



**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**EFL TEACHERS' PRACTICE IN USING PROCESS APPROACH IN TEACHING  
WRITING SKILLS AND THE CHALLENGES THEY FACE: WOLKITE  
SECONDARY SCHOOLS IN FOCUS.**

**BY: DESALEGN GETU**

**ADVISOR: Tewodrose Zeleke (Dr)**

**Co-Advisor: Mandefro Fenta (Dr)**

**SEPTEMBER, 2021**

**JIMMA, ETHIOPIA**

EFL Teachers' Practice in Using Process Approach in Teaching Writing Skills and the Challenges they face: Wolkite Secondary Schools in Focus.

By: DesalegnGetu

Department of English Language and Literature

College of Social Sciences and Humanities

Jimma University

Advisors

Dr.TewodrosZelege (Principal Advisor)

Dr.Mandefro Fanta (Co-advisor)

A Thesis Submitted to Jimma University, College of Social Sciences and Humanities, Department of English Language and Literature in Partial Fulfillment to the Degree of Master of Arts in Teaching English as a Foreign Language

SEPTEMBER, 2021

Jimma, Ethiopia

## **Acknowledgements**

It is obvious that producing such kind of vast work unquestionably requires the co-operation of various individuals and organizations. Accordingly, I want to extend my thanks and gratitude especially to those who had magnificent roles from the outset to the end of my work. The first one is Dr. Tewoderose, my supervisor. His positive thinking, punctuality in his office and reading my paper as meticulously as possible and providing me with his comments were qualities that I cannot express simply through words. I could really say that this work would not have reached its present stage had there not been his guidance and close follow up. In short, I would convey to my heart-felt thanks and appreciations. The other, whom I am really thankful to is, Dr. Mandefero my co-advisor the same to Dr Tewoderose. He did give me very crucial pieces of advice especially on the data analysis of qualitative research. The other scholar Dr.Denku Gebeyehu He teaches in Wolayeta Sodo University EFL department. Furthermore, Dr.Worku Negash was engaged in his heavy duties, especially in case of finance and morally supports me. The next profound thanks are due to W/ro Aster Getu and Addisu Getu, who always stood at the side of me and encouraged me to proceed with my work and complete it in time. I say to all of them, thank you from my heart. The other individuals who deserve my thanks are those English teachers at secondary schools who allowed me to observe their classes, those who responded to the questionnaires and those who responded to the interview items taking longer hours and those who were encouraging wherever they conduct me to manage with challenges and complete the work in time.

## **Abstract**

*The purpose of this study was to examine the extent to which the process approach was being implemented in writing skills at secondary schools in Wolkite City Administration. To accomplish this purpose, the study employed a descriptive study design, which was supplemented by both quantitative and qualitative research to enrich the data. The study was carried out in four secondary schools selected through purposive sampling aimed to make the sample by including all English Language Teachers in the Wolkite city administration. Then, 16 EFL English Language teachers were selected from the four secondary schools using simple random sampling technique to be observation. Questionnaire, semi-structured interview and classroom observation were data collection tools used for this study. Therefore, the data from classroom observation indicated that the majority of English teachers did not use the process approach in teaching writing skills. According to the data from the questionnaire, the teachers confirmed that students did not learn writing by passing through different stages in process approach. The data from the semi-structure interview revealed that few teachers used the process approach under rare circumstances. The major problems attributed to the disregarding of the process approach in the course of teaching/learning of writing were lack of time to finish the portion for the academic year , lack of interest to learn writing and lack of clear awareness from the teachers side. The dominant constraints that were identified as uncertain block during the teaching/learning of writing were students' shortcomings in grammar, lack of experience in writing, phobia to practice and learn writing, time shortage to write various texts and carry out feedback. Therefore, having done the necessary analysis on the study's findings, recommendations were drawn on the key stakeholders in practices of process writing approach.*

## **Declaration**

I declare that “EFL Teachers’ Practice in Using Process Approach in Teaching Writing Skills and the Challenges they face: Wolkite Secondary Schools in Focus” is my original work and that all sources which I have used or quoted have been indicated and acknowledged by means of references list.

*Name* \_\_\_\_\_

*Signature* \_\_\_\_\_

*Date* \_\_\_\_\_

## Table of Contents

Contents	Pages
Table of Contents.....	i
List of Table and Figure.....	iii
Declaration.....	<b>Error! Bookmark not defined.</b>
Abstract.....	<b>Error! Bookmark not defined.</b>
Acknowledgements.....	<b>Error! Bookmark not defined.</b>
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	6
1.3. Objectives of the Study.....	8
1.3.1. General Objective.....	8
1.3.2. Specific Objectives.....	8
1.4. Significance of the Study.....	9
1.5. Scope of the Study.....	9
1.6. Definitions of Key Terms.....	10
The Product approach.....	10
Process approach.....	10
CHAPTER TWO.....	<b>Error! Bookmark not defined.</b>
REVIEW OF RELATED LITERATURE.....	11
2.1. Definition of Writing.....	11
2.2. Teaching Writing Skills.....	12
2.2.1. Approaches to Teaching Writing Skills.....	15
2.2.2. Activities in Teacher Writing Skills.....	20
2.3. Teachers' Awareness towards Approaches to Teaching Writing.....	22
2.4 Teachers' Practice in teaching Writing.....	24
2.5. CHALLENGES TO TEACHING WRITING SKILLS.....	25
2.6. The Importance of Teaching Writing Skills.....	26
2.7. Conceptual Framework of the process writing approach.....	28
CHAPTER THREE.....	<b>Error! Bookmark not defined.</b>
RESEARCH DESIGN METHODOLOGY.....	34

3.1 Research Design.....	34
3.2 Data Sources and Study Setting .....	34
3.3. Population, Sample and Sampling Techniques .....	34
3.4. Data Collection Instruments.....	35
3.4.3. Questionnaire.....	35
3.4.2. Semi-Structured Interview .....	35
3.4.3. Classroom Observation.....	36
3.5. Data Collection Procedures .....	36
3.5.1. Validity .....	36
3.5.2. Reliability of the Instruments .....	36
3.5.2. Ethical Consideration .....	37
3.5.3. Method of Data Analysis .....	38
CHAPTER FOUR.....	<b>Error! Bookmark not defined.</b>
RESULTS AND DISCUSSION .....	38
4.1 questionnaire results.....	39
4.2 Results of Interview .....	49
4.3. Results of Class room Observations .....	56
CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	60
5.1. Major Findings of the Study .....	60
6. Conclusions.....	62
6.2. Recommendations .....	63
Reference .....	i
APPENDIX.I .....	v
Appendix II.....	vi
Appendix III.....	viii
Appendix V.....	xi

## **List of Table and Figure**

<b>Tables</b>	<b>Pages</b>
Table 1 Teacher’s awareness about the Nature of Writing.....	39
Table 2 Teachers practice of Writing as a Process Activity .....	40
Table 3 Teachers Awareness about Methods of Teaching Writing .....	41
Table 4 ways to Improve Writing Skills .....	41
Table 5 Teachers’ Awareness towards Teaching Writing Skills .....	43
Table 6 Teachers’ Awareness towards Group-work in writing skills.....	44
Table 7 Challenges that face teachers while Teaching Writing Skills.....	45
Table 8 Challenges that face EFL teachers writing skill .....	45
Table 9 Results of Questionnaires .....	46

## **List of Figure**

Figure 1 The Process Writing Model.....	30
---	----



JIMMA UNIVERSITY  
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING  
BOARD OF EXAMINERS SHEET

_____	_____	_____
<i>Principal Advisor's Name</i>	<i>Signature</i>	<i>Date</i>

_____	_____	_____
<i>Co-advisor's Name</i>	<i>Signature</i>	<i>Date</i>

*Evaluators*

_____	_____	_____
<i>Examiner's Name</i>	<i>Signature</i>	<i>Date</i>

_____	_____	_____
<i>Chairperson's Name</i>	<i>Signature</i>	<i>Date</i>

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Writing is one of the four language skills which have multidimensional advantages in different aspects of human life. According to Wilson (2003), among its several contributions, the role it plays in promoting the academic performance of students is underscored by scholars. As (Jozsef, 2001).stated in writing instruction indicates that major reasons for being concerned with written language is that improving an intense manifestation of the writer to establish organized thought patterns, powerful thinking capacity and efficiency to analyze and synthesize facts which are demanding and challenging in dealing with the academic world. By Miller (2001,as cited in Richareds, writing is an integral part of language teaching and learning process, is a language skill which needs a good deal of attention to succeed academically at any level of learning. In other words, the more students are efficient in written skills, the better they perform academically.

Writing has a lot of benefits in our everyday life (Hunting,1998). It is a means to entertain, persuade or explain something to the reader. Hence, all writers need to understand the purpose of their writing before getting their ideas down on a sheet of paper. In addition, writing makes our thoughts and experiences vivid and long lasting and helps us expand our thinking capacity. When we learn writing in the context of a second language, we learn to critically think, generate ideas, organize ideas into their logical order, analyze and synthesize them into a whole(Unger and Fleischmam,2004 cited in Khan2012). In doing so, we develop the skill of reasoning and meaning discovery which can be manifested spontaneously when response in writing is demanded.

According to (Zamel,1983),writing skill that can be learned, practiced and mastered can enhance the academic performance of the students in many directions. Those students, who have mastered writing skill, for example, can produce assignments, respond to exam items, do research papers through this medium in which high order thinking is exhibited. The development of teaching writing is relatively a recent phenomenon in the history of second language teaching pedagogy.

Thus, we understand that writing pedagogy is still under intensive investigations and scrutiny. The teaching of English writing has changed considerably over centuries. Even if subsequent

efforts have been made, there is no one answer to the question of how to teach writing in ESL classes.

There are as many answers as there are different teachers and teaching styles, or learners and learning styles. Teaching writing to students of English as a foreign language includes reinforcement, language development, learning style and most importantly, writing as a skill in its own right (Harmer, 1991). A half century ago, writing teachers were mostly concerned with the final product of writing; the essay, the report, the story, and what that product should look like (Douglas, 2000). According to Brown (2007), the product writing classes focused on that of writing, which was expected to meet certain standards of rhetorical style and grammatical error free written texts. This approach is more concerned with finished texts. In this type of writing, the main focus is on the linguistic accuracy of learners rather than their abilities. Because of this, the students do not have opportunity to work independently by passing through different stages of writing.

Since 1970s, a paradigm shift occurred in the ground of writing instruction. This was the time when the process writing approach emerged in writing classes by giving priority to content over surface-feature structures. As writing is a thinking process, it needs mind at work. The belief is that writing is no longer viewed as a simple linear activity consisting of hierarchical components of language. In contrast, according to the process approach proponents, writing is recognized as a complex and integrated set of processes that are interactive and recursive. Alsouqi (2001) further noted that writing involves the creation of ideas as well as the ability to express them logically and coherently.

Though process writing approach has its own contribution to the development of the students' writing skills, presently, giving attention to the paradigm writing as a process is dominant in several foreign language writing classes. Therefore, English teachers are advised to frequently teach writing as a process because writing is not a single moment thinking process.

This new movement has generated new initiative and investigations through research on the part of the practitioners and researchers examining the nature of ESL/EFL writing and lead to the development of a variety of action research to improve writing instructions.

Thus, as Degi (2005) remarked, writing pedagogies have evolved plentifully due to various influences such as demographic and social changes; insights resulted from research, and

several movements among teachers. Recognizing that writing is an essential language skill for various reasons, practitioners and researchers have continued to reduce the challenging nature of writing and make students competent in meeting the ever changing demands of private, academic, and professional life. The first approach to writing instruction, that is, the product approach, geared towards almost completely on mechanics, commonly referred to today as conventions.

The major emphasis was placed on handwriting, grammar, mechanics, capitalization and the like. Papers were more likely to be evaluated on the accuracy of grammar than on content, style or creative expression of ideas. The major purpose of writing was to enable learners produce error-free texts. During this period, the behaviorists' view of language teaching, which thought learning as an action of stimulus and response in the learner was influential. In their further explanation, the behaviorists argued that teachers could connect responses involving lower-level skills with that of higher-level skills.

To achieve this are needed to bring about the desired behaviors on the learners and thus he/she has to be sure that students learned them all in a step-by-step manner. When it is related to the teaching of writing, students are encouraged, Edwards and Havriluk (1997) note that the teacher is responsible in determining all of the language skills that are used to imitate a model text, which is usually presented and analyzed at an early stage and then they are required to produce written texts imitation of the model that they had already been provided with. In short, when the language teaching practices during this period are evaluated, it is possible to say that writing was obedient to speech.

The other pedagogical phase is characterized as a pattern where the writer is at the center of attention in the teaching/learning process. The core idea of the philosophy of the school was that the only man who has brought behavioral change is the man who learned how to learn; the man who learned how to adapt and change; the man who realized that no knowledge is secure, that only the process of seeking knowledge gives basis for security. This approach was for the first time introduced by Emig (1971). The main purpose of writing instruction during this period was to motivate learners to generate ideas, draft them into texts and discover meaning by themselves with less attention to linguistic accuracy. During this period, teachers began to allocate sufficient time for their students for selecting topics, generating ideas, writing drafts conducting revisions and writing the final draft of their paragraphs or

essays. Therefore, their role is to carefully follow up what writers do in the course of developing a given text and give them comments to write better.

Where linguistic accuracy was previously emphasized from the outset, at this junction, it is down played until writers have generated ideas and structured their texts. In further investigation, we observe that some practitioners even entirely have omitted their attention to grammar as in some ESL/ESL writing textbooks that contain no grammar reference or instructional component. We can, thus, conclude that this period is characterized as a period of new movement when writing instruction was radically changed from the perspective of imitating a model to independent mode of learning. This independent mode of learning is the process approach.

Alsouqi (2001) further noted that, persistently on composition instruction exposed, employing the process approach in different contexts of ESL/EFL writing classes is more appropriate to make students successful in achieving good writing ability. However challenging writing skill is to develop, as teachers are well aware of the notions of current theories and practices and are determined to implement them successfully, studies on composition writing exposed that improving the writing skills of students is not as such the most complicated issue of the ESL/ EFL practitioners.

The major objective of the course is to enable students express themselves in written English wherever and when necessary spontaneously. As the curriculum makers of the school stated in the outline of the course has to be conducted through learner-centered approach or the process approach.

In nature, Writing is a complex process that requires writers to explore thoughts or ideas and make thinking and learning to facilitate communication or thought available for reflection examined, reconsidered, added, rearranged, and changed. According to Zamel (1983), writing is a process through which students can explore and discover their thoughts by constructing and assessing it after some time. According to this definition, writing is a language skill which involves idea discovery, creativity and assessment. It is one of the important language skills which have multidimensional advantages in different aspects of human life. Writing is a complex process that requires writers to explore thoughts and ideas, make them visible and concrete (Jozsef, 2001). Through writing, we inform readers by narrating, describing, explaining, exposing, contrasting, arguing for or against something. On the basis of the definitions given above, we can arrive at a conclusive statement that writing is an activity

which involves idea generation, organization and explanation in script form to express oneself or solve problems.

Writing is an act which enables us sense our world. From the above definitions writing allows us to express something about our self, to explore and explain ideas and to assess the claim of other peoples. Writing, as Toby (1997) describes, is an “act of cognition,” an essential activity, objectify and preserve thought to form relations and manipulate ideas as one makes academic experience personally and intellectually meaningful.

The development of teaching of process writing is relatively a recent phenomenon in the history of second/foreign language teaching pedagogy. Recognition of the compositional nature of writing has changed the face of writing classes. In this regard, Harmer (2007) states in the history of human activity, writing is a fairly recent development. The teaching of English writing has changed considerably over centuries. There are different teaching and learning styles or learners and learning styles. Teaching writing to students of English as a foreign language includes reinforcement, language development, learning style and most importantly, writing as a skill in its own right (Harmer, 1991). Half century ago, teachers of writing were mostly concerned with the final product of writing; the essay, the report, the story, and what that product should look like (Douglas, 2000). Product-centered approach to teaching writing has been implemented more than four decades. According to Brown (2007), the product writing classes focused on that of writing, which is expected to meet certain standards of rhetorical style and mechanical error free written texts. This approach is more concerned with finished texts. In this type of writing, the main focus is on the linguistic accuracy of learners rather than their abilities.

Since 1970s, a hypothesis shift occurred in the ground of writing instruction. This was the time when the process writing approach emerged in writing classes by giving priority to content over surface-feature structures. As writing is a thinking process, it needs mind at work. The belief is that writing is no longer viewed as a simple lined activity consisting of categorized components of language. In contrast, according to the process approach exponents, writing is recognized as a complex and integrated set of processes that are interactive and recursive. Alsouqi (2001) further noted that, process writing is the creation of ideas in various sorts as well as the ability to express them logically and coherently.

## **1.2. Statement of the Problem**

Investigations on awareness, practice and challenges of teaching writing skills in the process approach have been issues for long years. Researchers, in their attempt to search for more successful approach to writing instruction, they come up with a number of approaches which laid their philosophy on various theoretical foundations. When we examine the realities in our experience view, the current educational and training policy of Ethiopia encourages the application of the communicative approach to teaching English language skills at any level of learning. Yonas (1996:Solomon,(2004) Girma.(2005)Yemane(2007), etc. believe that if students are frequently allowed to develop their communicative skills through constant practice, it is possible to gradually develop accuracy. In connection to this, scholars like Carroll and Wilson.(1983) report that if composition instruction emphasize the product approach, students will be less exposed to the environment of recursive and inductive nature of writing.

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

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

With regard to this Italo (1999:9) states that there seems to be a general tendency among LT in Ethiopia to transfer writing to home work for fear of the amount of work and time involved in correcting students writing because of the large number of students in class.

As has been remarked by Byrne (1999), learners face linguistic, psychological and personal problems to improve their writing skills. These problems can be intensified by environmental, learners', teachers' or parents' factors. Ramies (1983) notes from these factors, teachers' ways of delivering a writing lesson plays a significant role. Since learners in foreign language context have come across with the writing lesson in the formal classroom, teachers have shaped, planned and delivered the lesson based on the students. The teacher's awareness towards the writing lesson and the approaches they want to follow also contributes a lot to the development of learners' writing skills.

According to Brown (2001), teachers' disinclination or unwillingness to use process or student centered approach accordingly affects the learning and enhancing process of writing skills. As Toby (1997) describes, when the product approach to writing is implemented in writing classes, the students are made to imitate model texts, highlighted features including controlled practices. According to this approach, organization of ideas is more important than ideas themselves. Those students who are often taught writing through this approach strive to produce written texts free of surface feature errors such as grammar, spelling, punctuation and the like. In the process approach, conversely, the students do not write on a given topic in a restricted time and hand in the composition to the teacher merely to get corrective feedback. They take responsibility for their own writing ranging from title selection to final draft production. Broadly speaking, the process-oriented approach, as the name indicates, does not focus on the end result of the written text. The learner is expected to be able to generate ideas, organize them and produce the first draft by moving recursively. To this effect, the class room activities are designed in a holistic protocol.

As Nunan (1991) put it briefly, this approach stresses on the creativity of the individual writer, which pays attention to the development of good writing practices rather model imitation. To strike the balance of process and product approaches can be used systematically side by side in teaching writing. The core of the argument is that the two approaches can support each other when the writing teachers use them thoughtfully and purposefully. This is to say that writing through the process approach encourages the development of linguistic skills through meaningful repetitive writing practices because the process approach believes that good writing is the one which conveys meaning clearly to the reader. Geremew (1999) and Italo (1999) studies in Ethiopia indicate that most English teachers teach writing skills using the product approach having the view that mastering the language is a remedy to master the writing skills.



Abiyneh A. (2015) entitled, “A study on Grade 11 English Teachers practices in assessing the students’ writing skills”. His findings showed that the strategies teachers used to assess the students’ writing performance were mainly teacher and peer assessment. In most cases, teachers didn’t read and give comment on students writing. In his further exploration, the researcher found AntenehAsseffa (2016) study entitled, “Practices, Perceptions and factors affecting the teaching and learning of writing skills.” In his finding, he reports that the major factors that affected the students’ learning of writing poor reading habits, insufficient vocabulary, lack of motivation to practice writing, fear of making mistakes in their writing, the style of teaching, the difficulty nature of writing and the nature of writing activities in the text books.

This research, however, differs from all the aforementioned studies in that its main focus is to examine the teacher’s awareness, practice and challenges that encounter in using process approaches to teaching writing skills they face in their implementation. Therefore, this research attempts to answer the following basic research questions:

1. To what extent are English Language Teachers aware of process approach to teaching writing skills?
2. How do English Language Teachers practice the process approach to teaching writing skills?
3. What are the challenges that English teachers encounter when practicing the process approach?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of the study was to investigate EFL teachers’ awareness and practice of using process approaches to teaching writing skills and the challenges they face when practicing the approach.

#### **1.3.2. Specific Objectives**

The specific objectives of the study were to:

- Identify some extent are English Language Teachers aware of process approach to teaching writing skills.
- Assess the English Language Teachers practice in the process approach to teaching writing skills.
- Examine the challenges that (EFL) teachers when practicing the process approach.

#### **1.4. Significance of the Study**

Educational research findings must solve problems in a given discipline and contribute to the development of the teaching learning at any level of learning. To this effect, like any other research, this research has its own contribution after the findings are declared. The first beneficiary of this study is English language teachers, specifically who teach at grade nine up to grade twelve. They can read the findings and reconsider their approach or method of teaching and make the necessary pedagogical rectifications, so that students are also one of beneficiaries when teachers apply those revised methods and approaches. The second beneficiaries are educational experts who develop teaching materials for English language. They may use the findings as input when revise or develop new textbook. The other beneficiaries are policy makers, educational psychologists and other stakeholders in language study. It could be document regarding what method teachers use in classroom, it may help curriculum designers and textbook writers to reconsider their insight when they develop new writing tasks or revise the current ones. Finally, other researchers may use it as a reference for future study on related issues.

#### **1.5. Scope of the Study**

Geographically, the study is limited to secondary schools in Wolkite City Administration Guraghe Zone, Ethiopia. The focus of the study is on secondary school English teachers. The English teachers who have been teaching in these schools in the 2020/21 academic years were the respondents. In line with variables of the study, the three main variables of the study were EFL teachers' awareness, practice and challenges of using process approaches in teaching writing skills. It was a well-known fact that awareness is the result of practice.

Thus, these sub variables were also investigated in this study. Some teachers who give response to the interview items for three EFL teachers in each schools and thirty-two teachers taking the course respondents to the questionnaire items. The observation session used two English teachers in each school in teaching learning class for two times.

The main reason for focusing on the schools was explained as follows. First since my work place is in this Wolkite city has access to collect relevant data from research subjects as easily as possible. I teach English subject in this wolkite city administration for about six years consequently. So I can easily associate some of the responses that I get from the respondents in line with my own experience. Further conducting my study in these schools gives me opportunity to approach different teachers who can help me when sometimes i face difficulties with my study.

## 1.6. Definitions of Key Terms

**The Product approach:** is defined as teaching approach that focuses on mechanical aspect of writing such as grammatical and syntactical structures of language. It primarily concerned with correctness and form of the final product (Pincas, 1989).

**Process approach:** is defined as teaching approach that focuses on the process a writer engages in when constructing it. It mainly follows identified stages of the writing such as prewriting, writing and rewriting (Richards and Roghers, 2001).

**Genre approach:** is defined as a framework for language instruction based on examples of a particular genre. It is mainly regarded as a class of communicative events which bring the real genre to the language learning for communicative purpose (Matsuda, 2003).

**Academic writing:** Academic writing is commonly defined as any writing assignment given in an academic setting to make our work clear and understandable to whomever is reading.

**Guided writing:** is defined as an approach of language teaching where teacher give an outline in words or pictures to help students to write or do writing activities which has one expected correct answer (Hylad, 2003).

# REVIEW OF RELATED LITERATURE

## CHAPTER TWO

### 2.1. Definition of Writing

Scholars define writing in many different ways .Writing is among the most complex human activities that involve the development of practicing and processing the method of writing skills and the capture of mental representations of knowledge, and experience with subjects (Jozsef, 2001).As Kirby and Crovitz (2013) states. Writing is a skill which enables human beings communicates through language to express emotions, feelings, attitudes, beliefs, perceptions through the graphic symbols or recording. According to this definition, writing is a type of written communication through graphic symbols to convey one's thoughts or ideas.

The second definition given by Trimmer, (1995) writing is a complicated activity which involves producing meaningful segments to carry a message in the language. It is recognized as a complex and integrated set of processes that are interactive and recursive involving the creation of ideas as well as the ability to express them logically and coherently in which the writer moves backwards and forwards between drafting and revising (AlSouqi,Abu-Jaleel,2001 cited in Alodwan&Ibnian,2014). As Widdowson (2001) sees it, “writing is the use of visual medium to manifest the graph logical and grammatical system of the language”. When we see the definition given to writing by Miller (2001, as cited in Richards) writing is a personal expression, it is also important to remember that writing is also is a social endeavor, a way of communicating with people.

Research on L2 writing has grown exponentially over the last 40 years and during the last 1980s and the early 1990s, second language writing began to involve in practicing the field of inquiry language competency Matsuda (2003).The other definition is by Crystal (1999) They define it as follows: Writing is a creative process which involves idea generation, organization, drafting and developing the final draft in the course of meaning discovery. The role of writing to learn and learning to write are interdependent. For this reason, it is recommended that English teachers use content area texts to teach to teach writing skill and that content-area teachers provide instruction and practice in discipline specific writing .Using writing tasks to learn content offers students opportunities to expand their abilities; to strength the planning, evaluating and revising; and to practice, spelling, punctuation,

grammar and technical writing, if students are to learn, they must write (Graham&Perin, 2007). Based on the above definitions, we can summarize the definition of writing as still may go beyond the definitions since if writing is growing in different context.

## **2.2. Teaching Writing Skills**

The underlying philosophical foundation of the school is perceiving writing as a thinking process in its own right which could be sustained over a long period of time. In like manners, the process of composition is not a linear activity where learners are moving in a straight path starting from the stage of planning, to producing the final copy; rather, it is a recursive activity which requires the writer to move backwards and forwards in the process. That is why Shaughnessy (1977) describes the process as messy but effective. Consequently, in presenting writing lessons in process writing class, it is appropriate to pass through the steps discussed here below.

### **Planning (Pre-Writing)**

The planning phase, according to White and Arndt (1995) includes generating ideas, goal setting and organizing. Generating ideas is meant to gathering information which would enable to solve the problems in accordance with the goal set ahead of the writing task. Generating idea is not merely a simple matter of putting ideas onto a white sheet of paper. Rather, it is a challenging and a matter of serious concern. In this regard, White and Arndt (1995) remark: ‘Since writing is primarily about organizing information and communicating meaning, generating ideas is clearly a crucial part of the writing process. Because actually getting started is one of the most difficult and inhibiting steps in writing, idea generating is particularly important as an initiating process’’ (p.17).

As we understand from the above opinion, idea generating is a mechanism of activating the existing experience of the writer which has already been stored in the long-term memory. Therefore, idea generating is a stage in the process of writing which requires the writer to judge the quality of ideas, their relevance, practicality, etc., before they are developed into a full text. In sum, they are blue-prints which guide the writer to define writing problems in the light of the content and the purpose of the writing scheme and discover the goal set for the ultimate product of the writing. A number of research studies confirm that idea generating is almost the same as brainstorming. Brainstorming involves thinking quickly so as to produce as many ideas as possible on a given topic or problem. Thus, process theorists believe that brainstorming is remarkably a fertile means of idea generating which can be carried out individually, in group or by the teacher. Thus, idea generating and brainstorming are

interdependent. Generating idea has a strong link with a long term memory which imbeds three main kinds of memory store. The first one is episodic memory which is concerned with events, experiences and auditory image. The second one is semantic memory, which stores information, ideas, attitudes and the last one is unconscious memory which is connected to emotions, feelings and values of the writer Flower and Hayes (1982). The other relevant issue under planning is the task of organizing or structuring ideas. Since writers often communicate with readers at distant in time and space, they should give attention to coherency of ideas in order to get readers understand the flow of ideas with fewer challenges. To achieve this, the ability of the writer in selecting the super ordinate and the subordinate ideas and ordering them according to their occurrence or relevance is another crucial writing skill. Structuring information for a given written text involves various organizational processes of arranging ideas together and deciding up on how to put them sequentially. In order to structure or organize any writing in such a way that it increases its readership, the process writing experts suggest the precepts given below:

1. Understanding the rationale of the writing thoroughly whether it is for persuasion, criticism, entertainment or information
2. Identifying the relevant or interesting idea that the writer need to get across the expectation of the reader
3. Examining and convincing oneself if all other ideas are strongly related to the key idea under discussion
4. Deciding whether readers are worth expecting the well sequenced ideas in the text
5. Deciding on the most effective approach that the reader requires: complying with the expectation of the reader or deviating from the accepted norm. In order to implement the above precepts in the actual writing classroom settings, the process writing experts exhort writing instructors that since almost every act of writing involves categorizing ideas for better understandability; writers need to be given sufficient time to ordering their mass of information.

### **Drafting (Composing)**

This stage is a phase where the writer moves from the pre-writing stage to the actual writing of the first draft. At this junction, writers are making the transition from idea-generating or theme identifying phase to the reader- based writing, which will constitute the final piece of writing. At this stage, writers utilize the ideas generated and structured during the planning

stage and write them out depending on their own experience and the input they acquired during the pre-writing and while writing stages.

When writers set off with the writing task, they think of how to restructure their writing, meet the expectation of their readers and evaluate the validity of the content whether it is appealing to the interest of their readers. The other most important point is that, at this stage, writers are expected to stop and make such rearrangements as deleting, adding ideas, amending, editing the language, the diction, etc., in person, in pair or in group. For this undertaking, Ohmann (1992) recommends the “write- revise-rewrite” cycle at least to be reviewed once for most writing activities. However, when both the teacher and the students desire to have the final product, editing twice through the cycle is recommended. In other words, students are required to write three drafts of which the third one is the final copy or product.

### **Re-viewing**

Having shaped and reshaped their ideas within their written text through various processes, to the end, the students will come up with the reviewing stage. Reviewing entails deleting, reformulating, cutting, moving different parts of writing to different positions, adding new ones and even sometimes going back and revising, etc. In the process of reviewing, evaluation is the most significant activity which enables to judge the extent to which the whole writing is successful in achieving the goal. In other words, it appraises the validity of the written text, its structure, language use, style, the diction and so on. That is why some writing experts view that the evaluation process is the other decisive activity which determines the quality of the students’ writing. Trimbur (1994).

## **2.2.1. Approaches to Teaching Writing Skills**

**In order to be effective in teaching writing in EFL classes, writing instructors need an understanding of what is involved in second/foreign language writing. They need coherent perspectives, model tools for thinking, analyzing and evaluating competing theories of second/foreign language skills in general and the teaching of writing skills as a second/foreign language in particular Murphy (1986). As several writing researchers disclose, in teaching writing skills in EFL classes successfully, there is no exactly hard and fast consensus among them. It could vary on the basis of the attitude of the teacher, his/her style, the type of learners, the purposes, the target group, the context in which the skill is taught. Nevertheless, there are approaches, which won more acclaim than others comparatively. The process approach is the case in point .According to Byrne (1990),the teaching of writing can be approached from four different perspectives.**

### **2.2.1.1. The Product Writing Approach**

Process approach is the case in point. According to Byrne (1990), the teaching of writing can be approached from four different perspectives. These are: accuracy, fluency, text and purpose oriented approaches. The Philosophical foundation of this approach is the behavioral psychology and the structural linguistics. According to the proponents of this approach, learning in general, language learning in particular, is considered as a habit formation. In the context of learning writing, thus, students are expected to imitate the model so as to comprehend the pattern of the language. Hillocks,(1987) notes the theoretical underpinnings of the product approach stating that it is a traditional approach which encourages students to mimic a model text, which is usually presented and analyzed at an early stage.

This implies that the product approach focuses on presenting writing lessons in which learners imitate copy and transform teacher supplied models which emphasize the steps involved in creating of written work. According to Richard (1990) and Rivers (1996), the commonly known steps that are implemented in the product writing classroom are the following. In the first stage, model texts are read, and then features of the genre are highlighted. If the purpose of the lesson is, for example, to study a formal letter, students' attention may be drawn to the importance of paragraphing, that is, the language used to make formal requests. If the purpose of the lesson is to study a story, the focus may be on the techniques used to make the story interesting, and thus students study and imitate carefully where and how the writer has employed important techniques in order to make the story



enjoyable. The second step consists of controlled practice of the highlighted features, mostly in isolation. If students, for example, are studying a formal letter, they may be asked to practice the language structure which is often used to make formal requests, such as: “I would be grateful, if you would, Can I get your responses” and the like. Under step three the task of the writer is organizing ideas. According to the proponents of this approach this step is very important because organization of ideas is more important than the ideas themselves and as important as controlling the language. Step four is the end result of the learning process. Students choose one of the writing exercises individually and then use the structures and vocabularies they have been taught in developing paragraphs or essays to demonstrate what they can do with the newly learnt structure as a competent users of the language. The center of attention of this school is teaching the language items discretely and sequentially.

The belief is that students become effective in any language skills if the language components are presented to them sequentially, for example, sentences before paragraphs and paragraphs before essays Cooley (1992). Therefore, the role of the students is to strictly study the patterns of the language by imitating the models they have been provided by the teacher and ultimately to produce parallel texts. When we come to the teacher, his/her role is to set up writing lessons which are divided into small parts discretely and present them sequentially to students.

As group or pair works are highly discouraged in this paradigm, the students are passive receivers of information and the teacher is the only authority as a resource of knowledge. In reality, when the principles of the product paradigm to teaching/learning writing are closely examined, they have not helped learners beyond enabling them manipulate forms of the language. A number of researchers such as Byrne (1990) contend that such kind of ability does not encourage writers to generate new ideas and enrich experience of writing for fluency. As the approach emphasizes strict guidance and control, students are devoid of their freedom to select their own topics, write in their own styles.

### **2.2.1.2. The Process Writing Approach**

The process movement originally came into view aiming at improving teaching composition to native English speaking students. The model advocates an approach to composition teaching that emphasizes students’ writing process rather than the product. Assuming that the ESL/EFL writing process is similar to that of the first language, early ESL/EFL process enthusiasts borrowed methods and techniques from the English language class to be used in an EFL/ESL writing class that allow students ample time and freedom to write in the real

sense. John (1990:25) goes on explaining: ‘‘the process approach in teaching composition to native English speakers, which began in the early years of the nineteenth century and reached its zenith in the 1960s and 1970s in North America.’’ With regard to the degree of significance of the process approach, Matsuda (2003) notes that the process movement over the past few decades has been considered the most successful paradigm in the history of pedagogical reform in the teaching of writing.

It has a major impact on the development of second language writing theory, research agenda and instructional practices. It is mainly because of the process approach, that is, writing in the real sense, writing as creation of meaning and writing as a means of communication, has gained its multidimensional status in the second/foreign language classes Kroll (1990) and Bizzell (1992). In their detailed explanation and analysis, Flower and Hayes, (1982) describe that the process paradigm perceives writing as a creative thinking process which involves generating idea, organizing, drafting, revising and editing before and after writing the final copy of the written work in a recursive manner. Furthermore, White and Arndt (1995) remark:

*The goal of the process approach is to nurture the skills with which writers work out their own solutions to the Problems they set themselves, with which they shape their raw materials into a coherent message, and with which they work towards an acceptable and appropriate form for expressing it (P.5).*

As a result of this, the proponents of the paradigm believe that learning to write involves creative thinking so as to discover meaning which could be polished and republished in the course of the hierarchical movement. Accordingly, the role of the students is to take the responsibility of learning writing by writing relentlessly. The role of the teacher is, similarly, to create flexible, smooth, positive and non-threatening environment in which the student writers experience the different stages of process writing: planning, generating ideas, structuring, drafting, reviewing and editing. Consequently, the learning process is eclectic, that is, it can accommodate learner centered, teacher-centered, task-centered, etc., techniques of learning writing. In the same way, the feedback provision mechanism includes: teacher evaluation, self-evaluation, peer-evaluation, and conferencing, commenting and so on (Hedge, 1991). However widely accepted model it is, it has also its own weaknesses. One of them is that the model keeps both instructors and students under heavy work; consequently, it

is difficult for learners to write on several topics. In addition, whether both slow-learners and fast-learners gain equal benefit from the model or not is an issue kept pending.

### **2.2.1.3. The Genre Approach to Writing Instruction**

The social turn observed in the current effort of re- conceptualizing writing and writing instruction has given rise to a renowned interest in the study of genres. Genre is defined as socially recognized way of writing language, Hayland (2003). Geremew (1998) adds that genre refers to any culturally recognized type of activity such as lecture, seminar, service encounter, news broadcast, poem and narrative that is realized in the social or cultural context. A good command of genre knowledge is viewed essential in order to produce effective writing as writing is often purposeful, social and cultural practice which is connected with contexts and purposes. Thus, it is possible to deduce that genre knowledge is important not only for L2 writers but also for L1 writers in a sense that learning the genre of one's culture is one way of investigating its nature and developing ability to change it Christine (1987). The other worth mentioning relevance of genre writing is its contributions in various academic settings. One of its advantages is that it enables learners to comprehend various concepts and familiarize themselves with various models of texts and ultimately produce similar texts of their own. As a result, in the contemporary foreign language teaching paradigms, the genre approach to writing is becoming the attention area of language educators. The argument is that the genre approach to composition instruction is of high significance in helping students learn a particular component of writing such as grammatical, organizational, mechanical, etc., by studying a particular model of genre. Devit (2003:17) explains the significance of genre pedagogy in writing classes stating:

*Genre pedagogies enable teachers to ground their courses in the texts that students will have to write in their target contexts, thereby supporting learners to participate effectively in the world outside the ESL classroom. Genre theory and research thus give teacher educators a more central role in preparing individuals to teach second language writing and to confidently advise them on the development of curriculum materials and activities for writing classes.*

He further clarifies that the genre approach to writing instruction can foster teachers' awareness of expectations on the writings that their students produce and that such awareness can help them decide on the area that they should focus in evaluating a particular written text that their students write. The other advantage of developing genre writing ability is to study

the language practice of a given discourse community. In this connection, Bawarshi (2003) notes: “Genre analysis can enable learners to reach out the discourse community and explore what community members know and do with what they say and how they say it and more comprehensively their language practices” (P 542). This implies that genre analysis certainly facilitates the understanding of how actual language use connects with underlying ideas, values, and beliefs of the discourse community.

This takes us to the understanding that genre writing offers insight into the complex interdependence between language and the speakers. The other writing expert, Swales (1990) points out that the genre approach offers a large number of communicative events that occur in the contemporary English speaking discourse community to learners; moreover, it is relevant to those concerned with devising English course and to those who are participating in learning a variety of language skills.

In language classes, when the focus of writing instruction is on interpretive, analytic, argumentative, etc., essays, first students are allowed to study and analyze a genre that they follow as a model. They, then, are requested to write their own copy by taking into account the specific language use employed within the genre Devit (1993). Hence, in order to write an effective essay, the students are allowed to study a self-suitable genre and familiarize themselves with the particular language item or style and then they produce their own text by considering the specifically learnt item in the genre.

In order to implement the genre approach in writing classes, Christine (1987) advises writing teachers to take into account the tips given here below. Primarily, the genre should be considered in the light of the context of the academic setting in which it is written, analyzed and adapted. Secondly, a genre should be examined linguistically, lexically and textually. At linguistic analysis level, learners can analyze the features of language used in the text in line with their communicative purposes. In analyzing the textual nature, learners need to consider how members of the discourse community confine meaning to components of language including lexis, syntax, discourse, and the like

#### **2.2.1.4 Integrated Approach**

The concept of skills integrated teaching is defined in a number of different ways in the perspective of EFL teaching. But according to Richards ,Platand Weber(1985:144) cited in McDonough and Shaw (1993)” it is the teaching of the language skills of reading, writing,

listening and speaking in conjunction with each other as when a lesson involves activities that relate each skills.

**Integrated language teaching**-A language teaching approach where the four primary skills listening, speaking, reading and writing are interwoven during instruction(Oxford, 2001)

**Segregated language teaching** –A language teaching approach which capitalized on discrete language items where the four skills LSR and writing are not properly woven together in an instruction (oxford 2001). Integrative learning is an approach where the learner brings together prior knowledge and experiences to support new knowledge and experiences. By doing this, learners draw on their skills and apply them to new experiences at a more complex level. This is when we ask the students to use a combination (or all four) of these skills within a single activity (or series of activities) to create a situation which is much more similar to one they might come across in the real world.

If we take, for example, a simple telephone conversation. We listen to what the other person is saying and then reply. We may also need to make a note of something they have said, read it back to make sure it makes sense and then explain it to someone else.

Integrating skills can help students transfer skills, e.g. if students have to read a blog post before writing their own they'll become familiar with the structure and content which will help them write it. It also allows you to vary your activities in class, creating a more engaging and motivating experience for students.

### **2.2.2. Activities in Teacher Writing Skills**

Product oriented writing is checking the learners at the end of the lesson. This approach depends on to compare learners rather than to support periodic teaching learning of writing. In product writing the target is to assess the structure of language is correct. For example, it is enough to ask learners to submit the neat version. Therefore, Richards (1996) in product writing, students choose one of the writing exercises individually and use the structure and vocabulary. This approach, learning in general, language learning in particular, a habit formation; in the context of learning writing thus, students will expect to imitate the model so as to comprehend the pattern of the language

Process-oriented writing involves every steps of the memory that takes place when something is written. They are these steps that to be assessed whether or not the text is written in what accuracy and fluency level. Because someone who writes by using all the steps is better writer compared to someone who doesn't use it. Then the whole process can be assessed by a

paragraph. Hayes suggested” the whole process is over seen by executive control called a monitor”. As (Hughes, 2003) in process writing, a creative thinking is the integral part that the learners are free to write what comes to their mind. The one who can tell the story better is likely to write fluently, diction and chronological order of an idea variation system from the usage of process.

### **2.2.2.1. Controlled Writing Approach**

Controlled writing is a kind of writing in which students are not given freedom to produce their writing. In other words this writing has one types of product approach. The purpose of this writing is to develop accuracy in students’ writing. It includes activities such as gap-filling, reordering words to form a sentences, substitution ,and jumbled sentences to construct a paragraph(Doff,1988) and (Atikns, Hailom, and Nuru 1996).This types of writing activity is focused on minimizing errors as it is highly controlled by the teachers. According to Raimes (1994)” speech is primary and writing served to reinforce speech in that it will be stressed mastery of grammatical and syntactic forms’. Hence the students are not creators; they just write grammar exercises the writing is carefully controlled so that the students see only correct language and practice grammar structures that they have learned.

### **2.2.2.2. Guided Writing Approach**

It is common that in guided writing approach the main focuses of teaching English as second language is to analyze and study the structural and grammatical rule of the language. For example, it assists in preventing errors that apparently occur from first language interference and reinforces proper use of second language pattern. As Hylad (2003) explains it mainly focuses on use of grammar features, vocabulary choices, syntax, punctuation, cohesive devices, and spelling.

Guided writing incorporated writing as sentence level structure and accurate use of language so that helps to provide an additional supporting step towards in independent writing. Its aim is to provide supporting students writing and to work with increasing independence. By learning the features of language students enable to use foreign language for specific purpose such as writing letters, messages, memos, templates, acronyms, notes, invitations, directions and filling in application forms. Raimes 1983) also states in this approach students improve the ability of imitating, rewrite the story, combining sentences, completing sentences, completing sentences, and arrange sentences into chronological order. Here, the teacher knows the answer, question, or language which the students going to produce. There is only one correct answer that is acceptable when exercising the guided writing activities. This also focuses on the question how does language function as a kind of meaning machine.

Therefore, guided writing is very important for acquisition of second language writing based on forms and structure of language.

### **2.2.2.3. Free-Writing Activities**

Free writing is the transitional stage from the controlled and guided writing. This kind of writing includes writing essay at the paragraph level or beyond the paragraph level which consists of two or more than two paragraphs. In this writing, teachers expected to stress content and fluency. when the students are engaged in writing ,they do not have to worry about form .Once the ideas are on paper ,grammatical accuracy ,organization and the rest will gradually follow concern for audience and content will be seen as important in this types of writing, especially where free writings often revolves around subjects that the students will be interested in, and make the basis for other more focused tasks (Raimes,1994).Contrary to the controlled approach, the role of the teacher is limited to reading the students productions and sometimes making comments on the expressed ideas.

### **2.3. Teachers' Awareness towards Approaches to Teaching Writing**

Writing experts report that the aware of both teachers and students can have a serious impact on the teaching/learning of writing skills. Brook hart and Freeman (1992), for example, explain that writing teachers' towards about the nature of writing lesson, method of teaching and their students can affect either positively or negatively the writing instruction. Entwisted (1998) upholds the above view stating that there is a strong relationship between the students' awareness and their writing status whether they are poor, average or good writers. The central idea of the discussion is that if writing teachers are proponents of the behaviorists' model of learning, all efforts that they make to enable their students construct error-free sentence, paragraph or essay. If their aware is, contrarily, on the implementation of meaning discovery approach, their entire attempt to encourage creativity and help students produce meaningful writing which ultimately leads to accuracy.

The other relevant component of writing pedagogy is the awareness of teachers towards to make meaning full behavior in learner life. Williams and Burden (1997) report that investigating the awareness of teachers and students about writing and the method of writing instruction can help take rectifying measures. They further remark that when learners are convinced that the writing practice that they do in the classroom is significant for their academic performance and the world of work, they develop positive perception about writing and writing instruction so that they can gather all their strengths and strive towards their goal vigorously. When learners do not have positive perception on the given writing activity, on

the other hand, their inner motive will be below the mark, thus, it is difficult to bring about substantial progress on their writing.

As Canale (1980) and Ridley (1997) elaborate, some features of perception can be changed through instruction so that negative perceptions can be changed into positive and vice-versa. Of course, under some circumstances, perceptions may not have direct relationship with reality. On the basis of the explanation given by Ridley (1997) learners may develop perceptions that do not have relationship with the present reality. Thus, what learners or instructors perceive to be true is true only in line with their own way of perception. Thus, it is difficult to say that perception is always right as it is not always wrong since it can have strong link with one's own current feeling or situation. Thus, as Ridley (1997) recommends in his study, an effort to change perception requires a careful and a long time of investigation.

When we relate the issue of perception with teaching/learning, the way students are taught influences their positive or negative perceptions towards the subject. The belief is that teaching influences learners' thinking; their thinking in turn improves/deteriorates learning and their achievement. Sometimes there would be misunderstanding between the teacher and the learners. What the teacher thinks about the progress of students in their writing, for example, can be positive but students may perceive it as negative and the vice-versa. This thinking gap can affect, according to Ridley (1997), the interaction between the writing teachers and the learners.

In sum, in order to make writing instruction successful changing the perceptions of both writing teachers and students about traditional way of teaching is one of the focal areas of the writing pedagogy. In their conclusion, Brookhart and Freeman (1992) note that the changes that so far have been made on the teaching writing skills are mainly attributed to the changes made on the beliefs and perceptions of both writing teachers and students.

The other factor which influences writing instruction either positively or negatively is behavior. This implies that the behavior of the teacher affects students' behavior and the vice-versa. Hence, the kind of behavior which has been established between the teacher and the students can ultimately influence the standard of the final product of writing. In connection to this, Pica (1994) forwards : "Classrooms are complicated social communities ; individual learners come to them with their own constellation of native language, culture, proficiency level, learning style motivation and behavior toward language learning (P:59)." Consequently, it is possible to understand that learners' behavior can affect their learning



because it could be related to their teachers, the content of the lesson, the school environment and the future benefit of what they learn.

## **2.4 Teachers' Practice in teaching Writing**

Writing has become an important form of communication that connects people to society. With new technology being invented all the time, students have more opportunities to engage in writing in different ways and often every day. For example, sending e-mails, text messaging, posting on walls on Face book, tweeting, and blogging are just some of the ways that individuals engage themselves in writing. When students are learn from primary up to secondary school, they are expected to have the writing skills that are needed to be successful in college and the workplace (Roth & Guinee, 2011). Therefore, the instruction that students receive in school needs to prepare students for the various writing tasks they may be asked to do in college or the workplace.

Although there are different ways to engage in writing throughout the day, writing instruction is often limited during the school day or not done at all (Fry & Griffin, 2010). In fact, reading instruction is often dominated over writing instruction because of initiatives such as Reading First, a component of the No Child Left behind Act (Moats, Foorman & Taylor, 2006). A lack of writing instruction in schools can indicate to the students that writing is seen as unimportant and thus students may struggle in college or the work field when they encounter writing again. Not only is there a lack of writing instruction in the classrooms, but there is a lack of learning how to teach writing in teacher education programs because of the higher emphasis that is put on reading instruction (Grisham & Wolsey, 2011). With the greater emphasis put on reading during teacher education programs, teachers often lack the confidence in teaching writing to their students

. According to Grisham and Wolsey (2011), “for many elementary and secondary teachers, it is the area of literacy/language arts that they feel themselves least prepared to teach well” (p. 348). Teaching writing is a complex process for most teachers and often a difficult and demanding task for students to master (Morgan, 2010). Professional developments are often enforced to keep teachers informed with up to date research and methods that will benefit them in the classroom, but most professional developments do not focus on writing. Writing instruction needs to be enforced in teacher education programs so that new teachers can go into the classroom and strongly support and teach their students in writing.

## **2.5. CHALLENGES TO USING PROCESS APPROACH IN TEACHING WRITING SKILLS**

“The teaching context has also its effects on the way of teaching the writing skill. It may represent a challenge when teaching such a skill. This challenge occurs in different aspects. These aspects include issues such as the limited time devoted to teaching writing, the large number of the students in the class, and the lack of facilities. These factors affect the teaching of writing in an EFL context. In the Yemeni context, the time devoted for teaching writing in English represents a challenge. This is because the time given for teaching writing is limited. It is not adequate since writing involves different stages and processes. Teaching writing needs to be established at the different stages, i.e. pre-writing, writing and post-writing. Time should be enough for fulfilling pre-writing activities. It should be enough for practicing writing activities. It should also be adequate for revising activities. Furthermore, writing is a complex task. This complexity entails the need for adequate time to fulfill different processes and strategies such as planning, drafting, editing and so on. So, time represents a challenge particularly when adopting the processes approach.

In spite of its crucial role in all walks of life, writing is not an easy skill that can be achieved without experiencing lots of ups and downs. As Conrad puts it:

*I sit down religiously every morning. I sit down for eight hours every day-and the sitting down is all In the course of that working day of 8 hours, I write three sentences which I erase before leaving the table in despair... sometimes it takes all my resolution and power of self-control to refrain from butting my head against the wall (1965:1).*

The above complaints point out that writing is a challenging skill which requires controlling a number of factors such as physical, cognitive, psychological, and social and so forth. As writing experts like Hodges (1991) suggest, for writers, in order to be effective in their writing, they often need a conducive, encouraging and interactive working environment in which they compose their written texts so that they can achieve their goal. White (1995) further elaborates that writing is extremely a complex cognitive activity in which the writer is required to demonstrate his/her ability to control a number of variables simultaneously. These variables could emanate from the cognitive, linguistic, and psychological makeup of the writer. In general terms, regardless of the fact that writing is a language skill which plays a crucial role in the overall human interactions and progress, it is a very complex

language skill which calls for strong patience of the learner in order to become a competent and proficient writer.

## **2.6. The Importance of Teaching Writing Skills**

Writing is one of a very important skill. Its importance singles out from the fact that it serves as an essential tool for realizing different necessities in human life. Apart from these issues, it also plays an important role in language development. It helps in promoting learning and the learners' critical thinking. It enhances learning in a way or another. In addition to its importance for learning, it is also regarded as a very useful aid for teaching and for the teacher. It helps teachers in fulfilling their activities and practices. It aids for fulfilling reflective teaching. Consequently, it is important for communication in general, for language, and for learning and teaching. Because of the importance of writing, learning and teaching such a skill has become a very crucial need. However, writing instruction involves different challenges resulted from different perspectives that are involved in writing. These challenges are related to different factors.

Primarily, writing is one of the most prominent tools of communication both in the academic environment and outside in the real relief of the students. At schools, if students aspire to be academically successful, written communicative ability is inevitably the basic requirement. In addition, outside the school, written communication has tremendous roles in several contexts across the world. When we examine the role of writing in the context of language learning, it is one of the powerful tools which help learners monitor their language performance to a greater extent than other language skills as it is the most conscious and creative process Tribble (1996). Even if there are different mechanisms by which learners control their language performance while speaking, listening or reading, writing provides the best opportunity to the writer in employing the most appropriate language that fits the purpose and the target group because it is not an ephemeral mode of communication like that of speaking. Thus, writers have better chance to look into their language use by moving backward and forward at sentence, paragraph or essay level time and again and make the necessary changes or amendments for a better written product.

The second major reason for a concern with written language is that it serves as a break from oral language. Those learners who have engaged themselves in oral language practices for longer time can avoid their boredom when they plunge themselves into the written mode of learning. In other words, writing serves as a means of relief to those learners who do not learn easily through oral practices alone. When they are allowed to shift from the oral language

practice to the written one, they feel more secure so that they struggle to produce a meaningful text as best as they can Silva (1993). Thirdly, writing is a tool which enables to conduct either formal or informal testing. It is obvious that there are various types of tests which would be designed with various purposes. Hence, in order to conduct such tests conveniently and confidentially, the most preferable medium is writing though some exams can be conducted orally. In addition to this, conducting the items of the test in written form helps to test a large number of candidates at the same time so that time, finance and energy can be saved.

The fourth advantage of writing is that it is a means of organizing thoughts and ideas of the writer. Writing is a complex set of language skills, which involve a multitude of thinking processes by providing writers with a means of gaining control over their thought. According to Ellis (2003), writing by its own nature, involves selecting ideas, organizing them and establishing relationships so as to produce a meaningful written text. In the process of composing, the writers not only generate ideas and organize them into a coherent text but also they gain knowledge which then they make part of their already existing knowledge through assimilation and accommodation Zamel (1983) and Raimis (1991). This implies that though writers have their own background knowledge and experience that they manifest during their writing, they also acquire new knowledge when they engage themselves into writing activities which ultimately become part of their existing scope of knowledge.

Consequently, writing is not only a process of generating ideas but also it is a means to extend the magnitude of thinking. In connection to this, Beckon (1630), the pioneering English essayist acknowledged the benefit of writing, saying: 'Reading makes a full man; writing an exact man and conferencing i.e. speaking, a ready man.' This implies that the skill of writing makes a man high thinker. In other words, a person's knowledge, ideas and experience are consolidated and concretized in the process of writing. As a result of the above reasons and others, writing is a language skill which is worth teaching and practicing.

In his deep and detailed analysis Chappel (2007) elucidates further the benefits of writing. In his view, writing is the primary basis upon which learners work, learn, and their intellect will be judged in academic institutions, in the work place, and in the community. Secondly, he believes that writing expresses who the writer is as a person. According to Chappel (2007) the written texts that the writer produces visualize his/her potential, ways of perceiving things, style of expression, experience and other inherent behaviors. Thirdly, he states that

writing is portable and permanent. Through writing, the ideas of the writer can reach a great many audiences; moreover, since writing is not evanescent, ideas can be reserved for long time by means of various publications. The other worth mentioning advantage of writing is to help students move easily among facts, inferences, and opinions without getting confused and without confusing their reader. As Myles (2002) and Carol and Wilson (2003) note, writing is a language skill which requires the writer to creatively think, organize ideas, use the appropriate diction and the like. In his further analysis, Chappel (2007), points out that writing is a means through which learners' abilities are promoted to pose worthwhile questions. Studies show that writers often ask various questions such as whom I write to?, why I write? How I write? What precautions should I take when I write? and the like while developing their written texts. In addition, writing is a tool which fosters the writers' ability to explain a complex position to readers and to one, as well. If writers once develop writing skills, they can be ready to overcome psychological, linguistic and cognitive obstacles that novice writer face and can easily make complicated issues simple and readable.

## **2.7. Conceptual Framework of the process writing approach**

Since 1960's a great deal of attention has been given to providing a unified theory of second language teaching/learning. As a result of this, nowadays there are over a dozen of theories/paradigms designed to handle second language teaching/learning issues in general, and writing instruction in particular. The availability of several theories and models, nevertheless, should not, in principle, be interpreted as excess or superfluous because a good deal still remains to be known about the learner, the learning process and the influence in language learning so that the task of model building and theory development must continue. As Schouten (1974) explains, in second language learning, too many models have been built and none of them could adequately satisfy learners in various contexts, thus, language teachers often expect anxiously an efficient and full-fledged language teaching model which could make their teaching more effective and successful.

This view takes us to the conclusion that theory development in second language teaching/learning should not remain static rather it is a dynamic process which requires subsequent investigations and rectifications. By the same token, the conceptual framework of this research lays its foundation on developmental psychology and communicative language teaching which have close connection with the perspectives of the process writing model though it does not totally marginalize *per se* from the social constructivists' and the productivity' view on writing instruction. The basic principle of the model is that learning in

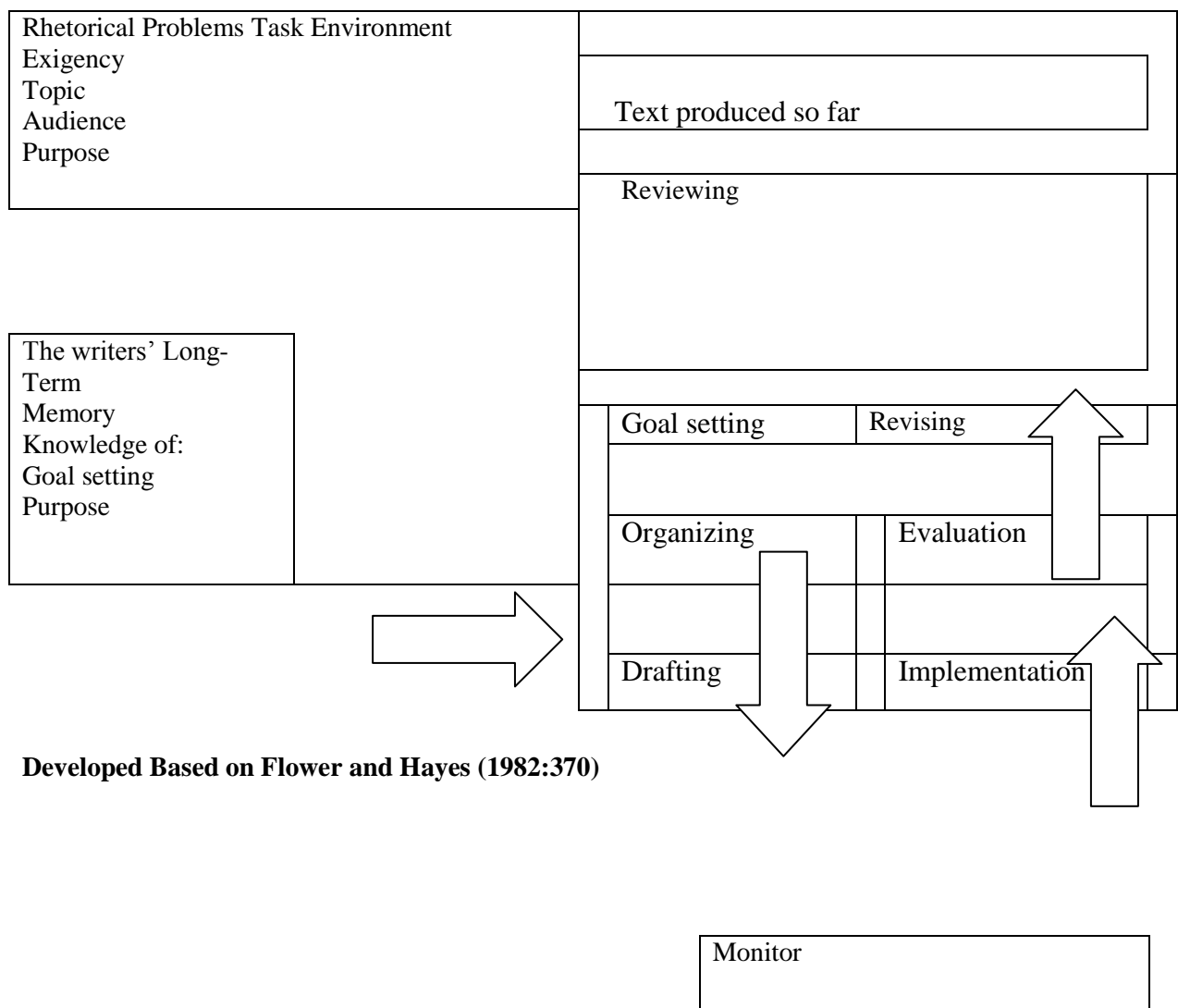
general, writing in particular, is a holistic creative thinking process where the writer discovers meaning and solves problems. According to this model, then, learning to write becomes more effective when students are engaged in distinctive thinking process to generate ideas, draft and review their writing in line with the audience and the purpose of a particular written text.

The framework of the process is organized in such hierarchical protocol that it is inevitable to pass through certain stages which are recursive and goal-oriented where writers discover meaning and modify their writing while the process continues. This model radically differs from the product model which believes that students can improve their writing more punctually when they have adequate knowledge of surface structures (grammar, vocabulary, etc.) rather than writing competence.

According to the process example, however, the more serious difficulty in writing is lack of writing experience and competence rather than linguistic competence. In connection to this, Zamel (1983) made subsequent and in-depth investigations to give justification whether grammatical competence is decisive or not in determining the quality of students' second language writing. In her research, she attempted to create feasible environment in which the students can write freely, confidently and repeatedly rather than focusing on the teaching of grammar, vocabulary, and other mechanical items. In her conclusion, she reported that in spite of certain individual differences in spelling and other expressions, none of her students showed grammar and other mechanical constraints which impeded meaning. In her further analysis, she explained that teaching writing as a process requires feeding the brain with rich experience in authentic and meaningful contexts rather than concentrating on discrete and non-contextualized grammar exercises. This is to mean that those students who are engaged in writing activity within the context of the process paradigm are encouraged largely to produce the whole piece of discourse; not few lines of the text, listing unrelated words or sentences or building a single paragraph. This implies that the process writing experts are of the view that since knowledge in general, writing skills in particular, are interconnected with other parts and wholes, the students need to be encouraged to write freely, confidently, extensively and coherently. The belief is that all learners become whole-brained with writing capacities that have not yet been utilized. This in turn takes us to the conclusion that writing is a complicated thinking process and social act which requires several levels of thinking (planning, drafting and reviewing) through which meaning is discovered and problems are solved.

Secondly though each approach to writing instruction has its own advantage in promoting the writing skills of students, they need to focus on the process approach, which is comprehensive and creative to enhance the writing skills of the students quickly and qualitatively. The belief is that if students are first encouraged to improve their writing fluency, it is easy to develop accuracy step by step. In implementing the process approach to writing, the role of the teacher is to support and guide learners at each stage of writing rather than evaluating the final product that they have produced for the sake of more clarity.

**Figure 1 The Process Writing Model**



Developed Based on Flower and Hayes (1982:370)

The above diagram succinctly portrays that writing is a highly multifaceted language skill which requires various thinking phases i.e. writing takes place within meaningful situations where writers transform or interpret a given task into another phase. In connection to this,

cognitive writing theoreticians like Flower and Hayes (1982) recommend that writing activities need to be linked with day-to-day life, experience, culture and background of the students.

According to the above diagram, the rhetorical problem, the audience, and the writer's goals all together constitute motivation. The belief is that if writers are motivated, they can react to the rhetorical problems by writing and re-writing. In reacting to the problem, one of the basic activities which is expected from the writer is to define the problem clearly. As Flower and Hayes (1982) point out an individual's success in this process depends upon the writer's ability to define the problem. The belief is that if writers are well aware of the subject on which they write, developing the idea and coming up with the final text is a less challenging task.

The understanding is that if once writers start writing, the text itself exerts influence upon them to proceed with the written work until they achieve the final product. Another important point in the diagram is the writer's long-term memory, which refers to experience of the writer in combination with the writer's external sources. Writing is a creative act, which involves inspiration and discovering meaning. As a result, writers need to think of their topic and audience and develop their written text recursively. The other important point is that at this stage of writing, a writer plans how to go about the writing activity by creating an internal representation. That representation is in turn the spark that feeds the creation and organization of ideas.

The other process is translation (implementation) which is meant converting ideas into words on paper. This process requires taking abstract thoughts and putting them through the technical aspects of writing such as grammar, punctuation, diction and the like. Reviewing is a factor in the process. Writers review and evaluate what they have written and then changed the text to suit their developing concept of the text. Flower and Hayes (1982) observed that writers monitor their process of development and its progress as they write. To achieve this, writers at this stage improve their writing by deleting unwanted ideas, adding missing ideas, even sometimes changing the whole idea, etc. At this stage, the commonly observed problem is connected to monitoring because it can sometimes be affected by changing goals and the writer's method of writing.



The second key point is that the cognitive processes in writing are hierarchical. This means the processes can encompass other more specific sub-processes. A hierarchical structure is so flexible that the writer can go forward and reward while shaping ideas.

The third and most important key point in the model is indicating that writing is goal-directed. Goals have a hierarchical structure like all other processes involved in writing. According to the model, writers create goals as they are engaged in writing. Goals evolve during the writing process and they guide the writer in choosing which process to use at any given moment. This implies that all the other processes are put into practice by the writer's high, middle, and low level goals. The belief is that good writers generate easily achievable mid-level goals which enable them to produce a large number of written texts which meet the required standard. Poor writers, as Flower and Hayes (1982) suggest, are categorized under low-level goal as they have greater difficulty in advancing the process of writing. Flower and Hayes suggest that, in the act of writing, people regenerate or recreate their own goals in the light of what they learn.

In their further analysis, Flower and Hayes (1982) provide readers with detailed explanation on the flow of information in the model. Accordingly, the arrows in the model depict that information flows from one box or process to another in a recursive manner. Knowledge of writing on a given topic, for example, can be transferred or activated at planning stage. Similarly, information from planning can flow to different directions. As Flower and Hayes (1982) further argue, the flow of information in the diagram cannot be predicted since it can take various directions.

The other relevant point that we observe in the model is that, as cognitive theorists explain, writers generate, structure, and review their ideas relentlessly since writing is not a linear activity which follows a straight path. If we further look at the model we uptake that the process of writing that writers undergo when they produce a variety of written texts can differ from writer to writer i.e. each writer has his/her own unique writing process which can be manifested at each stage of writing. According to Jacob (1982), for instance, good writers make various changes by using their revision skills after completing each stage of their writing.

Moreover, Beach (1999) explains that in the first draft, good writers are so self-centered that they organize their idea on the basis of their own personal experience and background knowledge rather than worrying about the expectation of their readers and surface features of

their writing. Such writers alter writer-based writing into reader-based writing when they read and proof-read their writing. Because of this, they turn to the editing task of surface features (grammar, diction, punctuation, spelling, etc.) at the end of their writing. Weak writers, contrarily, focus on the surface structure of their writing process. They resume revising their writing during the early stage of their writing process as soon as they get down their idea on a white sheet of paper. Due to this, they spend a long period of time in editing their language use, spelling, word choice, etc., rather than discovering meaning. The other worth mentioning point that can be observed from the model is that there are a number of process approaches to writing. This implies that writing is a highly interconnected process with the cognitive skills of the writer which emanate from the emotional, intellectual and social aspect of the writer. Thus, according to this model, writing is believed to be a means of self expressing, a means of problem solving and social activity. When the above views about writing are examined externally, they have their own point of argument. If they are examined closely, however, they complement each other in several ways. When students, for example, manage to express their inner feelings through writing, they solve the problems being under the influence of the discourse community directly or indirectly.

The core point of this research is, thus, when students are provided with autonomy during the process of generating ideas, drafting and reviewing recursively, they can bring about a substantial progress in their writing ability rapidly. When students pass through this process in the course of producing a variety of written texts, the task of the teacher is to support, manage and facilitate the process and provide the students with constant feedback which will enable them advance their writing competence.

# RESEARCH DESIGN METHODOLOGY

## CHAPTER THREE.

### 3.1 Research Design

Descriptive research design was used to describe the facts in line with teachers' awareness, practice and challenges of using process approach to teaching writing skills. The main justification to use descriptive research design is that, as Cresswell (2014) indicates, the variables such as awareness, practices and challenges usually requires descriptive design to be studied in the field of social science areas. Both quantitative and qualitative data were used to carry out the study. Patton (2002) pointed out; the qualitative approach provides adequate evidences especially when the research issue aims at getting rich insight into human behavior and experience because this approach is commonly used to investigate classroom behavior and general educational behavior in teaching writing process. The reason for using both qualitative and quantitative data is that studying practice, opinion; phenomena require both in order to present the data collected using qualitative and quantitative methods.

### 3.2 Data Sources and Study Setting

This research mainly used primary data sources which were collected using questionnaire, interview and observation in the selected secondary schools EFL teachers. This is focused on the primary data sources like questionnaire, semi-structured interview and a classroom observation has been used in the primary data. This research was carried out in Wolkite secondary schools from grade nine up to grade twelve. There are four governmental secondary schools and one private school in this city where the study was conducted.

### 3.3. Sample Population, and Techniques Sampling.

The target population of the study was secondary school English language teachers in Wolkite City Administration. All of the English teachers (32) were taken to be participants to fill in the questionnaire by using comprehensive sampling procedure. To determine the sample size for the number of interviewee, simple random sampling methods used to select a teacher from each grade level. Because simple random sampling technique has the advantage of eliminating bias and it gives equal chance for all thirty-two (32) participants. Thus two teachers in each school are selected. Then I decided the number of English classes to be observed using data saturation model. In determining the number of respondents to the semi-structured interview, however, the researcher used availability data sampling technique. To

this effect, from grade nine up to grade twelve English language teachers, that were eight of them selected to be respondents to the interview items

### **3.4. Data Collection Instruments**

The research instruments that used in the process of gathering the necessary data for this study were and questionnaire, semi-structure interview and observation used in the descriptive design quantitatively and qualitatively by using comprehensive sampling procedure.

#### **3.4.3. Questionnaire**

Questionnaire are widely used in educational research to obtain information about certain conditions of an individual or group (Koul, 1984).Therefore, to check the practices of the English language teachers practice in using the process approaches in teaching writing skills and the challenges they face to implement them, the researcher designed and distributed questionnaire items that contained close-ended and open-ended formats. The close-ended questionnaire items were 16 designed using the 5-point Likert Scale value aim at getting short responses in the form of “Strongly Disagree,” “Disagree,” “Undecided,” “Agree,” and “Strongly Agree” to get information quantitatively

#### **3.4.2. Semi-Structured Interview**

Semi-structure interview is a data collection procedure in which the interviewer doesn't strictly follow a formalized list of questions. In this data collection procedure the researcher asked open-ended questions allowing for discussion with the interviewee rather than a straight forward question and answer format. However, the interviewer may also prepare a list of questions to guide interview. According to Wilkinson and Bhandarkar (1999)” Interview is necessary to get full information, perception, value or how people interpret the world around them, and experience past events that are impossible to replicate.” Dawson (2007), in this regard, explained that semi-structured interviewing is perhaps the most common type of interview used in qualitative research.. In light of this explanation, the researcher conducted semi-structured interview sessions with the selected teachers using the interview guide in relation to the research question.

Structured interview is a quantitative research method commonly employed in survey research. It is more standardized than semi-structured interview. Unstructured interview is the opposite of structured interview. Questions are not pre-arranged. As Kothari (2004) stated that personal interview is a data gathering tool that enables researchers to get genuine and reliable information from the respondents.

### **3.4.3. Classroom Observation**

Observation is one of the controlling means of data collection instrument that can be conducted by participating. Yalaw (2011) stated that observation is important to get the real information either by covert or overt reflection. This is due to the following reasons. Firstly, it is the systematic description of an events behaviors and facts. Secondly, it gives detailed information about implementation and process in particular situation. Thirdly, it shows what they do and say in reality. Fourthly, the researcher believes that observation helps to understand in-depth about the class room situation and students and teachers roles in classroom. Therefore, the researcher conducted overt observation to find out the real roles of teachers practice in using teaching process during writing lesson for one times in selected schools for sixteen (EFL)English foreign language teachers

### **3.5. Data Collection Procedures**

Concerning the data collection procedures, leading the researcher explained the objective of the study to the head of school administration and English language department teachers. Then, the researcher asked them whether they volunteered or not to participate in the study. We stayed get an agreement to participate in the study and then, the researcher distributed the questionnaire to the English language teachers for grade nine up to grade twelve and stay with them until they finish it. After that Semi-structure interview continued with the selected EFL teachers. Finally, questionnaires were collected from each teacher and their departments. Next, the researcher prepared the guiding checklists that help our capture the classroom that take place in the writing classes and then observed each activity. Every activity has been done in the school.

#### **3.5.1. Validity**

That is validity giving instruments to give the experts, such as for two PHD advisors and two Masters EFL teachers which are teaches in preparatory schools. Face validity has been seen by them. Before the researcher used the actual research, this was done to be evaluating their degree of the appropriateness. The above experts towards the instrument used to correct some errors to prepare it in the required manner.

#### **3.5.2. Reliability of the Instruments**

In order to check reliability of the instruments a pilot study was conducted with twenty (20) teachers taken from Melke-Tsediqe secondary school EFL teachers, Dargy preparatory, Holley secondary school, Gubery secondary school, Rekeboqa secondary school, and Jayika

preparatory school to EFL teachers the close-ended items of in the questionnaire were distributed to them. Next, the collected responses were used in to check the reliability of each item by computing the crombach alpha. The following tables shows the alpha results of the variables awareness, practice, and challenges of using process approaches in teaching writing skills.

<b>Number</b>	<b>Variables</b>	<b>Crombach Alpha</b>
<b>1</b>	<b>Teachers awareness</b>	<b>0.701</b>
<b>2</b>	<b>Teachers practice</b>	<b>0.671</b>
<b>3</b>	<b>Challenges they face</b>	<b>0.711</b>

The above Crombach alpha results show that teachers have very good awareness towards the process approaches. Their practice was moderate because the value says 0.671 and teachers have very good knowledge of the challenges they could have faced when implementing process approaches by Crombach alpha

If it is above 0.9excellent

If it is between 0.7 to 0.89 very good

If it is 0.3 to 0.69 moderate and below 0.3 weak. source from dr Mesefen Abera 1991

### **3.5.2. Ethical Consideration**

According to Kalof, Dan and Deitz(2008:46, as cited in Getachew, Endalfer Tekele, Temesegen, Yohanise, 2014)”.The ethics of research refers to what is done and what is not permissible to do when carrying out research. Researchers have professional and moral obligation to meet ethical standards .In this regard, Governments professional, organizations, universities, and funding agencies have established ethical guide lines and code of conduct for researchers to follow.

A researcher project that is conducted in an ethical way and study participants, respects participants’, rights minimize the rights of participants’. Therefore, before the researcher started doing this research project in wolkite secondary schools, he asked permission from the schools of principals. In doing so, the researcher used the letter of co-operation that had been given by Jimma University and explain the purpose of the study of the above mentioned

bodies. Then the second procedure was the researcher asked EFL teachers for their willingness to participate in it with in explain the purpose of the research.

### **3.5.3. Method of Data Analysis**

From the method of data analysis, from the questionnaire analyzed based on the information secure from statistical package for social science (SPSS).Next the raw data through semi-structure interview transcribed, then transcripts read and reread so as to have complete understanding of the responses of the interviewees and then, observation was transcribed on a white sheet of paper. The researcher gave code most of the activities observed .The code responses categorized into similar Categories. The researcher has looked into the categories, and then identified them that could emerge.

## **RESULTS AND DISCUSSION**

### **CHAPTER FOUR**

The purpose of this chapter is, as discussed in chapter three, to present and discuss the data generated from observation, interview and questionnaires. Accordingly, in section one, the

analysis of classroom observation is presented. Then, teachers' interview follows. Finally, the data from the questionnaire are presented and discussed.

#### 4.1 questionnaire

Implementing language teaching method or approach is subjected to several factors. One of them is the implementers' awareness about the new approach to foreign language teaching Entwistle (1998). Thus, investigating the awareness of writing teachers about the implementing the process approach helped the present researcher understand whether they were ready to accept the principles and implement or non-implement it in writing classes.

Accordingly, the present researcher designed sixteen questionnaire items which mainly focused on very general issues which have strong connection with Writing Skills in the process approach and what were the challenges to implementing the process approach in their practice. Then, the items were distributed to the EFL teachers.

**Key: St. A-Strongly Agree, Ag-Agree, St. D.A -Strongly Disagree, ND-Not Decided,**

**Table 1 Teacher's awareness about the Nature of Writing**

No	Item	Response Total					Description				
		S.D	D	N D	A	S.A	MOD E	MI N	M A X	TOT AL	
1	Writing is one of the most challenging and demanding Language skills of all other language skills.		2	2	2	10	16	2	1	2	32
		%	6	6	6	31	50	-	-	-	100
2	Writing is as challenging and demanding as any other macro language skills.		3	7	4	8	10	2	1	2	32
		%	9	22	13	25	31	-	-	-	100

Responses to the first item in the above table showed that 16 (50%) of the respondents strongly agreed that writing is one of the most challenging and demanding language skills of all other language skills. The other 10 (31%) of the respondents, similarly, agreed to the item. The modal value, is (strongly agree). The maximum value is 2 and the minimum value is 1. In responding to the second item, 10(31%) of the respondents strongly agreed that writing is not



as challenging and demanding as any other macro language skills. The rest of the respondents that is, 7 (22%) of them, agreed to the item. The modal value is 2 (Disagree). The maximum value is 2 and the minimum is 1.

From the above responses we observe that almost all of the respondents perceived that writing is the most challenging and demanding language skill. When we see the above responses in detail, they have strong connection with the principles of process approach. The process writing experts, similarly, are the perception that writing is a multifaceted creative thinking process which is often linked with psychological, cognitive and linguistic factors.

**Table 2 Teachers practice of Writing as a Process Activity**

	Item	Response									
		SD	D	ND	A	S.A	MO DE	MI N	MA X	TOT AL	
3	Writing is a process through which writers pass by writing and re-writing recursively		7	2	0	12	13	4	2	5	32
		%	22	6	0	38	41	-	-		100
4	Writing is a direct activity that can be achieved first by understanding its components and then by grasping the entire subject.		2	4	0	16	10	3	1	4	32
		%	6	12	0	50	31	-	-	-	100

When we observe the responses given to the 3rd item of the questionnaire in the above table, 13(41%) of the respondents strongly agreed that writing is a process through which writers pass by writing and re-writing recursively. The other 12(38%) also agreed to the above item. The other 2(6%), however, disagreed to the same item and the rest 7(22%) strongly disagreed that writing is not a process through which writers pass by writing and re-writing recursively. The mode is 3, the maximum value is 5 (strongly agree) and the minimum value is 3 , When we examine the responses given to item number4, 10( 31%) of the respondents strongly agreed that writing is a linear activity that can be achieved first by understanding its components and then by grasping the entire subject matter. The other 16(50%), replied in the same way, agreed to the item. The other 4(12%), obstinately, disagreed to the same item. Lastly, 2(6%) of them strongly disagreed to the item. Thus, in sum, we can say that more than

half of the respondents had the perception that writing is a process through which writers pass recursively. This implied that more than half of the writing instruction in Writing Skills was process-oriented

**Table 3 Teachers Awareness about Methods of Teaching Writing**

No	Item	Response					Description				
		SD	D	ND	A	S.A	MO DE	MI N	MA X	TOT AL	
5	The process approach to teaching writing is the most appropriate model of writing instruction		2	2	3	12	14	2	3	5	32
		%	6	6	9	38	44	-	-	-	100
6	The product approach to teaching writing is the most appropriate model of writing instruction which enables students writes error-free sentences, paragraphs or essays.		8	7	2	9	8	3	3	4	32
		%	25	22	6	28	25	-	-	-	100

As could be seen from the responses given to item number 5 in the above table,14(44%) of the respondents strongly agreed that the process approach to teaching writing is the most appropriate model of writing instruction which encourages students to pass through various stages of the Process independently and come up with meaningful written work. The other 12 (38%) of them Agreed to the item. However, 2 of the respondents disagreed to the item and the rest 2(6%), Strongly disagreed to the item. In examining the 6th item, we see that 8(25%) of the respondents Strongly agreed that the product approach is the most appropriate model of writing instruction. The other 9(28%) expressed their agreement to the same item. The other 7(22%), nevertheless, Disagreed to the item and the rest 8 (25%) of the respondents strongly disagreed to the same item and 2(6) therest not decided.

Therefore, depending on the responses given above, it is possible to suggest that the larger Portion of the instruction in Basic Writing Skills classes was process writing skills.

**Table 4 ways to Improve Writing Skills**

	Item	Response								Total	
		SD	D	ND	A	SA	MODE	MIN	MAX		
7	Students can learn writing in a better way when they have ability to write than they have a good command of grammar ability.		7	11	3	6	5	3	3	2	32
		%	22	34	9	19	16	-	-	-	100
8	Students can learn writing in a better way when they have good command of grammar than they have ability to write.		2	6	4	11	9	1	1	4	32
		%	6	19	13	34	28	-	-	-	100

As we can see from the 7th in investigating the above data, we see that majority of the respondents, though not vast, were of the perception that students could learn and improve their writing ability when they have good command of grammar ability. Minority of the respondents, however, were of the perception that having writing ability is more important than having grammar ability in order to learn and improve writing skills. From the above discussion of results, we can deduce that the responses given by majority of the respondents did not suit the perspectives of the process writing experts. Item7 of the questionnaire of the respondents 5(16% strongly agree & 6(19%) agree had the perception that students can learn writing in a better way when they have ability to write than they have a good command of grammar ability. The others of the respondents 11 (34%) disagree & 7(22%) strongly disagree had the perception that having ability to write is not as relevant as having good command of grammar ability. The mode is 1, the minimum value is 4 and the maximum is 1.

When we investigate the 8th item, we see that of the respondents 9 (28%)strongly agree & 11(34% ) agree had the perception that students can learn writing in a better way when they have good command of grammar than they have ability to write. The mode is 0, the maximum value is 3 and the minimum is 3. A number of studies conducted on process-oriented composition instruction suggested that the secret behind good writing is not necessarily having high skill of surface feature structures (grammar and other related items) of the language but the composition skill of the writer. This, however, does not mean that grammar is entirely of less significance in promoting the writing ability of students. The center of the discussion is, as long as a writer has a capacity of intelligible grammar to express his/her ideas meaningfully, having high knowledge of grammar is not compulsory to

learn and improve writing skills. The reason is that when students practice writing with meaningful writing activities continuously, they can implicitly learn and improve their grammar skills. Therefore, teachers of the course Writing Skills require perceptual change regarding the two skills mentioned above.

**Table 5 Teachers' Awareness towards Teaching Writing Skills**

	Item	Response									Total
		SD	D	ND	A	SA	MO DE	MI N	M A X		
9	The teaching materials which are currently being used in Writing Skills classes encourage students to plan, draft and proofread their written texts		8	11	0	5	7	3	3	1	32
		%	25	34	0	16	22	-	-	-	100
10	The teaching materials which are currently being used in Writing Skills classes encourage students to learn about writing and imitate texts that would serve them as model.		8	13	2	5	4	3	3	2	32
		%	25	40	6	16	13	-	-	-	100

Teaching materials have their own influence to implement an approach which was selected for the instruction. In implementing the process approach, for example, the materials need to be set up in such a way that students can create ideas for their writing, organize them coherently and write their final draft independently. The purpose of the above items was, thus, to check the perceptions of the teachers about the teaching materials that they were using in their Basic Writing Skills classes.

Accordingly, the responses given to item number 9 in the above table showed that 7 (22%) of the respondents strongly agreed that the teaching materials which were being used in Basic Writing Skills classes encouraged students to plan, draft and proof-read their written texts. Besides, 5(16%) of them replied in the same way agreed to the item. In contrast, 11(34%) of the respondents answered that disagree to the item. Also, 8(22%) of the respondent strongly disagreed to the same item. The mode is 0, the maximum value is 3 and the minimum value is 1. The responses given to item number 10 indicated that 4(13%) of the respondents strongly

agreed that the teaching materials which were being used in Basic Writing Skills classes encourage students to learn about writing and imitate texts that would serve them as model. The other 5(16%), similarly, agreed to the item. However,13(41%) of the respondents disagreed that the teaching materials which were being used in Basic Writing Skills classes did not encourage students to learn about writing and imitate texts that would serve them as model. The rest 8(25%) of them strongly disagreed to the proposed statement and 2 of them (6%). A close observeon the above data revealed that majority of the respondents, that is, 60% up 65%of them were of the perception that the teaching materials which were not being used in Writing Skills classes encouraged students to plan, draft and proof-read their written texts. This implied that the materials were suitable to implement the process approach to teaching writing.

**Table 6 Teachers' Awareness towards Group-work in writing skills**

	Item	Response									TOT AL
		SD	D	ND	A	SA	MO DE	MI N	M A X		
11	Pair/group learning has a crucial role in implementing the process approach in writing classes.		4	11	2	7	10	0	2	4	32
		%	13	34	6	21	31	-	-	-	100
12	Personal thinking, creativity and writing practices are the only techniques that should be encouraged in process writing classes.		2	13	2	7	8	2	2	5	32
		%	6	41	6	21	25	-	-	-	100

In order to investigate the sample teachers' perceptions about both pair/group learning and personal practices in process writing classes the above two items were designed. The intension of the first item was to evaluate the insights of writing teachers whether they accept the contribution of group/pair learning in process-oriented writing classes. The second one was intended to check whether the respondents perceive that personal thinking, creativity and effort to practice writing are sufficient techniques by themselves to learn writing in process-oriented writing classes or not.

When we see the data under item number 11(, 34% )of the respondents disagreed that personal thinking, creativity and writing practices are not the only methods that should be encouraged in process writing classes.6( 19%) of the respondents, though, agreed to item

number 12. Their reason might be due to the influence of the expressivity' viewpoint which argues that writing is a personal activity which can be accomplished as a result of the writers' repetitive trial and error. Hence, from the whole data given above, it is possible to conclude that the respondents of the awareness that group/pair work were significant in learning and improving the students' individual writing skills along with personal thinking, creativity and effort to practice in process writing.

**Table 7 Challenges that face teachers while Teaching Writing Skills**

	Items	Responses									Total
		SD	D	N D	A	SA	MO DE	MIN	MA X		
13	Shortage of time		2	4	0	14	12	0	2	3	32
		%	38	13	0	13	6	-	-	-	100
14	Lack of motivation		5	6	0	10	11	0	1	5	32
		%	16	19	0	31	34	-	-	-	100

The above data pointed out that of the respondents 14(41%) agree & 12(38%) strongly agree when as the rest 4(13%) of the respondents responded that disagree. From this it is possible to say that shortage of time is a major problem when implementing writing. When we see the responses given to item number 14, we understand that of the respondents 11(34%) strongly agree & 10 (31%) agree. On the basis of the above data, thus, it is appropriate to conclude that majority of the respondents believed that lack of motivation is a serious problem. From the table above it is possible to understand that in conducting the Writing Skills.

**Table 8 Challenges that face EFL teachers writing skill**

	Items	Responses	Total

		SD	D	N D	A	SA	MO DE	MI N	MA X	
15	Lack of writing culture in the society	3	6	3	8	13	3	3	5	32
		%	9	19	9	25	41	-	-	-
16	Lack of mechanical or grammar skills	4	7	0	9	12	3	3	2	32
		%	13	21	0	28	38	-	-	-

Item number-15 showed that 13(41%) and 8(25%) of the participants replied that strongly agree and agree respectively. conversely, 6(19%) and 3(9%) of the respondents responded as disagree and strongly disagree, the remaining 3(9%) of the participants confirmed that undecided.

Item-16 of the same table above show that 12(38%) and 9(28%) of the participants relied that strongly agree respectively. Conversely 4(13%) and 7(21%) of the participants confirmed that disagree respectively.

**Table 9 Results of Questionnaires**

No	Items	Response for Description
----	-------	--------------------------------

1	Organizational problems at your teaching grade level	
2	Lack of mechanical or grammar skills	
3	Lack of reading/listening habit	
4	Difficulty nature of writing	
5	Lack of interest	
6	Lack (absence) of reference materials that complement with the process approach at secondary school	
7	Time constrain	
8	Lack of writing culture in the society	
9	Lack of deep understanding on various language teaching approaches and methods	
10	Write any comment	

Before categorizing the responses written in the above table, the researcher attempted to read each response very thoroughly. He then recorded each response on a sheet of paper. After each response had been collected and recorded, the researcher categorized similar responses into groups. Having done this, he attempted to summarize those responses which had almost similar meaning or nearly the same meaning in one phrase.

Accordingly, the first response given by T1 and T2 of the respondents exposed that the method by which writing skill was handled when students were at this grade level had several limitations. The respondents could suggest the above factor based on their own two tangible justifications. As most of them mentioned, they were teaching the English language at primary school level for many years before coming to secondary schools. Most English teachers focused on teaching grammar, vocabulary, punctuation, comprehension passages, sometimes speaking skills and the like. When it came to writing, it was in frequent activity which was hardly practiced for various reasons. One of the reasons that they cited was that due to time constraint, most English teachers encouraged students to write rarely outside the classroom and get feedback from peers because they wanted to cover the portion that they needed to complete prior to the end of the semester. The other factor which made secondary



school English teachers, especially preparatory level English teachers reluctant to deal with writing seriously was the nature of examination items requested both at school and national level. Since most of the items were multiple question type, it was difficult to include writing items which needed students' creativity either at paragraph or essay level.

As a result, most English teachers who were teach those students emphasize national examination items which had strong connection with the content on the basis of previous year's exam natures. Moreover, most of the students who were preparing themselves for national examination were too much enthusiastic to learn language items that made them successful in the final examination.

In their further analysis, the respondents were of the view that most English teachers at secondary school were overloaded with a large number of periods, therefore it became difficult for most of them to deal with each macro and micro skills and supervise the activity of each student. The second respondents by T3 and T4 suggested lack of adequate grammar skill which enabled students to express themselves. As most of the respondents mentioned further, most students committed global grammatical errors so that they could not produce understandable sentences which make their writing meaningful.

T4 and T5 which was suggested lack of wide reading habit. As the respondents further explained, good writing is the result of good reading because well-read people are mostly critical thinkers. When it came to our context, most students did not have a good deal of reading habit so that they could not appreciate various literary products, learn a variety of expressions, styles and language use and be inspired to produce their own genre.

The fourth reason which had been capitalized by T2 and T1 respondents was the difficulty nature of writing for both primary school and secondary school students. The respondents stated that writing is a skill which requires tackling psychological, cognitive and linguistic problems, therefore, most students do not want to engage themselves into writing activity as they think that withstanding all the above problems is challenging. The fifth response which was that most students' less interest to develop their writing skills. The respondents further explained that since writing is a challenging and demanding language skill, most students have the phobia that writing is unattainable language skill though they make effort persistently.

The sixth reason which is mentioned as a drawback for implementation of the process approach was scarcity of reference materials that encourage both students and writing teachers to deal with writing along with the guidelines of the process approach to writing instruction. As far as the present researcher is concerned, almost all EFL teachers in their secondary schools seriously complained that the scarcity or entire absence of relevant writing teaching materials or reference materials hindered the successful teaching of writing skills.

Time constraint was another factor that was reported almost all of the respondents not to implement the process approach to writing instruction in writing process at secondary school. In fact, it was possible to discuss the issue and attempt to solve the problem. The problem is that some teachers did not have confidence on such latest theories for several reasons; thus most of the time discussions end in depute. The nine factors which were reported that lack of widely flourished writing and reading culture in the community.

The respondents were of the practice that most EFL teachers and students do not encourage writing. Mostly people come together, discuss various issues and depart. Writing journals, keeping diary, devotion to personal writing are not the inherent behaviors of the schools. In addition, those students who come from rural area, poor and illiterate families do not have practicable environment to practice writing. For example, those students who come from economically poor families cannot get sufficient support such as supplementary reading materials, computers and the like from their parents; as a result, they cannot be motivated to write on various issues personally.

They further specified the situation saying that before they finish writing two or three sentences the time allotted for the whole activity will be over. The second constraint is lack of writing experience at lower grades level. Many more respondents observed that they did not learn writing as one of the language skills when they were at primary level. The third challenge was lack of interest. Most students openly witnessed that they had fear for writing having the belief that writing is not an achievable skill unless the person is gifted. The fourth constraint was weak grammar skill of students. Almost all of them confirmed that they had grammar problem to express their ideas in clear sentences.

## **4.2 Results of Interview**

**Key:** Resp1 \_\_\_\_\_ Respondent one, Resp2 \_\_\_\_\_ Response Two

- ❖ Whether students need good command of grammar in learning and improving their writing skills

Accordingly, on the basis of the results obtained from the responses, three of the respondents perceived that students necessarily need to have good command of grammar to learn and improve their writing skills successfully. Their argument was that grammar is one of the important tools to make communication in writing more successful. In their further analysis, the respondents stated that unless students have good command of grammar, it is difficult to learn writing as grammar and good writing are inseparable.

One of the respondents explained in his opinion saying:

*language clearly, how can the intended meanings reach the reader?*

*Generally, for me, students need to have good command of grammar before they begin to express their ideas in writing, that is, either at paragraph, essay whatever writing.*

Two of the respondents, differing to the above view, strongly opposed that students do not necessarily need good command of grammar in order to learn writing and improve their writing skills. They were of the opinion that grammar was at the center of attention for several years in the context of English language teaching in Ethiopia before 1990's both at primary and secondary school learning. Even at that time a number of teachers were seriously complaining of the problem of most students to communicate in grammatically correct sentences. Thus, they further argued that as long as students had average skills of grammar, they could learn writing more successfully through meaningful practices. Regarding the more appropriate method of teaching writing, two of the respondents perceived that successful writing instruction is the one which gives emphasis to teacher the product approach which often focuses on learning to write through strict control of the teachers.

*You know that before the communicative approach has not been introduced to the Ethiopian English language teaching context, several teachers were heard complaining of the grammatical deficiency of their students. So, what is the importance of managing to bring back the approach which used to be regarded as less effective to enhance the communicative capacity of students?*

*Thus, for me, the better option is to learn grammar as a result of repetitive practices.*

As we can see from the argument, students could improve their writing skills when they vastly engaged themselves in meaningful writing practices. This indicated that trying to increase the grammar skills of students separately prior to beginning to write different

discourses such as paragraphs or essays does not help them significantly to improve their writing skills in EFL classes. At secondary school level have difficulties in producing their own well written texts; thus, leaving them to learn independently without close follow up of the EFL teacher is leading them to further learn. One of the respondents presented his argument in a more comprehensive way saying:

*According to my experience, departure students to work by themselves in Writing Skills imagining that modern teaching approach is being used. The reality shows that many of the students need continuous help from the teachers. To your surprise, I sometimes find students who cannot write a single grammatically correct sentence within their paragraphs. Having this kind of reality in Writing Skills, how do you challenge to say that students should be left free to work by themselves? It could be self-cheating.*

Three of the respondents, however, had the awareness that presenting writing lessons sequentially and getting students imitate a model reduces their creative and independent thinking in the course of meaning discovery. When the lessons are presented sequentially, as they further explain, there would be less advantage to promote students' writing performance because students pay attention to each separate item of the writing lessons rather than considering writing as a holistic activity which can be achieved as a result of continuous and meaningful practices. Lastly, the respondents suggested that writing, especially at secondary school level, is better taught when students are encouraged how to learn writing rather than learning about writing. One of the respondents, for example, forwarded his opinion saying:

*As far as I am concerned, writing is highly related to the effort of the students. Therefore, students must be given sufficient time to try writing again and again. Of course, academically weak students may face problem to practice*

*individually and finally come up with well-built paragraphs or essays. As I think, even such kinds of students improve their writing from time to time when they are allowed to write. If, however, the teachers attempts to help them, what they learn is about writing but not writing itself. In order to solve such kind of problem, it is possible to arrange tutorial classes and find out situations in which they can be supported by discussing the problem with people in charge. Thus, I have the feeling that working with writing skill is better than learning about writing skill.*

The above data further suggested that half of the respondents were of the awareness that students learn writing in a better way when the method of instruction is more of teachers -led. The other half, however, were of the awareness that writing instruction becomes more successful when students are encouraged to write various paragraphs and essays time and again by passing through various stages such as planning, drafting, editing, reviewing and writing the final draft.

- ❖ The contribution of group work in improving students writing skills in process writing skills.

The next point of discussion in the interview was about the contribution of group work in improving students' writing skills .In their response to the item of the interview, three of the respondents had the practice that group discussions had significant contributions in helping students generate ideas collectively which would later be used for writing development. One of the respondents, contrarily, thought that group work had no direct contribution in developing the individual student writing ability. His major argument was that writing is the result of personal effort. Therefore, students are often asked to express themselves in written English personally.

- ❖ Efforts to implement the process approach in the teaching writing skills

The other major point of discussion in the interview was about the teachers ' effort to implement the process approach in Writing Skills. In their responses, two of the respondents disclosed that they could not implement the process approach as they wished in Writing Skills.

The major reasons they suggested were the following: The first one was time pressure to practice writing activities in the classroom. The second one was lack of common

understanding among teachers about the benefits of the process approach when implemented in writing skills. The third one was the nature of questions which were asked either on the mid-semester or final semester examinations. Fourthly, in their opinion, the materials being used in writing skills had their own shortcomings to implement the process approach fully in writing.

The other two confirmed that they gave much emphasis to process-oriented writing example for several reasons. The first one was, as they further explained, these days following the communicative approach in EFL classes is more appropriate as it is an approach which has won approval across the world. Therefore, in order to implement the communicative approach, the writing lessons need to be presented in agreement with the process approach. The second one was their belief that writing is a language skill which is often achieved as a result of continuous and meaningful practices. Thus, unless students are exposed to a great deal of writing practices, they cannot improve their writing ability simply by following instruction given from the teachers in his detailed clarification, one of the respondents stated:

***These days, taking much time for explanation to teach about any language skills is out-of-date. The task of teachers in foreign language classes is to facilitate discovery learning. Thus, most of the period should be used for idea generated, idea organization, editing, reviewing and re-writing. Because I have the belief that writing is better taught through writing a lot of texts. This, however, does not mean that the whole period needs to be used by the students. What I am saying is that the role of the teachers is mainly for purposeful interruption.***

From the above responses we understand that the respondent said that, the challenges EFL teachers can improve their writing methods when the teacher creates favorable situations for them in order to practice writing a variety of written texts by passing through various stages of writing. At this time, the role of the teacher's is to approach each student as best as possible and give support if he/she requires.

To the item of the interview which requested teachers about characters good writers and poor writers manifest on the first draft of their writing, four of the respondents had different responses. According to the experts of the process writing approach, good writers who have experienced passing through different phases of the process approach manifest three major characteristics: the first one is that they are ego-centric, that is, they produce writer-focused written text. This means, they consider their audience and purpose after they have completed

writing the first draft. Secondly, their major concern is to produce basic ideas giving less attention to accuracy. In other words, they review and rectify their written text after they have completed getting down their ideas on a sheet of paper.

The third one is that they are more concerned about the content of their message rather than surface features of the language.

- ❖ The constraints and difficulties which influenced the successful implementation of the process writing approach

According to the interview held with EFL teachers, there were constraints and difficulties which influenced the successful implementation of the process approach. Among the constraints the respondents pointed out as challenges, the major ones were: time constraint, students' poor background in writing, large class-size, lack of consensus among the EFL teachers with regard to the benefits of the process approach, lack of discussion forum among in the cluster or the country level, shortage of latest reference materials, cultural Influence, and the like. According to the responses obtained from the interview, three of the respondents confirmed that writing teaching materials that they were using for the teaching purposes in their Writing Skills were developed sequentially thinking that materials designed from simple to complex were more effective in improving students' writing skills. Their argument was that when writing materials were developed from sentence to essay level, they could be learnt with fewer challenges. Secondly, they would be easy to evaluate the progress of students. Contrarily, two of them had the practice that the teaching materials that they were using in their Writing Skills and developed communicatively. In presenting their reasons, they explained that these days learner-centered approach is the most influential second language teaching approach in most classes. Thus, in order to make the teaching/learning more of student-oriented, the teaching materials should normally be developed in conformity with the philosophy of the communicative approach to second language teaching.

- ❖ What are the remedial solutions which could held to implement the process approaches more successfully at secondary school in teaching writing

When the interviewees were asked to suggest the possible remedial solutions which could help to implement the process approach more successfully at secondary school, the most frequently suggested remedial solutions are the following: making the teaching materials more communicative as much as possible, incorporating functional grammar lessons along

with writing activities, arranging tutorial classes for further practices by the school, familiarizing students with genre process writing approach, facilitating situations for EFL teachers to participate in different workshops which can help them upgrade their professional status and refresh their past insights, creating affiliations with primary school English teachers and held discussions in searching of solutions which enable them to teach writing more effectively at primary school level and the like. When the results of the interview were summarized, it is possible to understand that the process approach and the product approach were being implemented in Writing Skills side by side. This understanding further indicated that the process approach was not being fully implemented.



### **4.3. Class room Observations**

The purpose of the class room observation was mainly to examine and obtain information about the classroom events that took place while teaching writing. To this effect, the observation was conducted using the guide prepared earlier by the researcher.

Key: T1\_\_\_\_\_English teacher one, T2\_\_\_\_\_English teacher 2, etc.

#### **Clarifying the Objective of the Lesson**

On the basis of the observation, three of the teachers were not use about the objective of their lesson on first day. Of course, T1, attempted to explain the objective of the writing lesson on the last day. As we see from the Appendix 1, observation data, all teachers did not give attention to explanation about the objective of their lesson to their students. This implies that the students were doing the writing activity without having clear goal that has been set earlier. When this happens, as writing experts tell us, the writing activity which is not done with clearly set objective cannot be completed successfully because in doing any writing activity, the students first must know what to do, where they begin, what to include and where to arrive. Hence, based on the above observation data, it is possible to suggest that the students are made to write without having a clear goal to achieve. This in turn leads them to produce poor written texts which are low in content and cluttered in organization.

#### **Practices in Using Brainstorming Activities**

As the teachers ignored explaining the objective of the writing lesson right from the outset of their teaching, in the same way, all of them did not use brainstorming activities that can open the door for students to get basic ideas that help them produce well developed written texts. In further observation, the researcher could recognize that each of the teachers directly gave few guidelines about the quality of a good paragraph and one of them a letter and the good language use. Then, they asked the students to write a paragraph. After the students had written what they were ordered, the teachers collected the papers for correction. These data revealed that the students produced the written texts with serious difficulties. The main reason was that they were not allowed to experience brainstorming activities that facilitate their writing speed. We know that writing is a complicated language skill that demands much sacrifice from the students' side. Thus, unless teachers clear the ground and encourage them to create ideas, draft, edit and produce the final draft, the students may remain in confusion

so that they may even hate the writing itself. If they hate writing, it is unthinkable to develop the skill no matter how deeply and clearly they are thought. Therefore, it is possible to say that the teaching/learning of writing was not in the right track about the teaching learning.

### **Motivating Students to Learn Writing**

The data from the observation revealed that T2 and T3 were motivating the students to write better by approaching each student and giving support when necessary. T2, for example, was motivating the students as follows:

*T: It is good but decide the idea that should come first*

*S1: I have problem to arrange ideas.*

*T: First, describe your hair and then come to your forehead.*

*S2: I could not describe the style of my hair.*

*T: Your hair style is beautiful.*

*Students if you have problem in using the correct word to describe any part of your body, ask me freely.*

From the above lesson extract we understand that the above teacher was motivating the students by supporting them in vocabulary, CLT and generating ideas in use. Moreover, he was telling them that they can improve their writing when only they engage themselves in continuous writing tasks. From the above data we see that the teacher was motivating the students to write in a better way. We know that writing has strong connection with cognitive psychology. The more the students are motivated, the more they enhance their writing skills because the experience and the feeling of the students is expressed dully when they get strong and continuous motivation. Contrarily, T1 was not motivating his students to write further. He was simply sitting on a chair and waiting for the students to hand him in the final product of their letters. As discussed above, unless the students are well motivated, their progress in writing will be seriously challenged. Therefore, writing teachers need always be motivators rather than error correctors.

### **Teachers' Practices in Using Process Approach in Teaching Writing skills**

According to modern approaches to writing, students achieve good writing skills when they engage themselves in a variety of writing tasks. If they are made to imitate a model text and produce the same type of text on another title, they learn about writing but not writing itself. In connection to this, let us see the classroom events observed in writing classes. T1, for example, he greeted the students and wrote the title "Descriptive Paragraph" on the blackboard. He then gave them some guidelines how to write a descriptive paragraph. For the

detail let us see the classroom events in the lesson extract given below:

*T1: Students, who can tell me what a descriptive paragraph is?*

*S: Describing the actual use of language.*

*T: Ok, Is he correct?*

*S: Not correct*

*T: Tell me yours*

*S: Description is stating about a person.*

*T: Thank you. Description is a type of writing that shows the picture of someone.*

Then, the teacher read loudly a description of one Ethiopian girl who is living in the countryside. Having done this, he asked the whole class some questions about the description. Few students responded to his questions. Finally, he asked the whole class to describe themselves individually and bring their paragraph for the next class. From the above writing lesson, we see that the approach the teacher was used fully the product approach. When such approach is used, as we know from literature, students do not get opportunity to create ideas, draft, edit, revise, review and write the final draft. Writing is not an activity that people learn instantaneously. It needs passing through different stages and evaluating one's progress from time to time. However, if they are made to submit only the final product, they did not learn writing through writing. Thus, based on the above lesson extract, we can conclude that the frequent practice in teaching writing was not using a process writing approaches. Completely the teaching learning method was a product approaches.

### **Teaching Writing in Context**

From the data collected from the observation, no teacher was observed contextualizing the writing lessons. Every teacher was teaching writing either at paragraph or essay level discretely. As we understand student had different benefits when they learn writing through contextualized activities. Proficient writers can adapt their writing flexibly to the context in which it takes place. Most contexts of life (school, the work place and the community) all for some levels of the writing skills, and each context make overlapping, but not identical demands. Writing in context faces difficulties when they start writing. Never the less, the remaining respondents stated that does not face any difficulty when they start writing. Some of the EFL teachers forwarded the following areas as difficulties they face when they start writing. These are: spelling, lack of sufficient vocabulary, problems in selecting appropriate word for their writing, lack of reading culture, problems related to coherence, having poor grammar, lack of practice are stated under class room observation. . In the school setting,

writing plays many roles. It is a skill that draws on the use of strategies such as planning, evaluating and revising text to accomplish a variety of goals such as writing a report.

### **Practices in Group Writing**

Writing is not necessarily a lonely activity. It is sometimes a social activity that demands the joint effort of different minds. In this regard, Flower and Heyes (1989 ) are the opinion that writing is a social activity through which knowledge is best constructed when learners collaborate together and support each other to construct new knowledge and reflect one's insight. In like manner, based on the observation the researcher conducted none of the teachers were allowing the students to form groups and discuss the ideas that they include in their writing, the way they organize ideas and use appropriate language. When they teach writing skills the seating arrangements and tables are comfortable for pair and group work; hence the teachers' do not encounter problems to organize students in to different groupings when they teach writing. In conclusion, the above data presentations, interpretations and discussions show that the role of the teachers' are to give a brief explanation about the writing lesson, give a short note ,to guide the students. As I said earlier on the observation the teachers teach the students in a product approach .It is not given emphasis for group work unless the teachers organize their students: they do not form a group because when they form a group they talk each other; they do not care about Writing skills in general, and process oriented writing in particular requires an exchange of ideas between and among the learners and teachers. Therefore, the teachers always perform the students in to group when they teach writing.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Major Findings of the Study**

The major objective of this study was to investigate the extent to which the process approach was being implemented in Writing Skills in the secondary schools. Hence, in order to conduct the study, the researcher working different research tools such questionnaire, semi-structured interviews and observation conducted with EFL teachers. The major research tool, which was used to gather data for this study was questionnaire and observation in teaching learning conducted in Writing Skills.

**To what extent do EFL teachers aware of the process approaches in the teaching writing skills?**

The results of the data from the observation sessions in Writing Skills exposed that 50% of the activities were, by and large, accomplished in accordance with the theoretical background of the process approach. The other 50%, however, were largely in conformity with the product approach. On the basis of the responses obtained from EFL teachers through interview and the discussions of the results, the first research question, which goes as: “

**What are the awareness for both EFL teachers and students about writing instruction?**

It was answered as follows. As the results indicated, 50% of the respondents had the awareness of that they frequently used the process approach in presenting most of the writing lessons. The other 50%, however, perceived that they used the product approach in presenting most of the lessons in Writing Skills. When we see the responses given by teachers regarding the teaching in their Writing Skills, 50% had the aware that the methodology being employed in presenting the writing lessons was student-centered which enabled them write various paragraphs or essays by passing through different stages of the process. The other investigation area was the awareness of Writing Skills about the successfulness of the process approach in improving the students' writing skills. In like manners, 50% respondents had better when process writing instruction was frequently practiced with meaningful activities in Writing Skills.

The other focal area of the interview was to look for answers to research question.

**To what extent EFL teachers challenge the process approach designed using of teaching materials in the writing skills in writing lessons the light of process approach?**

Accordingly, the results indicated that two of the four respondents (50%) of them had the great challenge that the teaching materials were using in their Writing Skills in practicable to implement the process approach. The other purpose of the interview was: To what extent do teachers writing practice at secondary schools for the process approach?

In the same way, two of the four respondents, that is, 50% of them had the practice that the largest portion of their classes was conducted through the process approach. The other (50%), however, confirmed that most parts of their Writing Skills were devoted to product-oriented writing instructions.

Correspondingly, all of them agreed that in order to implement the process approach in Writing Skills successfully, the following factors were major constraints: lack of sufficient time, students' lack of writing experience at primary school level, large class-size, teachers' attitudinal differences, lack of discussion forums for teachers s, scarcity of sufficient reading materials in the library place, students' cultural influence, etc, were among others. In order to improve the major challenges and implement the process approach successfully in Writing Skills at this researching area of secondary schools , the following solutions were suggested by EFL teachers as remedies: improving the grammar ability of the students, motivating students to write continuously, arranging tutorial classes for students, familiarizing students with a variety of model genres, arranging refreshment training for English teachers, creating affiliation with primary school English teachers, accessibility to reading materials, giving fewer teaching loads to EFL teachers than other course teachers in the school, etc.

## 6. Conclusions

On the basis of the major findings in this study, the following conclusions were drawn. Findings from the observations indicated that though the process approach had its own significant place in conducting the writing lessons in Writing Skills, the product approach also had its own magnificent role. The results obtained from the result of the interviews data revealed that two of the three teachers respondents, confirmed that they used the process approach in presenting most part of the writing lessons. Thus, on the bases of the above results, it is possible to come up with the conclusion that the process approach was implemented partially in teaching learning process , those secondary schools pounding to the factors which obstructed the appropriate implementation of the process approach in Writing Skills , all of them capitalized on the following remedial solutions: allowing sufficient time for both the teachers and students, including communicative grammar activities in the teaching materials, arranging intensive discussion forums for teachers to reduce their attitudinal differences and so on. According to the evaluations made on the teaching materials developed for the topic of Writing Skills at the secondary schools level, the results indicated that 50% of the activities weren't appropriate to implement the process approach. The other 50%, nevertheless, were more appropriate to conduct the lessons through the product approach. When the responses provided to the questionnaires distributed to EFL teachers examined, the results revealed that the existing writing instructions in Writing Skills were carried out using both the process and the product approaches alternatively. This implied that the results from the questionnaire, as in the results from observations, interviews pointed out that the process approach was being employed along with the product approach.

## **6.2. Recommendations**

The study was conducted to investigate the extent to which the process approach is being implemented and practice in Writing Skills at secondary school levels. In order to accomplish this objective, an attempt was made to explore the EFL teachers' awareness about related issues such as the role of grammar in learning and improving writing skills, the methods of teaching being used, the role of group work in learning writing and the like. In addition, the teaching materials which were being used in Writing Skill were evaluated whether they were practicable or not in implementing the process approach depending on the strictures suggested by Long (1981) and Cunnings worth (1995). Then, the extent to which the process approach had been implemented was investigated. Finally, the causes, which were responsible for not fully implementing the process approach were explored and the remedial solutions suggested by EFL teachers and students were discussed. . On the basis of the findings in this study, the other important issue that needed further recommendation was providing EFL teachers with opportunities to involve in refreshment training at least once a year. We know that our world is drastically changing. As a result, thousands of changes, discoveries and innovations are regularly reported at an unprecedented rate. Therefore, in order to keep oneself well-informed of such latest findings, concentrated in-service training is principal significance to the whole language skills teachers in general. Of course, it might be difficult to arrange workshops, seminars or refreshment trainings every year due to various constraints. However, as long as there is common understanding among all teachers and other bodies concerned, it is possible to cluster at least the neighbor in one region and set up a co-ordinating group which can arrange refreshment trainings, etc.

The other point that could be recommended based on the findings of this study is creating a system in which both primary and secondary school English teachers work together. The present researcher believes that if there is relationship between the above-mentioned bodies, there could be opportunities to discuss various issues and exchange relevant experiences which would be of mutual advantages for both teachers and students.

The other serious problem suggested by almost all respondents was the problem related to the grammar ability of students to express them clearly. The respondents were of the view that students improve their writing skills when the grammar lessons are incorporated into the teaching materials established for the Writing Skills. In fact, we know that students learnt grammar along with other language skills starting from lower grades and yet there is a complaint that most students coming to primary school have difficulty in expressing



themselves through intelligible language. This implied that the methods used in teaching grammar need to be investigated further. As the results of the discussions of the interview and questionnaire data indicated, the process approach achieves its goal more successfully when the teaching materials for writing instruction are accompanied by functional grammar activities. The present researcher, thus, recommends that the teaching materials for the Writing Skills need to have room for functional grammar lessons which have especially close connection with what students would be writing. Finally, we would like to recommend future areas that require further investigations. The first one is teachers' awareness about feedback provision at each stage of writing in process writing. The second one could be the type and nature of examinations for students who have learnt writing as a process.

## **Reference**

- Abiyneh A. (2015) entitled, " teachers practices in assessing the students writing skill.*
- Amlateu (2012) notes English language has been used as a medium of instruction after the end of World War II. (MOE, 2005).English text books have been designed 1970s (MOE, 1997) principles of communicative language throughout the world in late.*
- Anteneh Asseffa (2016) 'practice "perceptions and factors affecting the teaching learning of writing skill.*
- As Adinew (2002) cognitive, psychological, and linguistic factors.*
- As Kirby and Crovitz (2013) emotion, feelings, attitudes, beliefs, presentations through the graphic symbols.*
- As Loeremew (1999) and Itato (1999) studied in Ethiopia most. English teachers teaching writing skills using the product approach.*
- As Nunan (1991), stresses on the creativity of the individual writers.*
- As Solomon (2001).The process in teaching writing skills.*
- Brown (2001) teachers, reluctance to use appropriate approach.*
- Brown (2007).The product writing exchanges focused on that of writing.*
- By me (1999), learner face linguistic, psychological and personal problem to improve their writing skills.*
- By Miller (2001) , as cited in Richards /writing is a personal expression of grammatical system of the language.*
- Crystal (1999) defines "writing is a creative process which involves ideas generation.*
- Hodges (1991) writing is a challenging skill. By Charles, 1990, Incas, 1991, he dge, 1991 Revirs, 1999).The importance of teaching writing.*
- In Schmitt (Ed), 251-266.*
- Italo (1999) writing skills has given in the teaching learning process*
- Itato (1999-9). ELT approaches in teaching writing.*

*Raimes, A.(1983).Techniques in Teaching Writing .Oxford: Oxford Universty Press.*

*Ramies (1983) notes from factors, teaching ways of delivering a writing lesson plays a singficant role.*

*Richards and Roghers,2001) definition of process approach.*

*Richards,J.C.(1990) From Meaning to Word; Writing in A Second or Forign Language. Cambridge: CUP.*

*Seifu Kebede(2015)” the implementation of the process Approach in teaching writing skills. (pincas, 1989) definition of the product approach.*

*Silva, T. and Matsuda, P.K. (2002) Writing.*

*Since 1970s, a paradigm shift accured Alsougi (2001) noted that writing involves. The creation of ideas in various genres.*

*Solomon (2004) the process approach in the teaching material.*

*Solomon, A (.2001).The Realization of Process Approach to Writing at the level of G-10 Unpublished MA.Thesis. A.A:AAU*

*To by (1997) describes, is an “act of cognition “an essential activity.*

*Tribble (1995) mechanisms of speaking, listening or pleading and writing provides.*

*Tribble, C. (1996). Writing .Oxford: Oxford University Press.*

*Trimmer, (1995) the definition of writing skills.*

*Trimmer,J.(1995). Writing with APurpose.USA.*

*Ur,p.(2002).A Course in Language Teaching .Cambridge:CUP.*

*White (1995). As Conrad (1965-1)*

*White,R., (1999) Process Writing. Londen and Newyork: Longman.*

*Yan,G.(2005).A Process Genre Model for Teaching Writing. English.*

*Zamel (1983).The composing process of advanced ESL students: six case studies. WWW.Writer Sincharege.com.*

Zamel (1983) writing is a process through which its can explore and discover their thoughts and ideal, make than visible and concert.

(1945-1990). In connection to this a plethora of research studies in to composition instruction.

(Douglas, 2000). Product centered approach to teaching writinghas been implemented morethan four decades.

(Graham and perin ,2007). They define to strength the planning, evaluating and reusing, practice, and spelling and at the whole mechanical mechanisms.

(Harmer ,1991). Writing as a skill in its own right

(Hunting 1998). Writing has a late of advantages in everyday life.

(Matsuda, 2003)definition of gemel approach.(Jozeses, 2001) .The capture of mental presentations of kdg and experience with subjects

(Unger and fleischmam, 2004 cited in khan 2012).Analyze .Into their logical order.

Nunnan, D.(1999). **Designing Tasks for Communicative Classrooms**. Cambridge: Cambridge University Press.

Richards,C.(1988).**Error Analysis: Perspectives on Second Language Acquisition**. London: Longman. Richard,L.(1995). **Fluency and Language Teaching**. London: Longman.

White, R.(1995). ‘‘English for Speakers of Other Language.’’**New Ways in Teaching Writing**. London: Longman. Williams, M. and Burden,L.(1996).**Psychology for Language Teachers: A Social Constructivists Approach**. Cambridge: CUP. Wiliams .T.(2008). **Research in Social Sciences**. Rowley, Mass.: Newbury House.

Zamel V.(1983).’’The Composition Process of EFL Students: Six Case Studies.’’ **TESOL Quarterly**.17(2). 165-187.

Ellis.(1990).**Instructed Second Language Acquisition**. Oxford: Blackwell Publishers. 248 \_\_\_\_\_ (2003).**Task-based Language Learning and Teaching**.Oxford: Oxford University Press. Entwistle,T. (1998).**Beliefs and Perceptions of Teachers in Handling**

**Classes.** London: Longman.

Brookhart, S. and Freedman, J. (1997). "Perception of the Role and Responsibilities of Teachers." In *Review of Educational Research*. 162/1, 38-65. Bruffee, K. (2001). "Peer Tutoring and the Conversation of Mankind." *The Allyn and Bacon Guide to Writing Centre : Theory and Practice*. Robert Barnett and Jacob Bluner (eds.). Boston: Allyn and Bacon 206---218).

(Jozsef, 2001). As Kirby and Crovitz (2013) states, writing is a skill which enables human beings communicate through language to express emotions, feelings, attitudes, beliefs, perceptions through the graphic symbols Trimmer, (1995) writing is a complicated activity which involves producing meaningful segments to carry a message in the language.

(AlSouqi, Abu-Jaleel, 2001 cited in Alodwan & Ibnian, 2014). As Widdowson (2001) sees it, "writing is the use of visual medium to manifest the graph logical and grammatical system of the language".

John (1990:25) goes on explaining: "the process approach in teaching composition to native English speakers,

# APPENDIX.I

Jimma University

Department of English Language and Literature

## I. Class room observation check lists (Guidelines)(pilot study)

Name of the School: \_\_\_\_\_

Topic: ----- Teacher's code-----Date -----Time-----Grade-----  
-Section-----

1 How does the teacher makes his/her objectives clear to the students before the lesson begins  
-----

2 Uses brain storming activities at the beginning of each writing lesson -----

3 Gives adequate examples to the students during his/her input sessions to reinforce the students back ground? -----

4 Motivates students to learn writing through writing -----

5 Motivates students to generate their ideas for their writing -----

6 Give time to write, to revise, edit and final draft of their writing -----

7 provides meaningful contexts for meaningful writing -----

8 Encourages learning writing in pair/group -----

9 Makes students follow a model written text that helps them produce their own-----

10 Motivates the students to produce grammatically correct written texts -----  
----

11. Focuses on learning to write than writing to learn-----

Source Mesefen Abera 1991

**Appendix II**  
**Jimma University**  
**Department of English and Language and Literature**  
**Interview Questions for secondary school Teachers**

**Dear Teacher:**

The purpose of this interview is to gather raw data which would be analyze and incorporate into my thesis which is considered as a partial fulfillment of my MA research in Teaching English as a Foreign Language (TEFL). The major objective of this interview is to investigate the teachers' practices in teaching writing in Grade Nine up to Grade twelve secondary schools Teachers. Thus, your co-operation and willingness to provide genuine and accurate response to each of the items determines the quality of the ultimate findings of this research. Therefore, I courteously request you to respond to each item carefully and freely. Finally, let me assure you that your responses are kept confidential and fully be used only for the purpose of this research. To this effect, you are not required to mention your name throughout your responses.

Thank you very much in advance!

DesalegnGetu

**Instruction I:** Dear Respondent: first I would like to mention my deepest gratitude for your willingness to give me your responses to this interview. Below are interview items on your practices in teaching writing. That is, whether you frequently employ the product or the process approach. Please listen to each of the items very carefully and then provide your responses as clearly and briefly as possible.

1. Whether students need good command of grammar or average command of grammar in learning and improving their writing skills
2. The contribution of group work in improving students writing skills in process oriented
3. Efforts to implement the process approach in the teaching writing skills-----
4. The constraints and difficulties which influenced the successful implementation of the process approach
5. What are the remedial solutions which could help to implement the process approaches more successfully at secondary school levels in teaching writing



**Appendix III**  
**Jimma University**  
**Department of English and Language and Literature**  
**Questionnaires for secondary school Teachers**

**Dear Teacher:**

**Appendix: Questionnaires for Writing teachers (Pilot study)**

**Dear Teachers :**

The purpose of this questionnaire is to gather raw data which would be analyzed and incorporated into my MA research. The major objective of the research is to investigate the extent to which emphasis is given to the implementation of the process approach to writing instruction in Writing Skills classes in your secondary school.

Thus, your co-operation and willingness to provide genuine and accurate response to each of the items determines the quality of the ultimate findings of this research. Therefore, I politely request you to respond to each item carefully and honestly based on the instruction provided. Please note that the items included in this questionnaire are mainly meant to collect the kind of information needed for this research. I do not challenge to say here that the items cover all information needed for this research. Hence, I request you to add any items of information that you think are necessary in promoting the quality of this research. Please note that any information that you give to each item of the questionnaire is kept confidential and thus I request you to feel free and respond to each item without any questions. For this reason, you are not required to write your name.

**Thank You Very Much!**

**Desalegn Getu**

**Instruction I: Below are questionnaire items which refer to your perception and belief, the methodology that you implement the teaching methods and use of materials that you employ in your writing class. Please read each of the items carefully and then put a tick in**

	Items	Response				
		S.D	D.A	U.D	A	S.A
1	Writing is one of the most challenging and demanding Language skills of all other language skills.					
2	Writing is as challenging and demanding as any other macro language skills.					
3	Writing is a process through which writers pass by writing and re-writing recursively					
4	Writing is a linear activity that can be achieved first by understanding its components and then by grasping the entire subject.					
5	The process approach to teaching writing is the most appropriate model of writing instruction which encourages students to pass through various stages of the writing independently and come up with meaningful written work					
6	The product approach to teaching writing is the most appropriate model of writing instruction which enables students writes error-free sentences, paragraphs or essays.					
7	Students can learn writing in a better way when they have ability to write than they have a good command of grammar ability.					
8	Students can learn writing in a better way when they have good command of grammar than they have ability to write.					
9	The teaching materials which are currently being used in Writing Skills classes encourage students to plan, draft and proofread their written texts					
10	The teaching materials which are currently being used in					

	Writing Skills classes encourage students to learn about writing and imitate texts that would serve them as model					
11	Pair/group learning has a crucial role in implementing the process approach in writing classes.					
12	Personal thinking, creativity and writing practices are the only techniques that should be encouraged in process writing classes.					
13	The writing instruction in Basic Writing classes is going on successfully					
14	The writing instruction in Writing Skills classes is constrained with many problems.					
15	Good student-writers are those writers who give more attention to the content of their writing than to their target audience and surface features of the language while they are producing their first draft					
16	Poor student-writers are those writers who give more attention to the surface-features and target-audience than to the content of their writing while they are producing their first draft.					

Source Dr. Mesefen Ab

**Appendix V**  
**Jimma University**  
**Department of English and Language and Literature**  
**Questionnaires for secondary school Teachers**

**Dear Teacher:**

**Appendix: Questionnaires for Writing teachers (Pilot study)**

**Dear Teachers :**

The purpose of this questionnaire is to gather raw data which would be analyzed and incorporated into my MA research. The major objective of the research is to investigate the extent to which emphasis is given to the implementation of the process approach to writing instruction in Writing Skills classes in secondary school.

Thus, your co-operation and willingness to provide genuine and accurate response to each of the items determines the quality of the ultimate findings of this research. Therefore, I politely request you to respond to each item carefully and honestly based on the instruction provided. Please note that the items included in this questionnaire are mainly meant to collect the kind of information needed for this research. I do not challenge to say here that the items cover all information needed for this research. Hence, I request you to add any items of information that you think are necessary in promoting the quality of this research. Please note that any information that you give to each item of the questionnaire is kept confidential and thus I request you to feel free and respond to each item without any questions. For this reason, you are not required to write your name.

**Thank You Very Much!**

**Desalegn Getu**

**Instruction I: Below are questionnaire items which refer to your perception and belief, the methodology that you implement the teaching methods and use of materials that you employ in your writing class. Please read each of the items carefully and then put a tick in**

No	Items	Description
1	Methodological problems at your teaching grade level	
2	Lack of mechanical or grammar skills	
3	Lack of reading/listening habit	
4	Difficulty nature of writing	
5	Lack of interest	
6	Lack (absence) of reference materials that harmonize with the process approach at high school level	
7	Time constrain	
8	Lack of writing culture in the society	
9	Lack of deep understanding on various language teaching approaches and methods	
10	No opinion	

Dr.Yemane 1992