secondary schools of Kambata.

In the second stage, the study of Alamirew Tekalign (2018) which focused on the common mistakes of students during EFL composition topics of secondary schools in Debre Birhan town was also analyzed by this study. Similarly, the geographically demarcation of this study also targeted on secondary schools even though its thematic areas specifically oriented on the common grammatical, vocabulary, sentence structure related and ideas flow related errors of students which were identified by the assessment of students composition by their EFL teachers. Besides, the study employed sequential explanatory research design as suitable design based on

the nature of study topic which made to be realized through mixed data analysis method in order to achieve the objectives of that study.

Based on its study results, it was revealed that there are most concerned errors identified by the EFL teachers' assessment of their learners composition skill of which punctuation, grammar and sentence structure related errors are the most severe in their composition tasks. However, it was found as different by its inability to assess the situations of EFL teachers which could contribute for the mistakes made students in the EFL composition classes. To this respect, the study of Alamirew was unable to stress on the assessment practice of EFL teachers on the composition skill of their students rather targeted on those composition topics related errors observed on the EFL learners of their respective school which differs it from the study under investigation.

On the other hand, the last empirical study reviewed was included the one which was conducted by Abey Sidar (2013). This study aimed on high school students English language proficiency as predictor of their English language writing performance and it also concentrated on language transfer experience from first language to second language. Here, the study employed comparative research design with qualitative research approach in order to indicate the predictive roles of English language proficiency in the writing skill performance of students in primary schools of Kampala City.

Hence, the findings of this study evidenced that the difficulties of students observed in their composition tasks were directly related with the low English language proficiency since it compared the performance of students with better English language proficiency and lower proficiency by providing similar composition tasks under similar instruction. Then, its findings witnessed that students with better English language proficiency were efficiently perform their composition tasks in contrast with other students with lower proficiency.

Besides, it highly indicated that language transfer from mother tongue language to English language by itself is one prominent factor against the performance of composition tasks by those EFL learners based on its practical experiences in selected primary schools of Kampala. In general, this study found with certain differences with those reviewed empirical studies by its concern on EFL teachers' practice of assessing learners' composition skills and challenges being faced in the secondary schools of Kambata.

2.10. Conceptual Framework of the Study

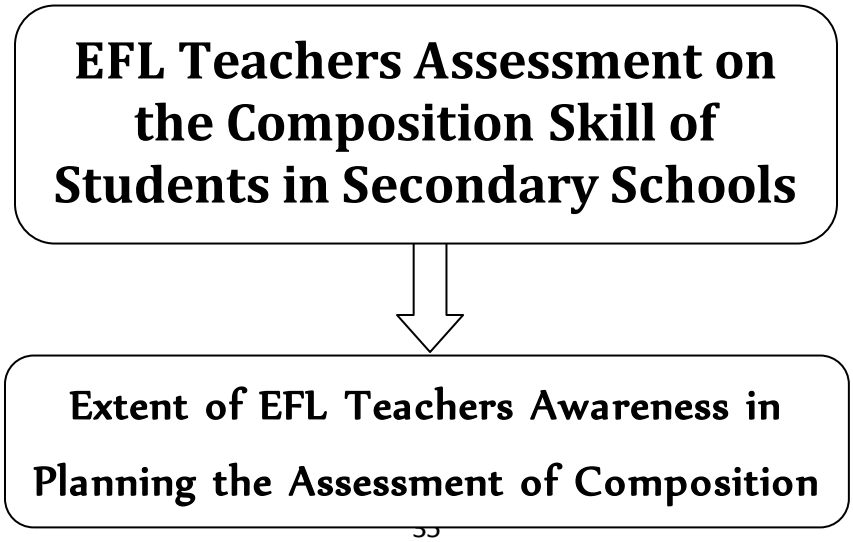
In this part of literature, the conceptual framework tried to put the major focus of this study based on literatures to provide appropriate theoretical, philosophical and empirical basis.

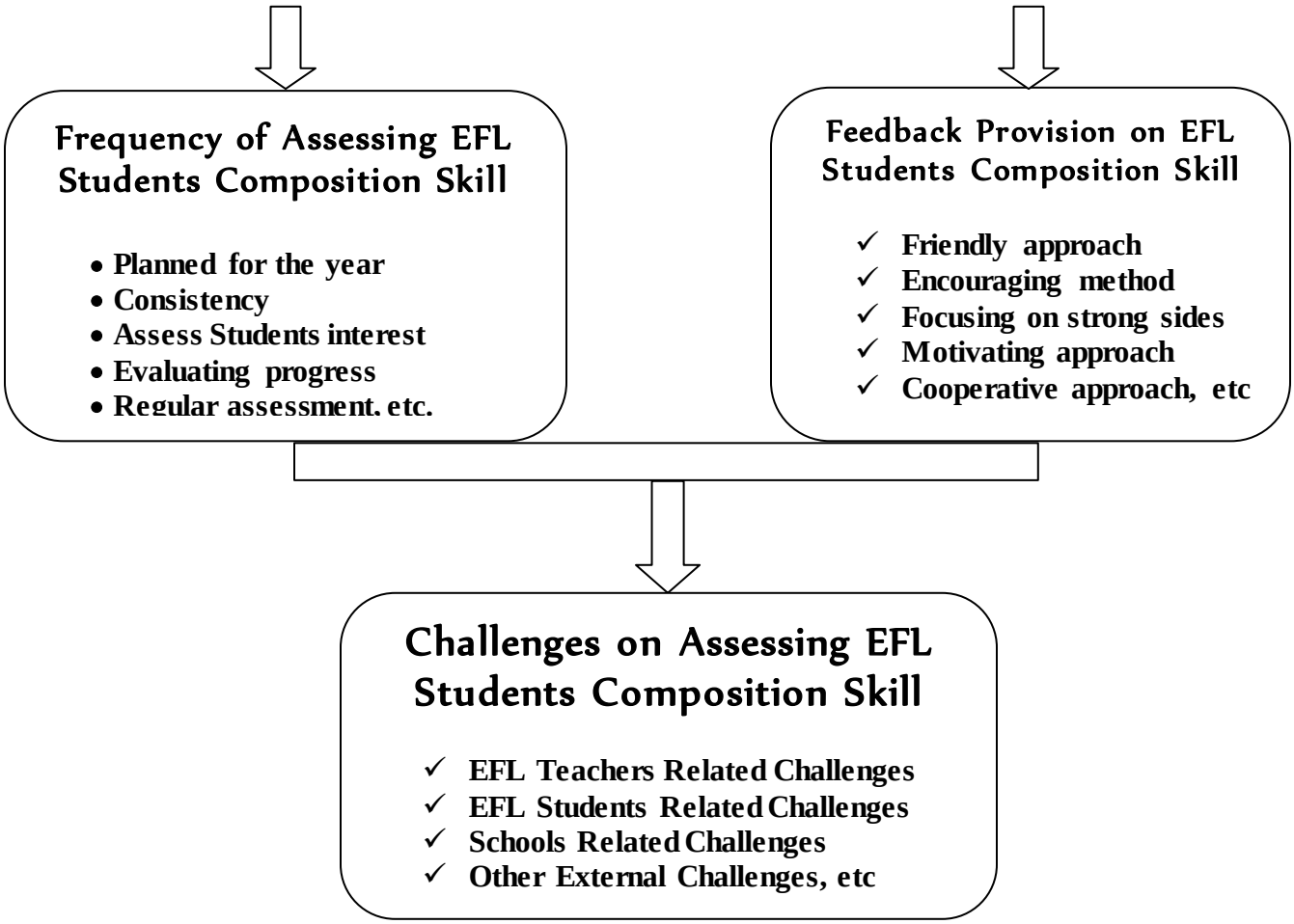
In relation to the literatures, composition is regarded as the writing processes with major thinking or reasoning processes employed by EFL learners during the act of writing. Traditionally, unless writing instructors or researchers are interested in observing how students' written products are completed, composing processes are usually not included in students' writing achievement. On the other hand, assessment of EFL students composition skill is a crucial part of the instructional process in determining student's progress since it provides guidance for revision, feedback to both the students and teachers to improve teaching and learning of writing skills.

Hence, the strategies of EFL teachers being used to assess their students' writing abilities are an integral part of effective teaching and learning. EFL teacher cannot ensure students' success and make necessary adjustments in instruction without engaging in frequent assessment. It further asserts that self-assessment helps students take ownership for their own writing and enables them internalize the skills they are learning. In addition, effective assessment of a student's writing requires the teacher to have a conceptual model of written expressions.

In general, the practice of EFL teachers in effectively assessing the composition skill of students consistently requires the active commitment and concentrated efforts of all stakeholders. Here below, the study developed a diagram based on the major themes of literatures.

Figure – 1: Conceptual Framework of the Study





Source: Developed by the Researcher Based on Literatures (2020)

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In the third chapter, the research resign and methodologies that were employed in this study have been addressed ranging from the description of study area up to ethical consideration as follows.

3.1.Description of the Study Area

Under here, the location, population composition, topography and infrastructural development of Kambata Tambaro zonal administration has discussed briefly by the study.

Location

In relation to zonal administration, Kembata Tembaro is a zone in the Ethiopian Southern Nations, Nationalities, and Peoples' Region (SNNPR).This zone is named after the subgroups of the Kambata and Tembaro people. The zone is bordered on the south by Wolayita, on the southwest by Dawro, on the northwest by Hadiya, on the north by Gurage, on the east by the Alaba special woreda, and on the southeast by exclave of Hadiya Zone. The administrative center is Durame; other important towns include Shinshicho. Besides, other local landmarks include the three mountains of Ambaricho, Kataa, and Datoo, and the hot springs at Motokoma. The longest river in the area is the Lagabora which means the "river of Bora" (Abinet, 2016).

Population

Based on the 2007 Census conducted by the CSA, this Zone has a total population of 1,080,837, of whom 536,676 are men and 544,161 women; with an area of 1,355.89 square kilometers, Kembata Tembaro has a population density of 502.13. While 97,797 or 14.36% are urban inhabitants, a further 35 individuals are pastoralists. A total of 122,580 households were counted in this Zone, which results in an average of 5.55 persons to a household, and 118,077 housing units. The five largest ethnic groups reported were the Kambaata (61.48%), the Tembaro (26.46%), the Hadiya (5.5%), the Donga (4.81%) and the Wolayta (1.75%); all other ethnic groups made up 1.73% of the population. Kambaata was spoken as a first language by 61.48%, 26.46% Tembaro, 5.56% spoke Hadiya, and 1.29% Wolaytta; the remaining 1.13% spoke all other primary languages reported. 83.6% of the population are Protestants, 6.55% practiced Orthodox Christianity, 5.94% embraced Catholicism, and 3.07% are Muslim (Abinet, 2016).

Infrastructure

According to a May 24, 2004 World Bank memorandum, 2% of the inhabitants of Kambata Tambaro have access to electricity; the average rural household has 0.6 hectare of land; the equivalent of 0.5 heads of livestock; 10.7% of the population is in non-farm related jobs. Besides, about 74% of the zone is exposed to malaria. The memorandum gave this zone a drought risk rating of 320.KembataTembaro has 217 kilometers of all-weather roads and 140 kilometers of dry-weather roads, for an average road density of 249 kilometers per 1000 square kilometers. The Central Statistical Agency (CSA) reported that 8,364 tons of coffees were produced in Gurage, Hadiya and Kembata Tembaro in the year ending in 2005, which represents 8.33% of the SNNPR's output and 3.36% of Ethiopia's total output (CSA, 2007).

Education

Administratively, Kambata Tambaro zonal administration is organized under eight woreda administration by centering in its zonal town of Durame. These woredas are Angacha, Damboya, Doyogena, Durame Town, Hadero Tunto, Kacha Bira, Kedida Gamela, Tembaro. Currently, the expansion of educational institutions in Sidama zone also being observed with the higher rate of increments in each year. Similarly, the secondary schools distribution in the zonal administration is being expanded in all woredas and town administrations of the Kambata Tambaro zone. Hence, the numbers of secondary schools shown with great increment particularly in the last two decades due to the national mobilizations in order to achieve the access of educational deliveries in all areas of the country. Based on the memorandum, it introduced that about 73% of all eligible children are enrolled in primary school, and 23% in secondary schools at zonal level.

3.2. Research Design

According to Babbie (2005), research design is the overall plan for collecting data in order to answer the research question. Besides, Yin (2003) identified that there are three types of case studies based research designs namely descriptive, exploratory and explanatory research designs. From these types of research design, descriptive survey design is suitable if the research aims to investigate and describe an existing phenomenon without influencing on its natural settings.

Based on the theoretical frameworks, nature of problem and purpose of the study, descriptive research survey design was used for this study because it gives opportunity to obtain the opinions of sample respondnets which could represent the population. In addition, descriptive survey enabled the study to achieve research objectives by combining quantitative and qualitative method of data analysis. In supporting this, Creswell (2012) asserted that descritpive design helps to gather information, to draw valid conclusions and to make possible predictions.

3.3. Research Method

In order to achieve the purpose of the study through descriptive survey design, the researcher also used mixed research approaches. Thus, mixed method of qualitative and quantitative approach was employed for data collection, analysis and reporting of the findings. According to Creswell (2012), mixed model with the combination of both research approaches is the most effective way in achieving the research objectives due to their complementary strengths.

Qualitative versus quantitative debate has coincided with rapid development of mixed methods which combine qualitative and quntitative methods in ways that ostensibly bridge their differences in the service of addressing a research question. Accordingly, quantitative and qualitative data were in one phase integrated for interpretation and this helps to compare the results if the two data bases yield similar or dissimilar results (Creswell, 2012). In conclusion, the selection of the research design and its approaches made based on the deep insight of the problem and the nature of the data that were expected to be collected.

3.4.Sources of Data

In order to achieve the objectives of the study, both primary and secondary sources of data were employed by the researcher. The primary data were obtained from secondary school EFL Teachers, Language department heads, school principals and selected students in the secondary schools of Kambata due to their proximity to provide appropriate, meaningful and reliable data on the extent of EFL teachers planning of strategies to assess composition skill, the frequency of assessment, feedback provisions and challenges being faced against the EFL teachers practice of assessing the composition skill of their students in the study area. Besides, secondary data sources such as educational reports, EFL annual plans, EFL weekly/daily plans, EFL learners exercise book, portfolios, composition skill assessment records, policy documents, published articles, journals, reference materials, manuals, EFL teachers action plans and empirical studies were also used to demonstrate the primary data. Hence, the secondary sources of data required for addressing the objectives of the study since it served as a base to construct conceptual framework of the study and to develop instruments as well.

3.5. Population, Samples and Sampling Procedures

In this part, the study discussed on the target populations and sampling procedures employed to select proper sample respondents of the study in the following manner.

3.5.1. Population

Underhere, the target populations of this study were identified. According to Babbie (2005), population of a study refers to the entire group of individuals who were included as a source of data for the particular study. For this study, population of the study was comprised those EFL teachers who were engaged in assessing the composition skill of their learners in the secondary

schools of Kambata. Besides, EFL students, English language department heads and school principals were included as study population based on their roles in order to achieve the purpose of the study.

However, it is impossible for the researcher to take all target populations of the study as sources of data due to various constraints. Due to this reason, Creswell (2012) described sampling technique introduced with a view to make the research findings economical and accurate. Thus, it is necessary to select respondents from the target populations by using sampling techniques. To this end, the study employed certain sampling procedures to select respondents.

3.5.2. Samples and Sampling Procedures

Due to their formal and informal contribution, the followings were selected as respondents through using non-probability techniques. In the first stage, eight secondary schools were selected through using purposive sampling technique based on their best annual academic achievement, highly experienced staff size and adequate years of professional experiences of the researcher in those areas could enable to obtain more detail, reliable and intense amount of data which in turn support to properly address research questions..

Hence, eight secondary schools namely Shinshicho, Doyogena, Durame, Hidase, Damboya, Hadero, Tambaro and Angecha secondary and preparatory schools were selected as sample schools of the study. In addition, these secondary schools were consisted of relatively large staff size based on their large students' size in comparison of other schools in the study area. In supporting these, Babbie (2005), advised that if the nature of study topic was apparently existed in all areas of the target population, the researcher could made personal judgment to select a particular sample size based on its personal proximity for easy accessibility which could simplify the process of data collection in more accurate and economic manner.

In the second stage, there are about 85 EFL teachers in those selected secondary schools and the study employed comprehensive sampling technique to select the entire 85 or 100% of the EFL teachers to be sample respondents in order to have better precision of findings due to the lower size of target population. To this end, all the EFL teachers of those selected secondary schools were taken as respondents. Since EFL teachers are the target populations of this study, operating

comprehensive sampling enabled the study to examine the research topic from different perspectives by including adequate practical experiences in the study area.

In supporting these, Kothari (2006) asserted that if the target population had identified with very limited size, it creates difficulties for the sampling process since the amount of sample size became too smaller. This is because when sampling is deduced from lower population, it could doubt on the level of confidence in the findings. Hence, it is advisable to employ comprehensive sampling which enables the opportunity to take the whole target population to be sample respondents through using "Rule of Thumb" which viewed to take the entire individuals as sample, if the study population becomes smaller. Besides, the precision of the findings become higher and higher if the study selects the entire population as a sample due to its smaller size.

In the last stage, the study purposively selected eight EFL learners, English language department heads and schools principals from those secondary schools based on their proximity for the case under investigation to get more reliable data. In supporting these, eight students with very higher academic performance were also selected in order to obtain data on the strategies and frequencies of assessing their composition skill by EFL teachers to substantiate findings obtained from other sources and helped to triangulate with the other sources.

Besides, department heads were identified with better experience of assessing learners' composition skill and also facilitate the process of teaching. In addition, principals are the key actors with certain professional and legal responsibilities to coordinate the overall educational activities of the schools. Thus, purposive inclusion of them as key informant could support the data collection and build the confidence on the findings of the study.

According to Creswell (2012), if there are certain sections of variables with exceptional amount of data due to their professional or other possession related proximity for the study topic, the researcher could best apply purposive sampling to give priority for those particular informants who could better provide appropriate, detailed and reliable data to achieve research objectives.

Thus, eighty five EFL teachers, eight EFL students, English language department heads and school principals were selected as respondents of this study.

3.6. Instruments of Data Collection

Under this part, the researcher presented the tools that were used to gather data for the study. In relation to these, Babbie (2005) stated that multiple data collection strategies are more advantageous than using single data collection strategy since it enables to see the phenomena from various dimensions. Thus, questionnaire, interview, observation and document analysis were used to collect data for the study.

3.6.1. Questionnaire

Basically, questionnaire is a tool containing questions and statements to gather appropriate information for analysis. It is most widely used data collection tool because of low cost, minimum resource requirement and potentially large sample capture ability (Creswell, 2012). It is a written form that ask exact questions for all individuals in the sample group, and which respondents can answer at their own convenience. The data obtained questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses (Kothari, 2006).

Hereby, the researcher employed questionnaire to collect data from EFL teachers in selected secondary schools in order to effectively manage the data collection due to the homogeneity of respondents (EFL teachers) made as preferable to obtain findings through questionnaires. Thus, the questionnaire that contained 55 close-ended and 14 open-ended items was developed to collect data. The closed ended items are made to be responded in five rating scales while open-ended items enabled to provide suggestions, comments and recommendations.

In order to achieve the objectives, the items were developed by using simple and clear language by English language. During its development of questionnaire, the researcher used related theoretical reviews and considered professional comments of colleagues, advisors and feedback of pilot survey which helped to justify the validity of items of the questionnaire..

Similarly, Kothari (2006) identified that if the study identified larger sample size that were selected through probability sampling due to their homogeneity, questionnaire is the best tool to obtain data in economic but reliable ways from similar sample groups. On the same manner, Creswell (2012) clarified that questionnaire is most widely used data collection tool because of its low cost, minimum resource requirement and potentially large sample capture ability. Each person responds to the same questions because standard instructions are given to the respondents.

3.6.2. Interview

Obviously, interview is a tool that is employed with the intention of getting richer information from the key informants. During the interview, the researcher gets the benefit of using one's approach, which is a means of creating a better understanding on the issue under investigation. Besides, this instrument is intended to elicit genuine information from key informants interview is "adding flesh to the bones," to see any deviation that might be found on data collected through the other instruments since it allows access for face to face communication (Kothari, 2006).

Hence, the researcher conducted semi-structured interview which consisted of 17 guiding questions with selected key informants. The interviews were conducted with eight EFL students, English language department heads and school principals based on their proximity for the study topic and it takes an average of one hour with each interviewee In order to achieve the validity of interview items, the researcher requested senior colleagues to comment on the content, organization and grammatical structure of the items and their comments were duly incorporated. During the interview, the researcher was taken short notes on the main points and recorded the voices of key informants based on the consent of interviewees.

3.6.3. Observation

According to Yuni (2003), actual observation is the most appropriate data collection instrument to study the implementations (practices) of language skills in general and writing skill in particular. One rationale to conduct observation is that observation enables the researcher to get an eye witnessed and primary data directly from in the actual classroom situations. Besides, observations enable the researcher to get first-hand information on the objects of study particularly in the natural setting (Yuni, 2003).

Thus, semi-structured observation based on early-prepared checklist in line with objectives of the study conducted by the researcher and co-observers in specifically selected one EFL classroom of each school during the composition topic and required data's were obtained on the main aspects of assessing the composition skill of students by their EFL teachers' in the study area. The observation checklist which consisted of 15 items was prepared in a Yes/No form and marked by the observers. The researcher observed the teachers way of assessing learners 'composition skills. By crosschecking the close ended questions. The items of observation made to focus on the extent of EFL teachers' awareness in planning strategies to assess

composition skill, the frequencies of assessment, feedback provision techniques and challenges being faced by EFL teachers in assessing their students' composition skill. In order to achieve validity, the researcher requested senior colleagues to comment on the observation checklist and their comments duly addressed.

3.6.4. Document Analysis

According to Yin (2003), documents can be treated as a source of data since it allows researchers to identify the major practical documents existed in the study area on the study topic. Besides aforementioned tools, the study employed document analysis as supplementary data collection tool to obtain findings on the main objectives of the study. Here, the document analysis mainly stressed on four areas which are the EFL teachers written feedback in the secondary schools of the study area.

Thus, the document analysis was revealed the main focus of EFL teachers' in assessing the composition skill of their students and enabled the study to assess direct assessment of the composition activities given by EFL teachers, .EFL teachers annual plan, action plans, portfolios, composition assessment recordings, composition tests and assignments. As a result, data were gathered from EFL students' writing composition work, especially assignments and class works.

3.7. Data Collection Procedures

Here, the study discussed the data collection procedures employed in order to collect the findings from those sample respondents of the study and presented in the following manner.

On its practical aspects, the researcher made a prior contact with the school principals and arranged schedule to meet EFL teachers, department heads and students' who were contributing in the practice of EFL teachers' assessment of their students composition skill in the secondary schools of Kambata. Then, the researcher met with them and explained the purpose of the study in order to get their consent. After getting their consent, EFL teachers and other key informants who were identified as illegible to provide data were selected by the study.

At the beginning, orientations were provided on the purposes, significances and how to approach for the items. During the survey, the researcher directly involved in the data collections with enumerators in order to coordinate and crosscheck the data collection in the schools. In order to

maintain the quality of data, meetings were held with enumerators at the end of each survey and discussed on problems. Thus, the researcher involved with better cooperation and coordination with the enumerators to collect data. However, from the total respondents of 85 EFL teachers, about 83 of them were properly filled with the return rate of 97.6% for the study.

In relation to the practical aspects of data collection procedures under key informants interview, the interviews were conducted in their respective schools through using Amharic language in order to obtain more detailed data and it was conducted for an average of one hour with each key informant of the study. During the interview, short notes and audios were recorded based on the consent of interviewees in accordance with the research ethics.

Concerning observation, the observation checklist was filled by the researcher and co-observer in order to reduce personal bias and it was conducted for two times in each secondary school. Hence, the observation also provided data in accordance with the objectives of the study. In conclusion, document analysis was employed to collect data on EFL teachers practices of assessing composition activities including their annual plan, action plans, portfolios, composition assessment recordings, composition tests and assignments in the secondary schools.

3.8. Validity and Reliability of the Study

In order to ensure the quality of tools, the researcher checked the validity and reliability of items through pilot test prior to the actual data collection since to check the validity and reliability of instruments would be the core to assure the quality of the data. According to Creswell (2012), validity concerns the extent to which the items are able to test what it is supposed to be tested while reliability focuses on the degree of confidence that can be placed in the results, which is often a statistical calculation and subsequent test for the intended purposes before the study.

In order to ensure the validity of the items, initially the instrument were prepared by the researcher and developed under close guidance of the advisor and senior colleagues. Hence, they reviewed and commented on content, form and arrangements of questions. Moreover, the questionnaires were pilot tested to ensure that the respondents understand what the study wanted to address, to gather relevant information, to identify and eliminate problems in collecting data. Following this, the researcher tested the questionnaires in Tabor Secondary School of Hawassa that was not part of the actual sample frame and granted their permission.

After requests are granted, sample respondents of 5 EFL teachers and department heads were selected accidentally. Then, the researcher gave explanations, requested their consent and distributed questionnaires for respondents who were not included in the actual study. Based on respondents' feedback, additional omission and modification of questions were made by the study. Thus, it modified grammar errors for three closed-ended items; reduced one unclear open ended item and modified six double barreled closed ended items.

On the other hand, the reliability of the survey instruments was tested to determine the manner in which items of each domain was effectively grouped together. Hence, the reliability estimation was made by using Cronbach's Coefficient of Alpha for the questionnaires through the latest version of SPSS. To this end, the Coefficient of Alpha ($\propto$) of the items was calculated as 0.89, which is regarded as strong correlation of the items with the objectives of the study.

In supporting this, Cohen, L., et al. (2007) also suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, < 0.6 questionable, and < 0.5 poor. Thus, the average results of all reliabilities in each domain were 0.89 and hence the instruments were considered to produce reliable data based on the calculated result of pilot study. Based on these, the study checked the validity and reliability of the items through pilot test and statistical calculations.

Table – 2: Reliability Coefficients of the Assessment of Composition Skill by EFL Teachers

No	Title of Questions	Reliability Coefficient
1.	Extent of EFL Teachers Awareness of assessing Strategies of their Learners Composition Skill	0.83
2	Frequencies of practice of assessing the Composition Skill of Learners by EFL Teachers in the Secondary Schools	0.91
3	Feedback Provision Techniques of EFL Teachers in Assessing their Students Composition Skill	0.97

4	Challenges facing by EFL Teachers in Assessing Students Composition Skill in the study area	0.85
	Average Reliability Coefficient	**0.89**

3.9. Methods of Data Analysis

After the completion of data collection, the researcher has to edit, codify, classify and tabulate the data. To this effect, the study employed mixed method of data analysis based on the nature of the topic in order to achieve the objectives of the study. Thus, the researcher is collected both quantitative and qualitative data which enabled to use mixed data analysis approaches to analyze, interpret and properly report the findings of the study.

First, the quantitative data's that were obtained from EFL teachers who were selected from the secondary schools were analyzed separately. Then, it was manually fed to computer through the latest version of a software called SPSS 2020 and analyzed the quantitative findings. For presenting data appropriately, the researcher used descriptive statistics such as percentage, frequency; standard deviation, mean inferential statistics and one sample independent t-test in order to analyze the relationship of variables after the data were cleaned missing variables and values.

Later, the researcher obtained qualitative findings from EFL students, English language department heads and school principals through interviews. Hence, these qualitative findings were analyzed through transcribing and summarizing accordingly in the way that could substantiate the quantitative findings of the study. Then, the results were discussed and its implications were also drawn based on majority of interviewees. To be specific, qualitative data were analyzed thematically in accordance with their relational aspects of the findings under questionnaire. Thus, the findings were analyzed through mixed data analysis approaches that combined both quantitative and qualitative approaches.

3.10. Ethical Considerations

In research, ethical consideration is one of the most important points that deserve attention. This is mainly due to the necessity to respect the consent of the participant to participate, to assure the

possibility to withdraw from participation whenever they found it necessary and to protect them from possible dangers that might be encounter. For confidentiality, the actual names of participants in the study had kept in secret while the sex or age of respondents might be used where it seems appropriate (Kothari, 2006). Thus, the researcher initially required an official ethical clearance paper from Jimma University. Furthermore, it introduced the purpose of the study to participants; guaranteed to use their information only for academic purpose and ensured the possibility to withdraw in anytime they want. Privacy of the participants and confidentiality of the information were given emphasis and the participants' identity also kept in secret. In addition, for all of the authors whose related literature materials used were properly acknowledged and mentioned both in citation and at the end. Thus, the researcher assured that it was one's original work and never flagellated the efforts of others.

CHAPTER FOUR

4. 1 DATA PRESENTATION ANALYSIS, INTERPRETATION

4.2 RESULTS AND DISCUSSION

This chapter dealt with the analysis, interpretation and presentation of data's that were obtained from selected sample respondents through questionnaires, interviews, observation and document analysis in accordance with the purpose of the study. The focus of this study was to investigate

the EFL teachers' practice of assessing the composition skill of their students in the secondary schools. Based on this, the subjects of the study were EFL teachers, students, English language department heads and school principals in those schools.

Initially, questionnaires were distributed for 85 EFL teachers who were selected from those secondary schools and about 83 of them were properly returned the questionnaires. However, the 2 or 2.4% of them were not returned at all which generates a return rate of 97.6% for the study.

Besides, the study conducted semi structured interviews with eight English language department heads, eight EFL learners and eight school principals in order to substantiate the findings obtained via questionnaire, observation and document analysis to achieve the purpose of the study. In doing so, the data collected through questionnaires were presented primarily having tables with descriptive statistics which were followed by qualitative findings.

At the beginning, respondents were made to aware on the objectives of the study. Accordingly, the researcher analyzed and presented quantitative and qualitative findings separately from demographic background of respondents up to the challenges faced by EFL teachers in assessing the composition skill of students in the secondary schools below.

4.1. Analysis of Quantitative Data

In the first part, the quantitative data that were obtained through questionnaires filled by the EFL teachers and structured observation were discussed here below.

4.1.1. Demographic Background of Respondents

Under the first part, the study presented demographic background of EFL teachers who were practicing assessment of the composition skill of their students in the secondary schools. Hence, the study analyzed frequency and percentage distribution of respondents demographic backgrounds in the following manner.

Table – 2: Demographic background of respondents

No	Items	Alternative Responses	Responses in:	
			F	%
1	Sex	Male	57	68.6
		Female	26	31.4

		Total	**83**	**100%**
2	**Age**	Between 18 - 25 years of age	3	3.6
		Between 26 and 35 years	10	12
		Between 36 and 45 years	34	41
		Above 45 years of age	36	43.4
		Total	**83**	**100%**
3	**Educational Level**	Bachelor Degree	67	80.7
		Master Degree	16	19.3
		Above Master Degree	-	-
		Total	**83**	**100%**
4	**Experience in Teaching English Foreign Language**	Between 1 – 5 years experiences	20	24.1
		Between 6 – 10 years experiences	36	43.4
		Between 11–15 years experiences	27	32.5
		Above 15 years of experiences	-	-
		Total	**83**	**100%**
5	**Duration of training EFL in higher institution**	3 years of training	41	49.4
		4 years of training	12	14.5
		5 years of training	3	3.6
		6 years and above training	27	32.5
		Total	**83**	**100%**
6	**Loads of EFL classes per week:**	11 – 15 of EFL classes per week	31	37.3
		16 – 20 of EFL classes per week	39	47
		Above 20 EFL classes per week	13	15.7
		Total	**83**	**100%**

(Source: Survey, 2020)

As can be understood, table one of chapter four consisted of six items that inquired demographic compositions of respondents based on gender, age, educational level, experience in teaching EFL, duration of training EFL in higher institution and number of teaching periods per week.

As it was indicated in the first item of the above table, it inquired the sex composition of respondents, 31.4% of EFL teachers were females, whereas 68.6% of them were males, which shows that the majority of EFL teachers in the secondary schools were males. Hence, the disparity of gender was found as higher since male EFL teachers' account nearly two folds of

females. In fact, there are also significant gender gaps observed in the regional and national levels in terms of schooling, job opportunities and political participation.

As it can be seen in the second item of the table above, it inquired on the age categories of respondents, 41% of EFL teachers were found between 36 to 45 years of age while 43.4% of them were above 45 years old. Hence, the majority of EFL teachers of selected secondary schools were found in best maturity of the age category which could contribute to understand the objectives of the study and to cooperate with utmost willingness in the study area.

As it is indicated in the third item of the above table, it inquired on the educational level of respondents, the findings infer that about 80.7% of EFL teachers were bachelor degree holders. It has shown that only 19.3% of respondents attained second degree. Thus, the majority of teachers were bachelor degree holders, which implies that they already passed with experience of research that could help to easily understood the purpose of study and provide necessary data for study.

As it is indicated under the fourth item, it inquired on the service year of respondents, the finding infers that 24.1% of EFL teachers have 1 to 5 years of service; 43.4% of EFL teachers have 6 to 10 years of service while the remained 32.5% of them were experienced 11 to 15 service years in their professional career. Since most of the teachers were not juniors for their profession, it was great opportunity to have such experienced respondents in order to get better access to examine their perceptions toward the study topic.

As it can be seen from item five of the table above, it inquired the duration of trainings attended by those EFL teachers during their stay in higher institutions. The finding revealed that 49.4% of EFL teachers had 3 years of EFL training, 49.4% of them had 4 years of EFL training and 49.4% of them had six and above years of EFL trainings in higher institutions. This implies the majority of EFL teachers who assess the composition skill of students were attended adequate level of EFL education during their stay in higher institutions which enable to ensure the appropriateness of their educational qualification for secondary school level. This also contributed to develop necessary strategies to assess the composition skill of their students.

As it is indicated in the last item of table two, it inquired on the number of periods of EFL teachers per week in their respective school. From the total respondents, 37.3% of EFL teachers had 10 – 15 period per week while 47% of them hold 16 – 20 periods per week and the remained

15.7% of teachers have above 20 periods per week in their respective schools. Hence, the findings implies that the majority of EFL teachers in the secondary schools have balanced number of periods below twenty per week which in turn create favorable situation to plan and practice effective assessment on the composition skill of their students.

In conclusion, the findings imply that the majority of EFL teachers who are assessing the composition skill of students in the secondary schools were males; age categories between 26 to 45; qualified with bachelor degree; well experienced in their professional career and have balanced periods per week based on the findings of the study.

4.1.2. Extent of Awareness in Planning Strategies to Assess Composition Skill

In this part of the discussion, there are findings obtained on the extent of EFL teachers' awareness in the process of planning strategies in order to assess the composition skill of their students and the quantitative results were discussed here below.

The extent of awareness of EFL teachers' in planning certain techniques is crucial for effectively assessing the composition skill of students by activating prior knowledge is one method in which teachers can assist ESL students before they even begin writing. Making sure students have the opportunity to think about what they already know before the task begins helps ESL students incorporate new information into existing structures of knowledge which activates long-term memory. Hence, EFL teachers expected to plan certain strategies to teach and assess the composition skill of their students (WIDA, 2012).

Table – 3: Extent of EFL teachers' awareness in planning strategies to assess composition skill

No	Items	Descriptive Statistics								
			EFL Teachers (N=83)					X	SD	Tv
			5 (A)	4 (U)	3 (S)	2 (R)	1 (N)			
1	EFL teachers annual plan gives due emphasis for assessing their students composition skills	F	56	20	3	4	-	4.67	.471	.857
		%	67.5	24.1	3.6	4.8	-			
2	EFL teachers plan composition assignments, project works, pair and group works	F	6	9	5	44	24	2.59	.681	.474
		%	7.2	10.8	6.1	53	28.9			
3	EFL teachers annual plan and lesson plans have	F	2	15	7	59	-	2.	.9	.4

	procedures to teach composition skill lessons	%	2.4	28.9	8.4	71.1	-	48	12	38
4	EFL teachers facilitate safe situations to include students interest and ability when planning	**F**	27	17	15	-	24	3.28	1.618	.592
		%	32.5	20.5	18.1	-	28.9			
5	There is strong conformity between the syllabus and EFL teachers annual plan in schools	**F**	6	5	33	39	-	2.53	.502	.482
		%	7.2	6.1	39.7	47	-			
6	Each EFL teacher develop action plan on regular basis to assess the composition skills	**F**	-	9	6	51	17	1.80	.406	.381
		%	-	10.8	7.2	61.4	20.5			
7	EFL teachers strategies are able to develop better writing skill and enriching vocabulary	**F**	32	23	15	12	-	3.00	.000	.571
		%	38.3	27.7	18.1	14.5	-			
8	Teachers strive to develop writing culture and provide chance for developing composition	**F**	4	66	12	-	5	3.80	.406	.893
		%	4.8	79.6	14.5	-	6.1			
9	EFL teachers enable their students enjoy sharing their own ideas, experience, skills and thoughts	**F**	17	-	15	6	45	2.18	1.624	.359
		%	20.5	-	18.1	7.2	54.2			
10	EFL teachers outline students to enjoy writing short compositions and facilitate incentives	**F**	-	15	-	24	44	1.83	1.113	.397
		%	-	18.1	-	28.9	53			
11	EFL teachers apply easiest ways for teaching of writing skill lessons for students regularly	**F**	-	41	15	27	-	3.17	.895	.657
		%	-	49.4	18.1	32.5	-			
12	To take student ideas, EFL teachers facilitate questioning, brainstorming and open discussions	**F**	42	17	15	9	-	4.42	.912	.710
		%	50.7	20.4	18.1	10.8	-			

Source – Own survey (2020)

Keys: **N** = Number of EFL Teachers, F = Frequency, **%** = Percentage, **A** = Always (4.00 – 4.99), **U** = Usually (3.00 – 3.99), **S** = Sometimes (2.50 – 2.99), **R** = Rarely (2.00 – 2.49), **N** = Never (1.00 – 1.99); **SD**= Standard Deviation, **X** = Mean and **Tv** =Test Value.

As it can be seen in the table above, there are twelve items found under table three of the study which depicted findings on EFL teachers extent of awareness in planning strategies for the assessment of the composition skill of their students in the secondary schools.

As it is indicated in the table above, the first item of table three inquired whether the annual plan of EFL teachers are giving due emphasis for assessing their students composition skills. From the total respondents, 91.6% of EFL teachers agreed that their annual plan gives due emphasis to assess the composition skill of students in the secondary schools.

In supporting to this, the descriptive statistics revealed with the mean of (X = 4.67; standard deviation of 0.471 and the independent test result of 0.857 where, $p<0.05$) also justified the

significant relation of respondents with the item. Hence, the annual plan of EFL teachers was embodied with appropriate elements to effectively assess the composition skill of their students.

As it can be seen on item two of the above table, it inquired whether EFL teachers plan composition assignments, project works, pair and group works. In relation to this, 53% of EFL teachers outlined the rare existence of such composition plan. To this respect, the mean of 2.59; standard deviation of 0.681 and test result of 0.474 where, $p<0.05$ was witnessed the significant differences among the variables and the reaction of EFL teachers'.

As it is indicated in item five of table three, it inquired if there was conformity between the syllabus and EFL teachers' annual plan. From the respondents, 71.1% of respondents were unable to accept the conformity of EFL teachers plans with the syllabus. To this end, the mean 2.53; standard deviation of 0.502 and t-test value of 0.482 where p-value<0.05 evidenced the prevalence of significant difference of respondents reaction on the item. This implies that the annual plans of EFL teachers are focusing on general issues. Hence, the annual plans are expected to be modified to ensure conformity with the syllabus in the secondary schools.

As it is indicated in item six of the table above, it inquired whether the EFL teachers facilitate safe situations to include students' interest and ability when planning their composition topics. In reacting to this item, 53% of EFL teachers were confirmed on the existence of efforts to create safe situation by including the interest and ability of their students in planning their composition topics in the schools. To these end, the average means of 3.28; standard deviation of 1.618 and average t- test value of 0.592 where p-value<0.05 evidenced the prevalence of significant relationship of variables and their reactions in the study area.

As it can be seen from item eight of the table above, 85.4% of respondents accepted that EFL teachers are striving to develop the culture of composition through various strategies. Besides, the mean of 3.80; standard deviation of 0.406 and average t-test value of 0.893 where p-value<0.05 evidenced that respondents conformity with the item. In supporting this, the researcher identified that the extent of awareness of EFL teachers in planning strategies has convincing trends in assessing the interest areas of their students and developing strategies accordingly in order to develop the composition skill of their students.

As it is indicated on item nine and ten of the table above, whether EFL teachers enable students for sharing their ideas, experiences and thoughts through facilitating incentives in the secondary

schools. To these respect, 54.2% of EFL teachers witnessed that the trend of sharing ideas and facilitating incentives for students were rarely existed. Besides, descriptive statistics with the mean of 2.005; standard deviation of 1.368 and average t-test value of 0.375 where p-value<0.05; revealed the prevalence of contradiction among the themes of those items.

As it indicated in the findings of item nine and ten of table above, the efforts of EFL teachers in planning strategies were lacked comprehensiveness to include quietly important elements to be part of the strategies. Besides, the situation of inability to facilitate some kind of incentives was among the major failure of those EFL teachers. In conclusion, the extent of awareness of EFL teachers in planning strategies for effective assessment of the composition skill of their students subjected for critics since they found with poor commitment in enabling students to write short composition and failure to facilitate sharing of ideas and experiences among themselves.

As it is indicated on item eleven in the table above, 49.4% of EFL teachers accepted that they were applying easiest ways of teaching composition topics for their students regularly in the secondary schools. In supporting this, the descriptive statistics with the mean of 3.17; standard deviation of 0.895 and t-test value of 0.657 where p-value<0.05, justified that respondents were positively accepted the existence of the item in the secondary schools of the study area.

As it can be seen on the last item of the above table, 71.1% of respondents with the mean of 4.42; standard deviation of 0.912 and t-test value of 0.710 agreed that EFL teachers facilitate questioning, brainstorming and open discussion sessions with their students in order to take their ideas in planning strategies to assess the composition skill in the secondary schools of study area.

As it is revealed from the findings of the last two items, it indicated that the extent of awareness of EFL teachers in planning strategies for effective assessment of the composition skill of students found with better trends in developing easy ways of teaching composition topics to take students ideas into considerations before planning. This in turn could simplify the actual assessment of composition skills in the secondary schools.

As it evidenced from those items of table three, the researcher concluded that the trend of using easy ways of assessing composition topics by taking students ides are need to sustain on regular basis among strategies to assess the composition skill of students in the secondary schools.

4.1.3. Frequency of practice of Assessing students' Composition Skill

Among the crucial trend which could affect the effectiveness of EFL teachers practice of assessing the composition skill of students in the secondary school level is the frequency of practicing the assessment process in regular manner. Basically, it is crucial for students to be alerted the assessment efforts were made in consistent manner. Based on this, the integration of assessment of composition skill by integrating with other skill creates better improvement to develop their composition skill (Birhanu, 2009). Hence, the study identified findings on the frequency of assessment on the composition skill of students and discussed below.

Table – 4: Frequency of EFL Teachers assessment of composition skill of their learner

No	Items	Descriptive Statistics								
			EFL Teachers (N=83)					X	SD	Tv
			5 (A)	4 (U)	3 (S)	2 (R)	1 (N)			
1	The extent to which you assess the writing skills of your students on daily basis of each topic	F	27	15	24	-	17	3.42	1.466	.510
		%	32.5	18.1	28.9	-	20.5			
2	Facilitate composition tasks independently and assess them accordingly	F	-	24	47	12	-	3.29	.456	.619
		%	-	28.9	56.6	14.5	-			
3	There are regular ways to assess the interest and progress of students composition	F	17	31	11	24	-	3.63	1.112	.638
		%	20.5	37.3	13.2	28.9	-			
4	Encourage their students to take responsibilities for composition tasks regularly	F	17	42	-	24	-	3.43	1.102	.738
		%	20.5	50.6	-	28.9	-			
5	Help students on daily basis to integrate other skills with composition skill	F	-	8	32	19	24	2.10	.821	.432
		%	-	9.6	38.6	22.8	28.9			
6	Encourage to write compositions based on their life experiences for integration	F	-	8	9	56	10	1.67	.471	.357
		%	-	9.6	10.8	67.5	12			
7	Regularly check the outcome of writing topics to integrate with other skills	F	-	3	7	59	14	2.09	.812	.241
		%	-	3.6	8.3	71.4	16.7			
8	Provide project works and order students to write reports for the class	F	17	15	-	51		2.38	1.278	.370
		%	20.5	18.1	-	61.4				
9	Regularly plan each tasks with detail instructions and demonstrate them	F	19	25	31	6	-	3.53	.502	.542
		%	22.4	30.1	37.3	7.2	-			
10	Make students to write short notes, stories and	F	-	59	15	9	-	3.	.4	.76

	missing passages on daily basis	**%**	-	71.1	18.1	10.8	-	71	56	1
11	Enable students to write a composition by focusing on language forms	**F**	17	39	6	21	-	3.	.9	.71
		%	20.5	46.9	7.2	25.3	-	35	43	4
12	Frequently encourage students to develop self-assessment before final drafts	**F**	17	-	15	7	44	2.	1.7	.38
		%	20.5	-	18.1	8.4	53	52	56	3

Source – Own survey (2020)

Keys: **N** = Number of EFL Teachers, F = Frequency, **%** = Percentage, **A** = Always (4.00 – 4.99), **U** = Usually (3.00 – 3.99), **S** = Sometimes (2.50 – 2.99), **R** = Rarely (2.00 – 2.49), **N** = Never (1.00 – 1.99); **SD**= Standard Deviation, **X** = Mean and **Tv** =Test Value.

As it is shown in table four above, there are twelve items which inquired the frequency of EFL teachers' assessment of the composition skill of students in the secondary schools.

As it is indicated in the first item of the table above, 50.6% of respondents with the mean of 3.42; standard deviation of 1.446 and t-test value of 0.510 confirmed that EFL teachers assess the writing skills of their students on daily basis in the secondary schools of the study area. This finding justified that the consistent assessment of the composition of EFL learners could persuade them to give focus for their composition topics.

As it is shown in item two of the table above, 56.6% of respondents agreed that the EFL teachers were facilitating composition topics and its assessment ways independently for each student in the secondary schools. In supporting this, the descriptive statistics with the mean of 3.29; standard deviation of 0.456 and t-test value of 0.619 where p-value<0.05, witnessed that respondents were positively accepted the existence of the independent composition tasks with its assessment mechanism in the secondary schools of the study area.

As it can be seen in item three of the above table, it inquired whether there are regular ways in order to effectively assess the interests and progresses of students composition in the study area. From respondents, 57.8% of EFL teachers reacted with agreement on the item. In supporting this, the mean of 3.63; standard deviation of 1.112 and average t- test value of 0.638 evidenced that there is significant relation between the item and its reactions by respondents.

As it is shown in those three consecutive items in the table above, EFL teachers practice consistent and regular assessment of the composition skill by integrating with other skills of language. This make their learners to give due emphasis for the basic rules and procedures to be

followed in the composition tasks. Furthermore, the trend of EFL teachers in facilitating independent composition tasks on daily basis also enable to identify the best performance and weaknesses of each student since they have the opportunity to write composition individually and assessed accordingly. Since there are means to integrate their composition with other skills, students observed with improvement in their composition skills.

As it is contrasting to the above findings, item four and five respectively inquired respondents on whether EFL teachers help students on daily basis to integrate other skills with composition; and if they encourage students to develop compositions based on their life experiences. To these respect, 65.6% of respondents rejected these items. Besides, descriptive statistics with the mean of 1.886; standard deviation of 0.646 and average t-test value of 0.3945 where p-value<0.05, witnessed the prevalence of contradiction among the items and its reactions. This implies that the trend of writing their own life experiences as composition topic was unusual instead they were expected to write some issue from the textbook or from reference materials.

As it is indicated in item eight of above table, 61.4% of respondents with the mean of 2.38; standard deviation of 1.278 and t-test value of 0.542 disagreed since EFL teachers are unable to provide project works with its composed reports that would be presented for the whole classroom. This finding indicated that EFL teachers were unable to facilitate certain project works through field visit of their environment and prepare report that would be reported for the classroom which could enrich the alternatives of selecting composition topics.

As it indicated in generalization of the above items, the researcher concluded that frequency of assessing the composition skill of students was identified that there is poor trend of integrating composition with other skills, unable to include enabling life experiences as composition tasks and in facilitating project works with composition report in secondary schools of the study area.

As it can be seen from the above table, item nine inquired EFL teachers regularly plan each tasks with detail instructions and demonstrate for their students. From the respondents, 52.5% of respondents with the mean of 3.53; standard deviation of 0.502 and t- test value of 0.542 evidenced the prevalence of significant similarities between the item and the reactions of EFL teachers. Hence, there are better performances of EFL teachers to plan each composition tasks on regular basis besides their facilitation to write short stories in accordance with the instructions.

As it is indicated in the item ten of table above, 67.4% of respondents with the mean of 3.35; standard deviation of 0.943 and t-test value of 0.714 confirmed that EFL teachers are enabling their students to write a composition by focusing on language forms in the secondary schools of the study area. This finding justified that the consistent assessment of the composition of EFL learners could persuade them to give focus for their composition topics.

As it is shown in last item of the table above, 53% of respondents disagreed that the EFL teachers were unable to facilitate self-assessment of the composition by themselves. In supporting this, the descriptive statistics with the 2.52; standard deviation of 1.756 and average t-test value of 0.383 where p-value<0.05, justified the absence of self-assessment trend in evaluating the composition topics of students. Thus, most of students are observed with merely sitting after they complete specific composition tasks instead of rechecking their composition in order to identify mistakes or errors which are important aspect of self-assessment as part of evaluating the composition skill in the secondary schools of the study area.

In concluding the section, the researcher justified that the frequency of assessing the composition skill of students identified with better trend in planning each composition tasks with clear instructions, consistently assessing students compositions, facilitating independent assessment methods, encouraging to accept critics made on their compositions, enabling them to write short stories and also making to focus on languages forms. However, there were poor trends of helping students in integration of composition with other skills, poorly evaluating the outcome of composition and inability to facilitate project works in the secondary schools of the study area.

4.1.4. Feedback Provision Techniques in Assessing the Composition Skill

In this section, the analysis of data related to the techniques of giving feedback on students composition is presented as follows.

Table – 5: Feedback Provision techniques of EFL teachers in assessment of composition skills

No	Items	Descriptive Statistics								
		EFL Teachers (N=83)						X	SD	Tv
			5 (A)	4 (U)	3 (S)	2 (R)	1 (N)			
1	EFL teachers provide positive and constructive feedbacks when assessing composition skill	F	41	15	19	8	-	4.17	.8 95	.597
		%	49.6	18.1	22.8	9.6	-			
2	EFL teachers establish friendly relationship with students for fruitful feedback on compositions	F	-	42	24	5	12	3.30	.7 92	.553
		%	-	50.6	28.9	6	14.5			
3	EFL teachers primarily appreciate their compositions before indicating mistakes/errors	F	6	11	42	24	-	2.71	.4 56	.571
		%	7.2	13.2	50.6	28.9	-			
4	EFL teachers wisely use techniques to work individually and reintegrate in pair and groups	F	-	24	17	35	7	2.78	.8 70	.529
		%	-	28.9	20.5	42.1	8.4			
5	EFL teachers provide honest feedback on the students' errors after they had finished tasks	F	-	17	51	15	-	2.39	.8 12	.451
		%	-	20.5	61.4	18.1	-			
6	Teachers provide compositions in group to criticize each other's and share best experiences	F	-	17	15	46	5	2.59	.8 12	.428
		%	-	20.5	18.1	55.4	6			
7	Teacher helps the students at the very beginning of compositions and then gradually minimize it	F	27	15	-	17	24	3.05	1.6 96	.565
		%	32.5	18.1	-	20.5	28.9			
8	Teachers encourage students to follow certain steps like think, plan, first draft, revision, etc	F	-	17	5	18	42	1.90	1.1 54	.411
		%	-	20.5	6	21.7	50.6			
9	EFL teachers willingly help students before, while, and/or after their composition tasks	F	16	35	3	29	-	3.23	.9 79	.602
		%	19.3	42.1	3.6	34.9	-			
10	EFL teachers encourage students to get feedback from peers by exchanging others essay	F	-	15	59	9	-	3.18	.3 87	.610
		%	-	18.1	71	10.8	-			
11	Teachers instruct students to rewrite compositions by improving language usage	F	15	27	-	15	26	2.70	1.7 23	.512
		%	18.1	32.5	-	18.1	31.3			
12	EFL teachers established a means to recheck whether feedbacks are corrected by students	F	27	32	-	24	-	3.75	1.1 98	.779
		%	32.5	38.6	-	28.9	-			

Source – Own survey (2020)

Keys: **N** = Number of EFL Teachers, F = Frequency, **%** = Percentage, **A** = Always (4.00 – 4.99), **U** = Usually (3.00 – 3.99), **S** = Sometimes (2.50 – 2.99), **R** = Rarely (2.00 – 2.49), **N** = Never (1.00 – 1.99); **SD**= Standard Deviation, **X** = Mean and **Tv** =Test Value.

According to Lamberg (2005), there are two common categories of feedback that teachers give on students' written essays namely: feedback on form and content. He observes that the most

common methods of feedback on form include outright teacher correction of surface errors, teacher markings that indicates the place and type of error but without correction, and underlining to indicate the presence of errors. Thus, the goal of feedback is to teach skills that will help students to improve their writing proficiency to the point where they recognize what is expected of them. On the other hand, feedback on content consists mainly of comments written by teachers on drafts that usually point out problems and offer suggestions for correction. Therefore, students are expected to incorporate information from the comments.

As it is shown in the above table, there are twelve items inquired findings on the techniques of giving feedback in the assessment of compositions and the results are presented below.

As it can be seen in the first item of the above table, it inquired whether EFL teachers provide positive and constructive feedbacks for students. Hence, 67.7% of respondents with the mean of 4.17; standard deviation of 0.895 and t-test value of 0.597 accepted on the provision of constructive feedback on students compositions by their EFL teachers in the secondary schools.

As it is shown in the findings obtained from item two of the above table, 50.6% of respondents confirmed that EFL teachers are established friendly relationship with their students in order to have fruitful feedbacks on students compositions. Besides, the descriptive statistics with the mean of 3.30; standard deviation of 0.792 and t-test value of 0.553 also evidenced the supportive reaction of respondents on the existence of efforts by EFL teachers in creating friendly approach with students to provide fruitful feedback on their compositions in the secondary schools.

As it can be seen from item three of the above table, it inquired whether EFL teachers wisely use techniques to work individually and reintegrate in groups. From the respondents, 49.5% of respondents with the mean of 2.78; standard deviation of 0.870 and t-test value of 0.529 accepted the existence of significant relation of respondents with the item. This implies that most EFL teachers are providing constructive feedbacks on students compositions and focused on its strong side to build students confidence and later use wise techniques to indicate gaps in easy ways.

As it is indicated from the findings on the first four consecutive items of the above table, the researcher concluded that EFL teachers are providing constructive feedbacks through creating friendly approach with their students. In addition, the teacher are magnifying the strong sides of compositions and made students to work individually then to integrate in groups as techniques of feedback provision to assess the composition skill of students in the secondary schools.

As it can be seen item five of above table, 61.4% of respondents with the mean of 2.33; standard deviation of 0.812 and t- test value of 0.452 indicated that EFL teachers are unable to provide honest feedback on the students' errors after they had finished their composition tasks. Hence, the teachers are trying to build the confidence of their students which led them to focus mainly on strong sides of their compositions in the secondary schools.

As it is shown in item seven of table five, 67.4% of respondents with the mean of 3.05; standard deviation of 1.696 and t-test value of 0.565 confirmed that EFL teachers are helping their students at the beginning stage which then gradually minimizing to complete the composition by themselves. Based on the findings, the techniques of feedback provision is varied in different stages of compositions since there is strong support and follow up in the beginning step in order to guide students to construct ideas on the composition topics which reduced gradually to make them working independently in the secondary schools.

As it is indicated in item ten of the above table, it inquired respondents whether EFL teachers encourage students to get feedback from peers by exchanging others compositions. In reacting to this item, 59(71.1%) of respondents agreed the existence of item. On the same manner, the mean of 3.18; standard deviation of 0.387 and average t- test value of 0.610 where p-value<0.05 indicated the significant relation of respondents reaction on the tenth item of the above table. This indicated that EFL teachers are exerting good trend in facilitating peer assessment of each other compositions in the secondary schools of the study area.

As it can be seen from the last two consecutive items of the above table, 60.85% of respondents with the mean of 3.225; standard deviation of 1.460 and t-test value of 0.645 accepted that EFL teachers are instructing their students to rewrite commented compositions and also they recheck whether feedbacks are corrected by students as techniques of giving feedbacks in assessing the compositions. Thus, peer assessment is positive and wise technique since students could better communicate with their peers to provide and accept comments on their compositions.

As it is indicated on the findings of table five, the researcher concluded that the feedback provisions of EFL teachers in facilitating peer assessment, instructing to rewrite composition and correcting their feedbacks are great in the assessment of students compositions. However, the issues of criticizing group compositions and enabling students in following basic steps of composition writing are less likely assessed by EFL teachers in the secondary schools.

4.1.5. Challenges Facing in Assessing the Composition Skill of Learners

As it is indicated in table six of the study, challenges faced by EFL teachers in assessing the composition skill of their students in the secondary schools analyzed in the following manner.

Basically, the effectiveness and efficiency of the practices of EFL teachers in the assessment of the composition skill of their students are being contributed with the contributions and coordination of numerous internal and external stakeholders in most school systems. On the same manner, there are various challenges sourced from the EFL teachers, their students, school and external conditions against the efforts of improved assessment of EFL learners' composition skill in the secondary school system (Fadhi, 2013).

Table – 6: Challenges faced by EFL teachers in the assessment of composition skills

No	Items	Descriptive Statistics								
			EFL Teachers (N=83)					X	SD	Tv
			5 (A)	4 (U)	3 (S)	2 (R)	1 (N)			
1	Lack of strong reading culture of students resulted for low progress in composition skills	F	41	15	11	16	-	3.84	1.339	.685
		%	49.4	18.1	13.2	19.3	-			
2	Lack of students interests, concentration and commitment led to low sharing of experiences	F	46	13	15	9	-	4.42	.912	.678
		%	55.4	15.6	18.1	10.8	-			
3	Lower trend and opportunity of students to practice composition skills outside classroom	F	39	17	27	-	-	2.73	.782	.476
		%	47	20.5	32.5	-	-			
4	Lack of knowledge and skill of students on how to develop a paragraph and language problems	F	22	48	13	-	-	4.00	.260	.839
		%	26.6	57.8	15.6	-	-			
5	EFL teachers lack willingness in using visual aids and technologies to teach composition	F	19	-	32	27	5	3.25	1.198	.589
		%	22.9	-	38.6	32.5	6			
6	Knowledge and skill gaps of EFL teachers deny from comprehensively plan, teach and assess	F	-	24	27	32	-	2.90	.821	.672
		%	-	28.9	32.5	38.6	-			
7	Poorly sharing best experiences of teaching and assessing composition among teachers	F	15	24	17	27	-	3.33	1.116	.708
		%	18.1	28.9	20.5	32.5	-			
8	Ineffective teaching and assessment methods of composition topics and linguistic inproficiency	F	-	8	16	15	44	1.76	.878	.387
		%	-	9.6	19.3	18.1	53			
9	Failure of schools to provide conducive environment resulting in poor writing skill	F	18	44	6	15	-	3.93	1.010	.871
		%	21.7	53	7.2	18.1	-			
10	Inability of school to facilitate trainings for EFL	F	59	12	5	7	-	4.	.4	.90

	teachers on ways teaching and assessing writing	**%**	71.1	14.5	6	8.4	-	71	56	1
11	Poor budget and materials of school resulted for limited efforts to assess composition skills	**F**	17	51	9	6	-	4.02	.624	.898
		%	20.5	61.4	10.8	7.2	-			
12	Higher class load and large class size challenged teachers from effectively assessing writing skills	**F**	41	8	19	15	-	3.81	1.234	.674
		%	49.4	9.6	22.9	18.1	-			

Source – Own survey (2020)

Keys: **N** = Number of EFL Teachers, F = Frequency, **%** = Percentage, **A** = Always (4.00 – 4.99), **U** = Usually (3.00 – 3.99), **S** = Sometimes (2.50 – 2.99), **R** = Rarely (2.00 – 2.49), **N** = Never (1.00 – 1.99); **SD**= Standard Deviation, **X** = Mean and **Tv** =Test Value.

As it has shown above, table six is consisted of twelve items which inquired on the challenges facing by EFL teachers in assessing composition skill and its results are discussed below.

As it can be seen from item one of the above table, it inquired whether lack of strong reading culture of students is resulted for their low progress in composition skills. 67.5% of respondents with the mean of 3.84; standard deviation of 1.339 and t-test value of 0.685 reacted in acceptance on the item. This implies that poor culture of reading is contributing for lower progress in the composition skill of students in the secondary schools.

As it has shown in the second item of table six above, 71.1% of EFL teachers confirmed that lack of students interests, concentration and commitment is lead them to low trend of sharing their composition experiences to others. Besides, the descriptive statistics with the mean of 4.42; standard deviation of 0.782 and t-test value of 0.678 also evidenced the prevalence of significant relationship between respondents reaction with the item.

As it is indicated in item four of the above table, it inquired whether lack of knowledge and skill of students on how to develop composition together with language problems is among the challenges facing by EFL teachers in the study area. To this respect, 84.4% of respondents with the mean of 4.00; standard deviation of 0.260 and t-test value of 0.839 reacted positively on the item is among the challenge facing by EFL teachers in the secondary schools.

As it has shown in the findings of the aforementioned four items of table six, the researcher justified that low interest for composition, poor cooperation each other, knowledge or skill gaps, home related issues and many others are among students related challenges against the effectiveness of assessing the composition skill of students in the secondary schools.

As it can be seen in item five of the above table, it asked whether EFL teachers are lacking willingness to use visual aids and technologies to teach composition topics. From the total respondents, 71.1% of EFL teachers are agreed with the item. In relation to this, the descriptive statistics of the item is calculated with the mean of 3.25; standard deviation of 1.198 and t-test value of 0.568 accepted that lack of willingness of EFL teachers is among the challenges facing.

As it has shown in the findings obtained from item six of table six, 61.4% of respondents justified that EFL teachers have knowledge and skill gaps which denied them from comprehensively plan, teach and assess the composition skill of their students. Besides, the mean of 2.90; standard deviation of 0.821 and t-test value of 0.672 also implies that the knowledge and skill gaps of EFL teachers is among the challenges facing in assessment of composition skill.

As it can be seen from item eight of the above table, it inquired whether poor habit of sharing the best experiences of teaching and assessing composition among EFL teachers is included among the challenges facing in the assessment. In responding to this, 53% of respondents with the mean of 2.74; standard deviation of 0.878 and t-test value of 0.605 accepted the item. This indicated that sharing experience among EFL teachers is medium in assessing the composition skill.

As it is shown in the findings which are obtained from item seven and eight of the above table, the researcher concluded that lack of willingness, lower commitment, poor cooperation, inability to develop varieties of strategies, knowledge and skill gaps, attitudinal problems and many others are the major EFL teachers related challenges which have been adversely affect the practice of assessing the composition skill of students in the secondary schools.

As it is indicated in item nine of the above table, 74.7% of the EFL teachers are agreed that inability of the schools in order to facilitate conducive environment to assess composition topics is among the challenges facing in the secondary schools. In supporting this, the mean of 3.93; standard deviation of 1.010 and t-test value of (tv= 0.871 under $p<0.05$), also supported the prevalence of significant relationship of variables with the reaction of respondents. Hence, the secondary schools are also taking part in challenging the practice of assessing composition skill.

As it can be seen from the findings on item ten of the table above, 85.6% of respondents with the mean of 4.71; standard deviation of 0.456 and t-test value of 0.901 reacted that lack of trainings for EFL teachers in assessing composition topics is among the major challenges facing. This

implies that the schools are making poor effort to facilitate short term trainings for EFL teachers in order to effectively assess the composition skill of their students in the secondary school.

As it has shown in last item of the above table, it inquired whether resource scarcity is among the challenges facing by EFL teachers in the schools. In responding to the last item, 81.9% of respondents with the mean of 3.81; standard deviation of 1.234 and t-test value of (tv= 0.674 under $p<0.05$), confirmed significant relationship of the item with its reaction. Hence, resource scarcity is the challenge facing by EFL teachers in assessing composition skill of their students.

As it has shown in the findings of the last items of the last table, the researcher concluded that failure of schools to create conducive learning environment, poor efforts to facilitate trainings, resource scarcity and others are among the major school related challenges facing by EFL teachers in assessing the composition skill of students in the secondary schools.

4.2. Analysis of Qualitative Data

This section of chapter four is analyzed, interpreted and discussed the qualitative data which are obtained through key informants interviews, document analysis and observation in accordance with the specific objectives. Interviews are conducted with 24 key informants who are composed of department heads, school principals and students. There are 17 items prepared for the interview in accordance with specific objectives and it is conducted in their respective schools of the interviewees. Document analysis is also conducted to inquire findings on the strategies and frequencies of assessing the composition skill of students while observation is provided findings on each objectives of the study. Thus, the researcher presented the qualitative data as per each specific objectives in the following manner.

4.2.1. Extent of Awareness in assessing Strategies of learners' Composition Skill

As it is indicated in the study, there are qualitative findings obtained through interviews, actual classroom observations and document analysis on the extent of awareness in planning certain strategies for effective assessment of the composition skill of students in the study area.

According to the findings, the extent of awareness of EFL teachers in planning strategies to assess the composition skill are remained as poor and unable to develop effective strategies to assess the composition skill. Based on this, they tried to provide due emphasis for composition topics since it is identified as the primary skill in order to properly understand the whole subject

matters. Hence, the strategies are concerned on identifying the interest and abilities of their students before the planning process in the secondary schools of the study area.

Besides, the findings which are obtained through interviews with English language department head and school principals are asserted that:

According to one of English language department head:

> *The extent of awareness of EFL teachers in our school observed with some limitations in developing effective plan for assessing the composition skill of their students. However, there are also remarkable efforts being made in other aspects like creating conducive and safe learning environment for students. Obviously, safe environment is a specific environment in which all necessary resources for effective assessment of composition skill are fulfilled which contribute to have effective assessment of composition skill.*

Besides, one of the school principal is asserted during the interview evidenced that:

> *Even though EFL teachers are requested to have numerous resources to be fulfilled by their annual plan for assessment of composition skill of their learners in our school, lack of sufficient instructional resources has limit EFL teachers from adequately facilitating instructional process for enhancing learners' use of composition learning strategies. Hence, it discourage their commitment from planning tasks to write short composition and reward the one with better organization and flow of ideas in our school situation.*

Similarly, one of the school principal who is interviewed by the researcher is revealed that:

> *The extent of EFL teachers' awareness in planning strategies in our secondary school was evaluated with poor trend particularly in relation to developing comprehensive annual plan by making it to confirm with the syllabus, including clear procedures of composition tasks, including numerous forms of assignments, projects and others in our school which in turn affect the practice of assessing their learners composition skill.*

Besides, one of the other English language department head is revealed that:

> *In our department, most of the EFL teachers commented to modify their annual and weekly plan so as to address the major composition tasks of the specific textbooks. Besides, there were rarely motivated to plan conducting action plan for alleviating certain practical challenges against the assessment of composition skill in our school.*

According to the findings, the extent of awareness of EFL teachers in planning significant strategies is observed with better performances in striving to develop the culture of composition topics and sharing their ideas with each other even though they were unable to provide incentive for better composition tasks. Besides, the efforts to facilitate the trend of sharing their ideas, skills and experiences among students also identified with limited performances even though it can be done easily by the EFL teachers in the secondary schools.

In relation to these, the extent of awareness of EFL teachers in planning strategies was unable to use peer assessment technique. With this approach, students can communicate with one another as well as the teacher, receive peer feedback and practice conversational skills, all the while putting complete thoughts together in the form of typed sentences. Peer feedback is one of the most influential methods of becoming a proficient writer of composition topics in the specific school systems. Even though students are more interested to learn from their constructivism from classmates, EFL teachers are expected to consider planning their strategies since peers made acquisition of writing skills as easier and faster in the secondary schools.

4.2.2. Frequency of EFL Teachers Assessment on the Composition Skill

As it can be seen from the study, the qualitative findings obtained through interviews, actual classroom observations and document analysis on the frequency of assessing the composition skill of students is discussed in the following manner.

According to the findings, there are better trends observed in relation to the frequency of EFL teachers in the assessment of composition skill of their students even though there were failures identified from the data sources of the study. In most cases, the EFL teachers tried to perform their practice of assessing students' composition skill on regular basis particularly in planning of composition topics with its detail instructions on daily basis as to the findings.

In addition, the EFL teachers are practicing assessment on composition skill of their students in the secondary schools were achieved adequate achievements in relation with consistently developing composition topics to be done independently by each students and also to be assessed accordingly in order to identify the gaps. During this session, students were obtained better focus to perform assigned composition tasks independently; construct ideas with better creativity and submitted timely for their EFL teachers than tasks done in pair or groups.

In supporting these, the EFL teachers are encouraging their students to take blames and critics given by their peers or teachers in their composition writing since taking responsibilities for one's deed is among the ways of developing our performance if the critics are forwarded from the appropriate personalities. There were good efforts being made by EFL teachers in consistently helping their students' composition by appreciating their strengths and indicating weaknesses to be minimized on daily basis in the secondary schools.

As it has shown in the findings, the researcher justified that the frequency of assessing the composition skill of their learners in the secondary schools was great in consistently assessing their compositions, facilitating independent assessment methods, encouraging to accept critics made on their compositions and regularly helping their students composition skills. On the other hand, the frequency of assessment is found with numerous weaknesses in relation with enabling to write short stories by including their life experiences and operating self-assessment of their compositions at the first draft level in order to develop their ability to indicate mistakes and errors from their compositions and by themselves in the secondary schools.

Besides, the frequency of EFL teachers lack to develop the trend of field visit of their environment by organizing students under small groups and develop report of their projects for the whole classroom which could support multidimensional contributions for the progress of students composition skill in the secondary schools of the study area.

In supporting this, the frequency of EFL teachers in the assessment of the composition skill of students in the secondary schools was missed to regularly practice the progresses observed in the composition skill of their students in formal recording system. Obviously, the process of preparing formal portfolio in order to record the progress of students is vital since each EFL teacher is allotted to enter in many classes, which create difficulties in the process of assessment of their learners composition skill in the secondary schools.

4.2.3. Feedback Provision Techniques in Assessing the Composition Skill

As it is indicated in the findings, there are qualitative data inquired through classroom observations, and interviews which are conducted on the feedback provision techniques in assessing the composition skill of students in the secondary schools.

Based on the findings, most of the EFL teachers were used positive/constructive feedbacks through using friendly approaches when assessing the composition tasks on regular basis. In order to build the confidence of students, the EFL teachers are largely focused on the strengths observed on the composition in the secondary schools of the study area. Most often, feedback on assessing composition assignments is an essential aspect of improving learner's ability in any composition topics. Thus, the goal of feedback is to teach skills that will help students to improve their writing proficiency in the secondary schools.

On the other hand, the findings which are obtained from English department heads, school principals and selected students included the followings. One of the students who is interviewed by the researcher is revealed that:

> *Our EFL teacher is highly committed and motivated to assess our compositions and provide honest comments without being biased on certain situations. Hence, the EFL teacher tried to implement peer assessment of the assigned composition tasks with each other and also consistent in ensuring whether the comments are corrected by the students in our classroom.*

Besides, the interview which is conducted by the researcher with the English language department head is evidenced that:

> *In most cases, it becomes good trend practiced by those EFL teachers of our school in order to provide constructive feedbacks on their students' compositions. To this respect, the feedbacks might be associated with the grammar, vocabulary, sentence structure, flow of ideas and basic steps of composition writing in our school and there is also encouraging reaction for the feedbacks by the students based on my practical experiences.*

In supporting this, the researcher is evidenced that the feedback provisions of EFL teachers also involved the methods of assessment such as peer evaluation of each other compositions, varied form of support in different stages of compositions and facilitating experience sharing sessions among them. Students were encouraged to analyze and evaluate feedback themselves in order for it to be more effective. Similarly, feedback is of utmost importance to the writing process without which sufficient feedback on errors, improvement will not take place. In addition, the

EFL teachers' were tried to carry out their responsibility to develop strategies for self-correction and regulation in the secondary schools of the study area.

By no means, EFL teachers are never provide wrong feedbacks on their compositions even though the more stress was given for their strong sides and also trying to be technical when commenting on the weak sides of students composition in the secondary schools of the study area. Thus, the findings justified based on the findings that EFL teachers were being provided honest feedback on students' compositions and facilitated varied level of support in different stages of support for students in assessing composition skill of students in the secondary schools.

On the same manner, the researcher is witnessed that the ways of providing feedback on the students' written product was aimed to focus on the language accuracy rather than on the organizational aspect. Feedback is mostly given to samples of students' products by discussing them together in the classroom. Aside from feedback, EFL teachers also assess students' writing performance at the end of each unit through an integrated formative test. In assessing students' products as well as the writing performance from the test, however, most of the EFL teachers used friendly approaches to provide comment and to ensure its acceptance by students.

4.2.4. Challenges Facing by EFL teachers in Assessing the Composition Skill

As it has shown in the findings, the researcher discussed the qualitative data which are sourced from interviews conducted with English language department heads and school principals in the secondary schools. Thus, the findings on the major challenges faced by EFL teachers in assessing the composition skill of students are included the followings.

According to the findings, there are numerous challenges which are associated with multidimensional sources against the assessment of students' composition skill. Some of the challenges are associated with students such as lack of interest for composition topics, knowledge or skill gaps, poor habit of composition, lower support from parents, poor cooperation with classmates, fear of making mistakes and others. To this end, most of the students are failed to present their compositions for the whole class due to lack of confidence on their composition and fear of jokes and laughing from other students.

In relation to these, there are also numerous challenges which are associated with the EFL teachers themselves that include lower commitment for composition topics, giving little time or

jumping composition topics, knowledge and skill gaps, negative awareness for composition skill assessment, lower cooperation and coordination with colleagues, destructive feedback provision mechanisms, failure to provide appropriate feedbacks timely on students compositions, difficulties to implement varieties of assessment mechanisms, poor recording system of students compositions and others were observed as dominant EFL teachers related challenges against the practice of assessing the composition skill of students in the secondary schools.

One of the students who is interviewed by the researcher is evidenced that:

> *Actually, there are many problems which are faced in assessment of composition skill which include students give less attention for EFL composition topics, lack of interest, poor culture of compositions and so on. EFL teachers also observed with poor preparation, low commitment, unsafe teaching methodologies and frustration in our specific school system. Hence, the remedial measures expected to address the major problem areas of both the teachers and students to develop composition skill of students.*

Besides, the findings which is obtained from one of the English language department head is evidenced that:

> *Among the most critical challenges facing against the assessment of composition skill are teachers poor willingness, knowledge gap while students also lacked interest and cooperation for effectively cooperate in the composition tasks. Schools also identified with limited capacity to provide appropriate resources planned by EFL teachers and its department whose domino effect challenging the assessment of composition skill.*

In addition, the researcher is also obtained findings from one of school principals who is interviewed is outlined that:

> *Basically, the challenges faced by EFL teachers in assessing composition skill are comprised of many challenges which are originated from numerous sources. For instance, our school is unable to supply required resources by the EFL teachers. Teachers also gave low emphasis for teaching and assessing of composition skill of students and they need to be supported by short term trainings. Students also subjected with poor commitment, knowledge gaps, lower ability and interest and it requires the coordination of all stakeholders to mitigate the situation in school level.*

In supporting these, there were also challenges associated with the school systems against the assessment of students' composition skill in the secondary schools of the study area which might include lower commitment to search funds for fulfilling necessary educational materials requested by English department; poor coordination with external stakeholders and collaborators to discuss on the issue; lower efforts made to facilitate trainings for EFL teachers in order to build their capacity in assessment of composition skills; budgetary constraints to fulfill planned resources; lower trend of creating awareness on the roles of composition skill in entire academic achievements and many others based on the findings.

According to the findings, most of the EFL teachers may not be adequately well equipped with sufficient knowledge and skills regarding how to implement the teaching of writing skill in the classroom. Mostly, they face problems on how to follow and practically implement the approach that they employ in the practice of writing skill as to findings. Concerning students, students lack interest to learn and practice writing skill in the way their teachers instruct them and they also lack have adequate background knowledge in lower grades regarding composition skill. In relation to factors that are related to the schools, there may be problems that are related to scarcity of materials and equipment such as absence of appropriate office materials.

In conclusion, the researcher is justified that there were various challenges which are sourced from the EFL teachers, their students, school and external conditions against the EFL teachers' practices of improved assessment of the composition skill in the secondary schools.

4.3. DISCUSSION

After the separate analysis of quantitative and qualitative data of the study, the researcher is triangulated the findings which are obtained from questionnaire, observation, document analysis and key informants interviews and discussed as follows.

Hence, the main purpose of this study was to investigate the practice of EFL teachers in the assessment of composition skill of their students in the secondary schools of Kambata. Based on the nature of the study, the researcher is employed descriptive survey research design with mixed research approach. Concerning sampling procedures, purposive sampling is employed to select eight secondary schools, comprehensive sampling is used to select 83 EFL teachers and purposive sampling is employed to select department heads, students and school principals.

Then, the researcher is employed questionnaire, interviews, classroom observation and document analysis to collect data from respondents. The findings were analyzed by using mixed method of data analysis. To this effect, the quantitative data were analyzed by using SPSS version 2020 and qualitative data were analyzed in narration in the ways that correlate with quantitative data. By doing so, the study is tried to respond for the following research questions.

5 How do the extent of awareness by EFL teachers could be explained in planning Strategies to assess Learners Composition Skill in the Secondary Schools of Kambata?
6 How often do the EFL Teachers assess the Composition Skill of their Learners in the Secondary Schools?
7 How do EFL Teachers provide feedback in their practice of assessing Students Composition Skill in the Secondary Schools?
8 What are the major challenges facing by EFL Teachers in their assessment of Students Composition Skill in the study area?

Based on this, the first research question was about the extent of EFL teachers' awareness in planning strategies to assess their learners' composition skill in the secondary schools of Kambata. Based on the findings, the annual plan of EFL teachers was embodied with appropriate elements in order to effectively assess the composition skill of their students. However, the annual plans of EFL teachers focus on general issues since it was difficult to include more detail issues in the annual plan. Besides, the extent of awareness of EFL teachers in planning strategies had convincing trends in relation to assessing the interest areas of their students and developing strategies accordingly in the secondary schools.

Inversely, extent of awareness of EFL teachers in planning strategies for effective assessment of the composition skill of their students subjected for critics since they found with poor commitment in enabling students to write short composition and failure to facilitate sharing of ideas and experiences among themselves. In addition, the trend of using easy ways of assessing composition topics by taking students ides are need to sustain on regular basis among strategies to assess the composition skill of students in the secondary schools.

To generalize, the researcher is concluded that the extent of awareness of EFL teachers in planning certain strategies is observed through giving due emphasis for composition topics, creating better efforts in creating safe learning situations, striving to develop the culture of short

compositions, assessing students interest, facilitating questioning, brainstorming and others. However, the extent of awareness is also evaluated with weak performance in relation to inclusive annual/weekly plan for composition, unable to conduct action plan for solving practical problems, failure to facilitate incentives for better composition and difficulties to share one's own students' ideas, thoughts and experiences with other students.

On the same manner, according to Webb (2009), the extent of awareness of teachers could be manifested through the development of effective strategies of teaching and assessing composition skill ranging from its planning to implementation and evaluation stages. The rise of technology integration has significantly contributed to the change in assessing writing skill in a second language. As far as the challenges faced against the practice of EFL teachers in assessing the composition skill are sourced from many dimensions, the remedial strategies should also address effectively achieve assigned goals.

On the other hand, the second research question was about the frequency of the EFL Teachers assess the composition skill of their learners in the secondary schools. Here, there is consistent and regular assessment of the composition skill on daily basis by integrating with other skills. Furthermore, there is trend facilitating independent composition tasks with their respective composition assessment on daily basis. Besides, the EFL teachers encourage for taking blames and critics given by their peers or teachers for their compositions. In relation to this, there were good efforts being made by EFL teachers in consistently helping their students' composition by appreciating their strengths and indicating weaknesses.

Hence, the frequency of EFL teachers in their practice of assessing the composition skill of their learners was great in relation of consistently assessing their compositions, facilitating independent assessment methods, encouraging accepting critics made on their compositions. However, there were poor trends in helping students in integration of composition with other skills, enabling students to their life experiences as composition tasks, evaluating the outcome of composition as well as facilitating project works whose report has to be presented for their classroom in the secondary schools.

In concluding this section, the researcher is justified that the frequency of EFL teachers in assessing the composition skill of students in the secondary schools identified with better trend in planning each composition tasks with clear instructions, consistently assessing their

compositions, facilitating independent assessment methods, encouraging to accept critics made on their compositions, regularly helping students composition skills, enabling them to write short stories and also making to focus on languages forms. However, there were poor trends in integration of composition with other skills, including their life experiences as composition tasks, evaluating the outcome of composition as well as facilitating project works whose report has to be presented for their classroom in the secondary schools.

On the other hand, (Kuni, 2018), one of the major challenges observed in the process of teaching and assessing composition is that most second language teachers in the teaching of writing skill is shortage of time to enable the students practice the skill effectively. Writing skill, more than the other skills, needs an extended time to practice the skill by writing and rewriting again and again. However, in ESL classes' language teachers indeed are subjective to the problem of shortage of time most of the time. Time may not allow the teacher to give appropriate instructions and to encourage students in practicing writing skill depending on the input provided to assess the composition skill. Besides, they need to widen their horizon to include portfolio, self-assessment and peer assessment among assessment mechanisms.

In addition, the third research question was about EFL teachers' feedback provision techniques in assessing their students' composition skill in the secondary schools. To this respect, the findings justified that EFL teachers were being provided constructive feedbacks, created friendly approach with students, magnify the strength of compositions and made to work individually and then in groups. They were being provided honest feedback on students' compositions and facilitated varied level of support in different stages of support for students in assessing compositions. Besides, the feedback provisions are great in relation with facilitating peer assessment, instructing to rewrite composition and correcting their feedbacks. Inversely, the feedback provision techniques observed with limitations in criticizing compositions in group and strictly following of basic steps of composition in assessing the composition skill of students.

To generalize, the researcher is concluded that the feedback provisions of EFL teachers found as strong performance in relation with facilitating peer assessment, instructing to rewrite composition, correcting their feedbacks, providing honest feedback and facilitating varied level of support in different stages of support for students. Inversely, the feedback provision

techniques observed with limitations in criticizing compositions in group and strictly following of basic steps of composition in assessing the composition skill in the secondary schools.

To this respect, Hamp and Kroll (2001), good writing requires practice and adequate feedback, which many high school teachers have de-emphasized. In fact, students may substitute such electives as journalism, speech and drama for the traditional high school composition and literature courses. When given an option, students who must need writing practice choose subjects that do not require writing. In addition, students are rarely able to assess the quality of their own writing; they are usually not taught how to evaluate their work and are unaware of the criteria teachers use in grading it. On the basis of teachers' use of writing assessment, it is concluded that the teachers are not capable of conducting writing assessment correctly.

Under here, the last research question was about the major challenges facing by EFL teachers in their assessment of students composition skill. To this end, the findings justified that there are numerous students' related challenges including low interest for composition, poor cooperation, knowledge/skill gaps, home related issues and many others. Besides, EFL teachers' related challenges are lack of willingness, lower commitment, lower cooperation, poor preparation, knowledge and skill gaps, attitudinal problems and others. In addition, there are school related challenges like failure to create conducive learning environment, poor efforts to facilitate trainings for EFL teachers, lower budgetary and resource supply and overloaded class allotment with large class size in the secondary schools.

In supporting these, there were also challenges associated with the school systems against the assessment of students' composition skill which might include lower commitment to search funds for fulfilling necessary educational materials requested by English department; poor coordination with external stakeholders and collaborators to discuss on the issue; lower efforts made to facilitate trainings for EFL teachers in order to build their capacity in assessment of composition skills; budgetary constraints to fulfill planned resources; lower trend of creating awareness on the roles of composition skill in entire academic achievements and many others.

In conclusion, the researcher is justified that there were various challenges which are sourced from the EFL teachers, their students, school and external conditions against the EFL teachers' practices of improved assessment of the composition skill in the secondary schools.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

In this section, the researcher presented conclusions which are drawn from the findings and recommendations which are forwarded based on the discussion of findings.

5.1. Conclusions

Based on the findings obtained from the majority respondents of the study, the researcher drawn the following conclusions: -

i. According to the researcher's document analysis annual plan of teacher' focus on general issues since it was difficult to include more detail issues which implies that the teachers were unable to include most of their significant strategies of assessing compositions. Besides, the findings entails that limitations in the annual plan would yield frustration in its practical session since good planning could motivate to perform in better performance. Hence, the annual plans of EFL teachers' expected to be modified with inclusion of observable procedures for assessment of composition skill and also to ensure conformity with the syllabus in the secondary schools.
ii. As to the findings, the extent of awareness of EFL teachers practice of assessing strategies had convincing trends in relation to assessing the interest areas of their students and developing strategies accordingly in order to develop the composition skill of their students. This justifies that identify the interest, ability and motivation areas of students through preliminary investigations are very crucial in order to plan comprehensive strategies whose implementation become effective in the assessment of the composition skill of students.
iii. On the other hand, the frequency of EFL teachers in assessing the composition skill of their learners in the secondary schools was great in consistently assessing students compositions, facilitating independent assessment methods, encouraging to accept critics, regularly helping students, planning each composition tasks with their clear instructions, enabling students to write short stories and making students to focus on languages forms. These entail that the consistent and regular approach of assessing the composition skill of students could alert them to be ready for composition tasks in the secondary schools.
iv. In contrasting to this, there are poor trends in integrating composition with other skills, enabling students to use their life experiences as composition tasks, evaluating the outcome of

composition as well as facilitating project works whose report has to be presented for their classroom. Hence, students face difficulties in developing ideas for their composition since the composition tasks are not associated with their life experiences. The findings are also entails that inability to evaluate the outcome of their compositions and also failure to facilitate projects with report led to perceive their composition tasks as meaningless.

v. EFL teachers were being provided constructive feedbacks, created friendly approach with students, magnify the strength of compositions and made to work individually and in groups. They were being provided honest feedback on students' compositions and facilitated varied level of support in different stages regularly in assessing the compositions. This implies that the provision of constructive feedback could better motivate the students in order to use their best potential and become confident to present their compositions for the whole class.

vi. Inversely, the feedback provision techniques observed with limitationsin criticizing compositions in group and strictly following of basic steps of composition in assessing the composition skill of students in the secondary schools. This implicate that the students would have poor ability in conducting peer assessment which in turn could affect their skill of self-assessment and absence of group critics could also lower their confidence. Since following the basic rules is vital to develop effective composition, EFL teachers expected to clearly aware on the procedures and enable their students to write compositions accordingly.

vii. In conclusion, there were various challenges sourced from the EFL teachers, their students, school and external conditions against the practices of improved assessment of composition skill of their students in the secondary schools. This pointed that the intervention measures that would be taken should be diversified in order to address those factors and it should not be expected to be limited under specific areas of the assessment. Besides, it is quiet necessary to identify the specific area in which the problem becomes more intense in order to identify the priority area to be addressed first than others with severe impacts on the practice of assessing the composition skill in the secondary schools.

5.2. Recommendations

Based on discussions of the major findings and the conclusions drawn, the following recommendations were forwarded by the researcher of the study: -

- ✓ EFL teachers have key roles in bettering the composition skill of their students if they really aimed their responsibility correctly. Hence, they should permanently strive to acquaint themselves to new trends in the assessment of composition skill and also they have to share each other's experience for teacher's self-development and to have effective assessment of the composition skill of their students in the secondary schools.
- ✓ In order to motivate learners, secondary schools administrations and EFL teachers have to reward the students who achieve well in writing activities, encourage and invite weak students to do better. Besides, it is necessary for teachers to always attend the weekly shop meetings and to the periodical seminars during which educational issues are debated in the interest of both teachers and students. Similarly, they should participate in various trainings organized for them to improve their assessment on the composition skill.
- ✓ Kambata Zone Educational Department in collaboration with all stakeholders shall facilitate possible efforts in order to provide appropriate resources and facilities in each school and they have to follow its implementation in order to properly benefit from the EFL composition skill on the higher academic achievements in the secondary schools.
- ✓ School administrations and EFL teachers should facilitate awareness creation session for students to bear in their mind that composition skill is an important skill which can help them in every field particularly in their future career. It is then necessary for them to attend EFL classes regularly and make efforts to understand their teachers' lessons. They should always seek out opportunities to practice EFL compositionwhich will enable them to tackle writing with confidence and report to the class in the study area.
- ✓ In order to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to the EFL teachers' practices on the assessment of composition skill of students for the better academic achievement of students in the secondary schools level.
- ✓ By coordinating the secondary schools, educational offices, universities and policy makers, it is vital to develop effective strategies for assessment of the composition skill of students by designing school based programs and establishing mechanisms to follow its implementations on regular bases at zonal and or regional levels.

REFERENCES

Abey, S. (2013). *Primary school students writing skills and their English Language Proficiency as predictors of their English language writing performance*. Kampala Publishers.

Al-Fadda, H. (2012). *Difficulties in academic writing of English language Teaching of advanced level learners*. Teaching Volume 1 Number 5, 123 – 130.

Abinet, A. (2014).*The socio-economic profile of Kambata Tambaro in SNNPRS*. Regional Finance and Economic Development Department.

Alamirew, A. (2018). Common mistakes of students during EFL composition topics of secondary schools of Debre Birhan town. Thesis for Gondar University.

Amlaku, D. (2010). *The present practice viz-a–viz the process approach in writing classes*. Unpublished MA Thesis.AAU.

Ariyanti, M. (2016).Teaching of EFL Writing in Indonesia Widya Gama. Mahakam University.

Babbie, E. (2005). *Basics of Social Research*.(3rdEdition). Belmont, California. Wards worth Publishing Co. Inc.

Balfour, S. (2013). Assessing writing in MOOCs: Automated essay scoring and calibrated peer Review. Research and Practice in Assessment (RPA) Volume Eight.

Baradaran, A., & Sarfarazi, B. (2011).The impact of scaffolding on the Iranian EFL learners' English academic writing. *Australian Journal of Basic & Applied Sciences*.

Bartholomae, D. (1996). *What is Composition? Why Do We Teach It? Composition in the 21st c: Crisis and Change*. Carbondale and Edwardsville: Southern Illinois University Press.

Birhan, Y. (2017). Assessment of the qualities of academic writing in senior essays of English graduates in Dire Dawa University. *International Journal of English and Literature*.

Biggs, J. (1998). *Assessment of compositions by portfolio*. City University, Hong Kong.

Berhanu, G. (2009). *Perception and Classroom Practice of CLT by High school EFL Teachers and Learners*. Unpublished MA Thesis.AAU.

Behizadeh, N. & Engelhard, J. (2011).*Historical view on the influences of measurement and writing theories on writing assessment in United States*. New York: Pearson Education.

Bitchener, J.& Young S. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14 (3), 191-205.

Brown, H. D. (2004). Language assessment: principles and classroom practices. New York: Pearson Education.

Cambridge English Language Assessment. (2018). *Assessing Writing Performance* – Level B1 © UCLES 2014

Cavanaugh, M. (2006).History of teaching English as a second language. *The English Journal* Vol.85, No. 8 (Dec., 2006), pp. 40-44.

Central Statistics Agency, (2007).*The Population and Housing Census Report*. Ethiopian Central Statistics Authority. Addis Ababa, Ethiopia

Cohen. L., Cocks. K., and Sezer, O. (2007).*An international field of study to assess validity and reliability of variables*. European Journal of Medial Studies.

Crystal, G. and Mareva, R. (2003).*Errors in the writing of English at the degree level: Pakistani teachers' perspective*. Language in India, 12 (9), 195{217.

Cumming, A. (2003). *Experienced ESL/EFL writing instructors' conceptualizations of their teaching: Curriculum options and implications*. Person Publishing.

Creswell, J. W. (2012). *Research Design. Qualitative, Quantitative and Mixed Methods Approaches* (2nd Edition). Sage Publications London, New Delhi, Thousand Oaks.

Dappen, L., & Anderson, S. (2008). *Statewide writing assessment model: Student proficiency and future implications*. Assessing Writing, 13(1), 45–60. doi:10.1016/j.asw.2008.04.001

Dereje., N. (2012).*Primary English as a Foreign Language (EFL) teaching in Ethiopia: policy and practice*. Unpublished PhD Thesis. AAU

Fadhi, I. & Maher, F. (2013). The Reason behind the weaknesses of writing in English Among pre-year students: Vol.14. English for specific World. Jaibah University.

Fulan, L. (2006). *Using Computer mediated communication to overcome the anxiety in ESL writing*. US -China Foreign Language, 4(11), 97-101

Grabe, W., and Kaplan, R. (2007).The writing course. *Beyond Methods: Components of Second Language Education*. 172-197.

Hamidou, F. (2016).*Assessing the Writing Skill in an ESP Context* (thesis). Retrieved at http://dspace.univ-tlemcen.dz/bitstream/112/9052/1/feryal-choukria-hamidou-lachachi.pdf

Hamp, L., & Kroll, B. (2001).*To EFL writing: composition, community, and assessment*. New Jersey: Educational Testing Service.

Hyland, F. (2009). Teacher management of writing workshops: Two case studies. *Canadian Modern Language Review*, *57*(2), 272.

Ismail, S. (2011).Exploring students' perceptions of ESL writing. *English Language Teaching*, *4*(2),73-83.

Kellogg, T. (2009).*The psychology of writing*. Oxford University Press.

Krashen, R. (1984). Themes, theories, and therapy: The teaching of writing in college. New York: McGraw-Hill.

Kroll, B. (1990). Considerations for Teaching an ESL/EFL Writing Course in Celce-Murcia.(Second Ed.). (2001).*Teaching EFL* (3rded). New York: Heinle & Heinle.

Kuni, H. (2018).*Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers*. University of Negeri Surabaya, Indonesia.

Kothari, R. (2006). *Research Methodology: Methods and Techniques*. New-Delhi: New Age International Publishers.

Lamberg, W. (2005).*Major problems in doing academic writing: college composition and communication in Kenya*. New York.

Marashi, H. & Yavarzades, K. (2014).*Issues in Language Teaching: using critical discourse analysis instruction in argumentative and descriptive writing*. Oxford University Press.

Mohammed, H.(2015).*Assessing students" paragraph writing problems: the case of Bedeno Secondary School, Grade 10 English classes in focus.* Unpublished thesis.

Myles, J. (2002). *Second language writing and Research: The writing process and error analysis in SS' texts*: Volume 6. No2. TEFL/TESL Queen's University: TESL-ET.

Nguyen, T. (2015).*Problems Affecting Learning Writing Skill of Grade 11 at Thong Province of Uganda*. Riverside, California: RET Center Press.

Oyedele, V. & Chikwature, W. (2016).*English Composition Writing Skills at Ordinary Level and its Effect on Students' Performance in Secondary Schools in Mutare District, Tanzania*. European Journal of English Language, Linguistics and Literature.

Reid, M. (2004).*The Process of Paragraph Writing* (2nd Ed). New Jersey: Prentice Hall.

Reppen, R. (2002). The genre-based approach to content writing instruction. *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.

Ross, J. and Gladys, D. (2005).*Writing English Composition Text in English as a Foreign Language.(Second edition)*. New York: Harper and Row, Publishers.

Seifu Abate (2015). The Realization of Process Approach to Writing at the Level of Grade Ten. Unpublished MA Thesis AAU.

Shaffle, L. and Manso, M. (2010).*Understanding Collaborative Academic Writing*. Studies in Language and Literature Volume 1, 58- 59.

Shaughnessy, M. (1998).An introduction to basic writing. *The Writing Teacher's Sourcebook* 297-302. New York: Oxford.

Solomon, T. (2018).*Practice and challenges of teaching EFL composition skill for students in the secondary schools of South Omo Zone*. Stockholm University

Stern, T. (2003).How assessment supports learning: Learning-oriented assessment in action. Pokfulam, Hong Kong: Hong Kong University Press.

Tsedeke, A. (2016). *Major factors contributing for the poor composition skill ability of students in selected primary schools of Awi Zone in Ethiopia*. George Washington.

Thomas, J. (2007). Countering the 'I can't write English' syndrome in Rwanda. *TESOL Journal*, 2 12-15.

Vygotsky, L. S. (1987). *The collected works of L.S. Vygotsky: Volume I. Problems of general psychology*. R.W. Rieber & A.S. Carton, Eds. New York: Plenum.

UNESCO. (2013). *Education for All: Policy paper Education for All Global*. Paris: UNESCO.

USAID (2012).*Assessment of Composition skill of students: Experiences and Capacity Building of Secondary Schools in Pakistan*. Paris: USAID.

Webb, A. (2009). The effects of pre-learning vocabulary on reading comprehension and writing. *Canadian Modern Language Review*, 65(3), 441-470.

Weigle, C. (2002). *Assessing of writing skills in secondary schools*. Cambridge: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511732997

WIDA Consortium (2012).*Amplification of the English Language Development Standards, Kindergarten through Grade 12*.Madison, VI. University of Wisconsin System.

Wikipedia.(2016). Wikipedia; Free encyclopedia. SNNPRS.

Wilkins, D. A. (2002).*Linguistics in language teaching*. E. Arnold, 2003.

World Bank. (2013). *Ethiopia: Second Round Composition Skill Development Program Project*. World Bank Project Appraisal Document.

Yin., K. R., (2003). *Case study research: Design and methods*: Soni Pavan Publishers. Asian Publishing Agency

APPENDIX – A: QUESTIONNAIRE

JIMMA UNIVERSITY,COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH

Questionnaire to be filled by EFL Teachers in Secondary Schools of Kambata

RESEARCH TOPIC: "EFL TEACHERS ' PRACTICE OF ASSESSING LEARNERS ' COMPOSITION SKILLS AND CHALLENGES FACED IN SECONDARY SCHOOLS OF KAMBATA".

Dear respondents,

I am Meaza Yacob who conducts this study, which intended to assess **"EFL Teachers ' Practice of Assessing Learners' Composition Skills and the Challenges they Face in Secondary Schools of Kambata".** Since the questionnaire is purely for academic purposes, you have to be assured that all of your responses will be treated with ethical consideration or utmost confidentiality.

For genuinely doing so by devoting your time and effort, the researcher really remains very grateful to you. Meanwhile, it wishes to bring in to your attention that the outcome of the study will highly depend on your sincere and timely response. Thus, you are kindly requested to provide accurate information as honestly as you can.

Notice that:-

- You are not obliged to write your name and try to respond for all the items.
- Be sure that your responses are great for the success of the study.
- Put "√" sign in the box or table for close ended items
- Write in detail if you have more ideas in the spaces provided.

Part – I: Personal Background of Respondents

The first part of questionnaire composed of 7 items requesting teachers' demographic and socio-economic background and respond by putting this "√" sign on the box provided.

1. **Name of Your School** _____
2. **Sex of Respondents: -**
   - A. Male ☐
   - B. Female ☐
3. **Your Age:**
   - A. Between 18 - 25 years old ☐
   - B. Between 26 – 30 years old ☐
   - C. Between 31 – 35 years old ☐
   - D. Between 36– 40 years old ☐
   - E. Above 40 years of age ☐
4. **Your Level of Educational Qualification:**
   - A. College Diploma ☐
   - B. Bachelor Degree ☐
   - C. Masters Degree ☐
   - D. Others_____
5. **Experience in Teaching of EFL (English as Foreign Language):**
   - A. Between 1 – 5 service years ☐
   - B. Between 6 – 10 service years ☐
   - C. Between 11 – 15 service years ☐
   - D. Above 15 years of experience ☐
6. **Duration of Years When Training EFL in Higher Educational Level?** ☐

A. 3 Years of Training

B. 4 Years of Training ☐

C. 5 Years of Training ☐

D. 6 and above Years of Training ☐

7. How many lessons or period loads you have per week?

A. 5 - 10Periods Per Week ☐

B. 11 - 15Periods Per Week ☐

C. 16 - 20Periods Per Week ☐

D. Above 20 Periods Per Week ☐

Part – II: Main Body of the Questionnaire

This part categorized under four sub sections and consisted of 48 closed ended and 14 open ended items that are intended to measure EFL Teachers' Practice of Assessing Learners' Composition Skills and Challenges faced in Secondary Schools of Kembata.

For closed ended items, please provide appropriate answer by putting a tick (√) mark for the following scale in the box ranging 1 to 5;where;

"A" = Represent for **ALWAYS** and assigned by number = **5**
"U" = Represent for **USUALLY** and assigned by number **= 4**
"S" = Represent for **SOMETIMES** and assigned by number **= 3**
"R" = Represent for **RARELY** and assigned by number **= 2**
"N" = Represent for **NEVER** and assigned by number **= 1**

Objective One: Extent of Awareness in Planning Strategies to Assess Composition Skills

No	Items	Rating Scale				
		5 (A)	4 (U)	3 (S)	2 (R)	1 (N)
1	To what extent do you develop your annual plan by giving due emphasis for assessing their students composition skills					
2	EFL teachers plan composition skill assignments, project works, pair and group works to assess the writing skills of their students					

3	EFL teachers annual plan and lesson plans developed effective procedures to teach composition skill lessons regularly					
4	EFL teachers facilitate safe situations to include students interest and ability when planning to assess composition skills of students					
5	There is strong conformity between the syllabus and EFL teachers annual plan in assessing their students composition skills					
6	Each EFL teacher develop action plan on regular basis to assess the composition skills of their students in many ways					
7	EFL teachers use strategies are able to develop better writing skill and enriching vocabulary by using various assessment techniques					
8	Teachers strive to develop writing culture and provide favorable opportunities for developing students composition or writing skills					
9	EFL teachers enable their students enjoy sharing their own ideas, experience, skills and thoughts with other students					
10	EFL teachers outline students to enjoy writing short compositions on their own and facilitate incentives to promote better efforts					
11	EFL teachers apply easiest ways for teaching of writing skill lessons for their students in regular manner					
12	EFL teachers facilitate questioning, brainstorming and open discussions to obtain students ideas to include in writing skill session					

Besides, if you have more ideas on **the EFL teachers' practice of assessing the composition skill of students in the study area**, please specify here _____

_____

_____

1. **How do you describe the conformity between EFL teachers annual plan to assess their students composition skill with the syllabus?**

_____

_____

_____

2. **How EFL teachers perceive the practice of assessing students' composition skills by integrating with other skills in each EFL topics?**

_____

_____

_____

Objective Two: Frequency of Assessing the Composition Skills of Students

No	Items	Rating Scale				
		5 (A)	4 (U)	3 (S)	2 (R)	1 (N)
1	EFL teachers assess the writing skills of their students on daily basis of each topics to develop their composition skill					
2	EFL teachers most often facilitate to practice assigned composition tasks independently and assess them accordingly					
3	There are regular ways being used to assess the interest and progress of their students toward composition topics and tasks					
4	EFL teachers encourage their students to take responsibilities for their composition works/tasks in consistent manner					
5	EFL teachers help their students on daily basis when practicing other skills in integration with teaching of writing skill					
6	EFL teachers encourage their students to write compositions based on their life experiences to integrate the other skills					
7	EFL teachers regularly check the outcome of writing topics in order to integrate with other skills and to made suitable for students					
8	EFL teachers provide project works and order students to write reports for the class by effectively integrating with other skills					
9	EFL teachers regularly plan each composition tasks with detail instructions for all stages and demonstrate by pre-write stage					
10	EFL teachers make their students to write short notes, stories and missing passages on daily basis for fifteen or twenty minutes					
11	EFL teachers enable students to write a composition by focusing on language forms such as grammar, spelling, punctuation, etc					
12	EFL teachers frequently encourage their students to develop self-assessment before they write final drafts of their compositions					

Besides, if there are more responses **on the frequency of EFL teachers' assessment of their students' composition skills of the study area**, please specify here _____

_____

_____

1. **How do you explain the reaction of students towards the frequent assessment of EFL teachers' on the composition skill of their students?**

_____

_____

_____

_____

Objective Three: Feedback Provision Techniques in Assessing Composition Skill

No	Items	Rating Scale				
		5 (A)	4 (U)	3 (S)	2 (R)	1 (N)
1	EFL teachers provide positive and constructive feedbacks effectively when assessing their students composition tasks					
2	EFL teachers establish friendly relationship with their students as a technique to provide fruitful feedback on learners compositions					
3	EFL teachers primarily appreciate and motivate students' efforts on their compositions before indicating mistakes and weakness					
4	EFL teachers wisely use certain techniques to work individually and reintegrate in pair and groups based on the composition topic					
5	EFL teachers provide honest feedback on the students' errors after they had finished writing compositions or written tasks					
6	Teachers provide compositions and organize students under group in order to criticize each other's work and share best experiences					
7	Teacher helps the students at the very beginning of writing their compositions and then gradually minimize assisting them					
8	Teachers encourage their students to follow certain steps such as thinking, planning, writing the first draft, revising and the like					
9	EFL teachers willingly help their students before, while, and/or after writing their composition tasks on regular basis					
10	EFL teachers encourage their students to get feedback from their peers by exchanging each other's essays or compositions					
11	Teachers instruct their students to rewrite compositions by improving the language used in their first draft and contrast them					
12	EFL teachers established a means to recheck whether their feedbacks are corrected by students to develop their writing skills					

Besides, if there are more views **on the feedback provision techniques of EFL teachers' in their assessment of students' composition skills**, please specify here _____

_____

_____

_____

1. **What are the contributions of providing effective feedback techniques when assessing students' composition skills by EFL teachers?**

_____

_____

_____

_____

2. **How do EFL teachers aware their students on the roles of developing composition skill for succeeding in other topics and other subjects in general?**

_____

_____

_____

Objective Four: Challenges Facing by EFL Teachers in Assessing Composition Skills

No	Items	Rating Scale				
		5 (A)	4 (U)	3 (S)	4 (R)	5 (N)
1	Lack of strong reading culture of students which cultivates good writing skills resulted for low progress in their composition skills					
2	Lack of students interests, concentration and commitment led them to have lower habit of sharing best experiences to each other					
3	Lower trend and opportunity of students in order to practice their composition skills and English language outside the classroom					
4	Lack of knowledge and skill of students on how to develop a paragraph and language problems at morphology and syntax level					
5	EFL teachers lack willingness in using visual aids and technologies in order to effectively teach composition writing in the classroom					
6	Knowledge and skill gaps of EFL teachers deny them from comprehensively think, plan, teach and assess composition topics					
7	Poor habit of sharing best experiences of teaching and assessing composition skill topics among EFL teachers of the schools					
8	Ineffective teaching and assessment methods of composition topics as well as insufficient linguistic proficiency of EFL teachers					
9	Failure of schools to provide conducive environment to learners resulting in poor writing skill development					
10	Inability of the school to facilitate short term trainings for EFL					

	teachers on efficient ways of teaching and assessing writing topics					
11	Poor budgetary allocation and materials supply of the school system resulted for limited efforts made to assess composition skills					
12	Higher class loaded over teachers and large class size challenged EFL teachers from effectively assessing students writing skills					

Besides, if there are more ideas **on the challenges being faced by EFL teachers' when assessing their students' composition skills**, please specify here _____

_____

_____

_____

1. **What are the major students related factors being challenging EFL teachers' when assessing the composition skill of their students?**

_____

_____

_____

_____

2. **What are the major factors associated with EFL teachers against the practice of assessing the composition skill of their students?**

_____

_____

_____

_____

3. **What are the major schools related factors being challenging EFL teachers' when assessing the composition skill of their students?**

_____

_____

_____

_____

General Comment

1. **What are the major strengths observed on EFL teachers in their practice of assessing the composition skills of their students in the secondary schools of Kambata?**

_____

_____

_____

_____

_____

_____

2. **What are weaknesses observed on the frequency and feedback provisions of EFL teachers in assessing the composition skills of their students? Please specify on the space provided.**

_____

_____

_____

_____

_____

_____

3. **How do we improve the existed trend of EFL teachers' practices in assessing the composition skills of their students in the secondary schools of Kembata?**

_____

_____

_____

_____

_____

_____

Thank You Again for Your Cooperation!

APPENDIX – B: INTERVIEW

JIMMA UNIVERSITY,COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH

Interview Guide for Key Informants in the Secondary Schools of Kambata

RESEARCH TOPIC: "EFL TEACHERS ' PRACTICE OF ASSESSING LEARNERS ' COMPOSITION SKILLS AND CHALLENGES THEY FACE IN SECONDARY SCHOOLS OF KAMBATA".

Dear interviewees,

I am Meaza Yacob who conduct this study, which intended to assess **"EFL Teachers ' Practice of Assessing Learners ' Composition Skills and the Challenges they Face in Secondary Schools of Kambata".** Since the questionnaire is purely for academic purposes, you have to be assured that all of your responses will be treated with ethical consideration or utmost confidentiality. For genuinely doing so by devoting your time and effort, the researcher really remains very grateful to you. Meanwhile, it wishes to bring in to your attention that the outcome of the study will highly depend on your response. Thus, you are kindly requested to provide accurate information as honestly as you can.

Main Body

1. What are the major strategies or schemes being used by EFL teachers' in order to assess their learners' composition skill in Secondary Schools of Kembata?
2. How do you describe the conformity between EFL teachers annual plan to assess their students composition skill with the syllabus?
3. How EFL teachers perceive the practice of assessing students' composition skills by integrating with other skills in each EFL topics?
4. What are the major tasks planned and implemented by EFL teachers to assess their learners' composition skill in the study area?

5. How do you describe the frequency of EFL teachers' assessment of their learners' composition skill in the Secondary Schools of Kembata?
6. How do you explain the reaction of students towards the frequent assessment of EFL teachers' on the composition skill of their students?
7. What are the outcomes of making consistent assessment of students' composition skill by their EFL teachers' in the study area?
8. How do you explain the feedback provisions of EFL teachers' in assessing their learners' composition skill in the Secondary Schools of Kembata?
9. What are the contributions of providing effective feedback techniques when assessing students' composition skills by EFL teachers in the study area?
10. How do EFL teachers aware their students on the roles of developing composition skill for succeeding in other topics and other subjects in general?
11. What are the reactions of students' for the feedbacks provided by their EFL teachers' in their composition skill of the study area?
12. What are the major students related factors being challenging EFL teachers' when assessing the composition skill of their students?
13. What are the major factors associated with EFL teachers against the practice of assessing the composition skill of their students?
14. What are the major schools related factors being challenging EFL teachers' when assessing the composition skill of their students?
15. What are the major strengths observed on EFL teachers in assessing the composition skills of their students in secondary schools of Kembata?
16. What are weaknesses observed on the frequency and feedback provisions of EFL teachers in assessing the composition skills of their students?
17. How do we improve the existed trend of EFL teachers' practices in assessing the composition skills of their students in secondary schools of Kembata?

Thank You in Advance for the Cooperation!

APPENDIX – C: OBSERVATION CHECKLIST

JIMMA UNIVERSITY,COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH

Observation Checklist to be filled by the Researcher and Co-Observer

No	Guidelines to Observation	Alternatives			
		Yes		No	
		F	%	F	%
1.	There are frequent checking on compositions of learners exercise book				
2.	Interesting methodologies used to assess composition in the classrooms				
3.	Composition teaching and its assessment are get the attention of students				
4.	Formal record of the composition assessment made regularly by teacher				
5.	Students are positively reacts for the EFL composition assessments				
6.	Diversified strategies are used by teachers to assess compositions				
7.	Composition teaching and assessment enabled to achieve objectives				
8.	There is regular integration of composition skill with other skills				
9.	Feedback provision techniques are positive and constructive				
10.	Feedbacks are highly focus on strengths than weaknesses regularly				
11	Self-assessment, peer assessment and group assessment are used				
12	Strong support and guidance are being given by EFL teachers				
13	Best and model compositions are made to read for the whole class				
14	Class size is safe and comfortable to teach and assess compositions				
15	Both teachers & students shown high interest in composition classes				