

**JIMMA UNIVERSITY**



**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**MA PROGRAM IN TEFL**

**A STUDY ON EFL TEACHERS' PERCEPTION AND PRACTICE OF  
TEACHING WRITING SKILLS USING PROCESS WRITING APPROACH AT  
FOUR SECONDARY SCHOOLS FOUND IN MAREKA DISTRICT: GRADE 9  
IN FOCUS**

**BY: ASHENAFI BATISA**

**PRINCIPAL ADVISOR: MELKAMU DUMESSA (Ph.D)**

**CO- ADVISOR: ALEMAYEHU NEGASH (Ph.D)**

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND  
LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER (MA) IN TEACHING ENGLISH AS A- FOREIGN LANGUAGE (MA.  
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**MAY 27, 2024**

**JIMMA, ETHIOPIA**

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## Declaration, Confirmation and Approval

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### Declaration

I, the undersigned declare that this thesis is my original work and has not presented for any degree in other university and all the source of materials used for it have been duly acknowledged.

By: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Confirmation and Approval

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

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### ***Abstract***

*The aim of this study was to investigate EFL teachers' perception and practices of process writing approach at four secondary schools (Waka, Gozo, Gendo and Yamala ) found Mareka district, grade 9 in focus. To this end, descriptive survey research design with mixed approach was employed. Questionnaire, observation and interview were used as the main data gathering tools. 20 teachers were selected using purposive sampling techniques and 285 students selected using simple random sampling techniques of lottery method to fill questionnaires. The collected data were analyzed quantitatively using frequency,percentage, mean and qualitatively in describing the themes. The study revealed that all teachers had perceived process writing approach positively. In spite of their good perception, their practices of process approach were low. In other words, the teachers employed mostly product approach while teaching writing skills. Shortage of time, large class size, students' weak background, the design of teaching materials and lack of reference materials were the major challenges that hinder their implementation of process writing approach. Based on the findings, it is recommended that secondary school EFL teachers are expected to employ the process writing approach all the time while teaching writing skills and the Ministry of Education and other responsible bodies need to provide the training to the teachers on implementation of process approach of writing so that they teach their students writing skills in a better way.*

**Key Words:** perception, teaching writing skills, process approach

| <b>Contents</b>   | <b>Table of Contents</b> | <b>Page</b> |
|---|--------------------------|-------------|
| Declaration .....   |                          | I           |
| Confirmation and Approval .....                                     |                          | I           |
| Acknowledgments .....   |                          | II          |
| <i>Abstract</i> .....   |                          | III         |
| List of Tables .....  |                          | VII         |
| List of Figure .....  |                          | VIII        |
| List of Abbreviations and Acronyms .....                            |                          | IX          |
| Chapter One: Introduction .....                                     |                          | 1           |
| 1.1 Background of the Study .....                                   |                          | 1           |
| 1.2 Statement of the Problem .....                                  |                          | 3           |
| 1.3 Objectives of the Study .....                                   |                          | 5           |
| 1.3.1 General Objective .....                                       |                          | 5           |
| 1.3.2 Specific Objectives of the Study .....                        |                          | 5           |
| 1.4 Research Questions .....  |                          | 5           |
| 1.5 Significance of the Study .....                                 |                          | 5           |
| 1.6 Delimitation of the Study .....                                 |                          | 5           |
| 1.7 Limitation of the Study .....                                   |                          | 5           |
| 1.8 Operational Definition of key Terms .....                       |                          | 6           |
| 1.9 Organization of the Thesis .....                                |                          | 6           |
| Chapter Two: Review of Related Literature .....                     |                          | 7           |
| 2.1 Definition of Writing .....                                     |                          | 7           |
| 2.2 The Challenging Nature of Writing .....                         |                          | 8           |
| 2.3. The Importance of Teaching Writing Skills .....                |                          | 8           |
| 2.4 Approaches to Teaching Writing .....                            |                          | 9           |
| 2.4.1 The Product Approach to Teaching Writing .....                |                          | 9           |
| 2.4.1.1 Controlled or Guided Writing .....                          |                          | 10          |
| 2.4.1.2 English for Academic Purposes .....                         |                          | 10          |
| 2.4.2 The Process Approach to Teaching Writing .....                |                          | 11          |
| 2.5 Product-Based Versus Process-Based Approach .....               |                          | 12          |
| 2.6 Perception of EFL Teachers on Writing and Its Instruction ..... |                          | 12          |
| 2.7 The Role of Teachers in the Process Writing Approach .....      |                          | 13          |

|  |    |
|--|----|
| 2.8 Phases in the Process Writing Approach.....  | 14 |
| 2.8.1 Planning (Pre-Writing) .....   | 14 |
| 2.8.2 Drafting (Composing).....  | 15 |
| 2.8.3 Revising.....  | 16 |
| 2.8.4 Editing .....  | 17 |
| 2.8.5 Publishing .....   | 17 |
| 2.9 Advantages of the Process Approach.....  | 17 |
| 2.10 Challenges of Teaching Writing Skills through Process approach in EFL Class ..... | 18 |
| 2.10.1 Time Constraints.....   | 18 |
| 2.10.2 Large Class Size .....  | 18 |
| 2.10.3. The Design of Teaching Materials .....   | 19 |
| 2.11 Theoretical and Conceptual Frame Work .....                                       | 19 |
| 2.11.1 Theoretical Frame Work of the Study .....                                       | 19 |
| 2.11.2 Conceptual Frame Work of the Study .....  | 21 |
| Chapter Three: Research Methodology .....  | 22 |
| 3.1 Research Design.....   | 22 |
| 3. 2 Research Setting.....   | 22 |
| 3.4 Sample Size and Sampling Techniques .....  | 22 |
| 3.5 Sources of Data .....  | 23 |
| 3.6 Data Gathering Instruments .....   | 23 |
| 3.6.1 Questionnaire.....   | 23 |
| 3.6.2 Observation.....   | 24 |
| 3.6.3 Interview .....  | 24 |
| 3.7 Procedures of Data Collection.....   | 24 |
| 3.8 Methods of Data Analysis .....   | 24 |
| 3.9 Validity and Reliability of Instruments.....                                       | 25 |
| 3.10 Ethical Consideration .....   | 25 |
| Chapter Four : Analysis and Discussion of Data .....                                   | 26 |
| 4.1 Analysis of Data Obtained Through Teachers and Students Questionnaires.....        | 26 |
| 4.2 Analysis of Classroom Observation.....   | 35 |
| 4.3 Analyses of Teachers’ Interview Questions.....                                     | 38 |
| 4.4 Discussion of Results .....  | 43 |

|   |    |
|---|----|
| Chapter Five: Summary, Conclusion and Recommendations .....                               | 45 |
| 5.1 Summary .....   | 45 |
| 5.2 Conclusion.....   | 46 |
| 5.3 Recommendations .....   | 46 |
| Appendix-A: Questionnaire for Teachers.....   | 53 |
| Appendix-B: Questionnaire for Students.....   | 55 |
| Appendix-C: Observation Checklist of Teachers’ Practices of Process Writing Approach..... | 57 |
| Appendix-D: Interview Question with Teachers .....  | 58 |

## List of Tables

|  |    |
|--|----|
| Table 1: Analysis of Teachers' Perception towards Process Writing Approach ..... | 26 |
| Table 2: Analysis of the Extent of Teachers' Practices during Pre-writing .....  | 29 |
| Table 3: Analysis of the Extent of Teachers' Practices during Drafting .....     | 30 |
| Table 4 Analysis of the Extent of Teachers' Practices during Revising.....       | 31 |
| Table 5: Analysis of the Extent of Teachers' Practices during Editing.....       | 33 |
| Table 6: Analysis of the Extent of Teachers' Practices during Publishing.....    | 34 |
| Table 7: Analysis of the Extent of Teachers' Practices through Observation ..... | 36 |

**List of Figure**

Figure 1: Diagrammatical Presentation of Conceptual Framework of the Study ..... 21

## **List of Abbreviations and Acronyms**

CLT     Communicative Language Teaching

EFL     English as a Foreign Language

ESL     English as a Second Language

MoE    Ministry of Education

SPSS- Statistical Package for Social Science

WPA    Writing Process Approach

## **Chapter One: Introduction**

This chapter presents background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, limitation of the study and operational definition of key terms.

### **1.1 Background of the Study**

The teaching-learning of English a Foreign Language in Ethiopia educational setting can be associated with the introduction of modern education in the country. In Ethiopia, modern education was introduced at the turn of the 20th century and it was officially commenced in 1908 with the opening of Menelik II School in Addis Ababa, after a long history of church education in the country (Diribsa, et al 1999). Nowadays, English is the language of education, politics, economic, business and technology and has gotten increasing power in the educational context of Ethiopia. It is used as a medium of instruction for secondary and higher education and is taught as a subject starting from grade one onwards. English mastery becomes a compulsory competence in the current era of globalization. However, Amlaku (2008) claimed that in spite of this fact, the learners have used English language proficiency remained always poor due to English is recognized as the language of education in the country since it has limited applications outside the educational setting and the effectiveness of English Language Teaching (ELT) remains questionable.

It is commonly acknowledged that learning English as a foreign language is challenging. In Ethiopian context, students do not use English for their daily communication so that they have limited time to practice English. Additionally, it is obvious that mastering English as a foreign language (EFL) requires mastering the four skills such as listening, speaking, reading, and writing. These skills are broadly grouped as receptive (listening, reading) and productive (speaking, writing). And today, none of us would ignore their importance in the educational system, but we have to mention that writing is very important skill. Browker (2007) argues that writing, in particular, is a skill that is required in many contexts throughout life. Writing is very necessary skill in our daily life. Today, as there is large prevalence of information technology, we can write an email or business letters to friends either local or overseas. Besides, in school, writing is a way of life with which learners pass the course; without some ability to express them in writing, students don't pass the course (Brown, 2000). It is also the essential skill in evaluating students' performance in almost all levels of education (Afrin, 2016).

Although writing is an indispensable language skill before and after the students' school life, it is complex skill and requires a special intention since it is a productive skill (Kestha&Harb, 2013). Richards and Renandya (2003) argues that, there is no doubt that writing is the most difficult skill for foreign/second language learners to master. Its complex, multifaceted nature requires adequate description and many forms of enquiry to clarify both how writing works and how it should be taught. It is not a very easy task to achieve since it requires hard work, lengthy steps, enough time, and more practice. Therefore, to enhance students' writing skills, EFL teachers should employ the appropriate teaching approach in their English writing class that can minimize students' writing problem.

The teaching/learning of writing in Ethiopian context is only concerned with correcting students' errors in grammar and vocabulary exercises rather than dealing with the strategies and processes of composition, which are fundamental in improving students' proficiency in writing. In relation to this MoE (2009) has reported that the teacher's teaching approach of writing has not improved even if repeated efforts have been made to address challenges. Also, study which was conducted by Ebabu, Endalfer and Tekle (2012) indicates that teachers and peer feedback are all concerned on accuracy. They look for errors in grammar and mechanics with giving attention to correct them. Teachers expect their students to write error-free sentences without assisting them. Finally, the above mentioned researchers recommended further investigation on process writing approach.

Teaching writing as a process involves multiple processes that let students recognize and learn from their own mistakes, which enables them to produce appropriate compositions. According to Grabe & Kaplan (1996), the process approach allowed students to exercise their linguistic skills. Writing development is seen as the unconscious process when the teacher facilitates the writing process. Besides, Steele (1992) also indicated the characteristics of the process approach are text as a resource for comparison and ideas as starting point. It necessitates more than one draft, focuses on purpose, theme and text type. The approach also emphasizes the reader (audience), collaboration with peers, and creativity.

Furthermore, the researcher hears different controversial views from EFL teachers with regard to the teaching/learning of Writing Skill from Mareka Woreda Secondary Schools. Some teachers are heard saying that writing is one of the important skill which is being taught through the process approach to help students express themselves successfully in written English. Others are contrarily heard complaining about writing skill could not achieve its goal due to the traditional method of teaching which some teachers employ frequently. Therefore, the researcher initiated to conduct a study on EFL teachers' perception and practices of process approach in writing classroom the case of grade 9 Mareka Woreda Secondary Schools.

## 1.2 Statement of the Problem

These days, due emphasis is given to teacher preparation on communicative language teaching at a global level, responding to the needs for language teaching that is appropriate the communicative needs of the learners and teachers of many countries have been encouraged to adopt the approach called CLT (Savignon, 2002). This is also true in Ethiopia and teaching materials are designed in light of the principle of CLT. This due attention is given because of the fact that CLT is currently recognized that is generally accepted as result emphasizing the process approach to composition instruction is mandatory in writing classes.

One of the issues that arise in English classroom and confront teachers in teaching English is teaching English writing skills. Writing is considered as crucial skill and the goal of teaching writing is students are able to express the meaning in the interpersonal and transactional discourse, in the form of recounts, narrative, procedure, descriptive, news item, report, analytical explosion, explanation, discussion, and review in the context of everyday life (Depdiknas, 2006). This implies that students are expected to write any kinds of given text. Even though writing is one of crucial skill for the foreign /second language learners, the writing proficiency of Ethiopian students seems low as different studies have shown (Alamirew, 2005, Molla, 2009, Habtamu, 2011, Ebabu, 2013). Writing in English is a common problem at high school, preparatory and even at university level in Ethiopian context. In relation to this, Babalola (2012) pointed out that students' poor writing proficiency originate from the teachers' failure to apply the appropriate pedagogic approach to teach writing which include providing prompt and effective feedback to students. Thus, to achieve the above stated goal of teaching writing, EFL teachers are required to provide assistance in increasing students' ability in putting their ideas and opinion into written form.

Moreover, there are different studies conducted in abroad and locally which have close connection with the present study. To mention some of them, Dewi(2021) conducted a study on Students' Perceptions using writing process approach in EFL writing Class. The results showed that most students had positive perception, while no students had a negative perception of the application of writing process approach (WPA). Besides, Pradnyana(2020), conduced study on EFL pre-service teachers' perception toward process approach in teaching writing at SMP Negeri 2 Banjar. The result indicates that teachers have positive perception towards process approach in teaching writing. Also, Bayat (2014) conducted a study on the effect of the process writing approach on writing success and anxiety. The study found that the process writing approach had a significant effect on writing success and anxiety.

Besides, different local research studies conducted on the teaching/learning of writing skills at various educational levels in Ethiopia. Accordingly, Solomon (2004) studied the realization of the process writing at Grade Ten level. In his research, he found out that less attempt was made to incorporate sound process oriented teaching writing tasks into the writing section of Grade 10 Textbook. Yitayal (2022) conducted study on investigating the implementation of process approach to the teaching and learning of writing skills: the case of a university. The results of the study showed that, instructors did not always focus on the process approach while they delivered the writing lessons and activities. Similarly, Tsegaye (2006) conducted his research on the writing problems of preparatory II students

with reference to Injibara Preparatory School. In his study, he came up with the conclusion that the teaching methods, large class-size, limitations of the textbooks, lack of reading habits were found to be limiting factors for their poor writing skills. Argaw (2006) conducted his research on the present practice vis-à-vis the process approach in writing classes at Grade Twelve level. His study revealed that, students were taught with the teaching materials designed in the light of the process approach achieved significantly better results. Alamirew (2005) conducted his research on beliefs, perceptions and attitude of both teachers and students in teaching and learning of writing skills and on how writing is taught. In his study, he pointed out that both teachers and students had average efficacy in teaching and learning writing skills. Abebaw(2020) conducted his research exploring the Practices and contextual Factors in teaching Writing Skills in EFL classrooms. The findings of the study revealed that the teachers employed a product-oriented approach with a focus on rhetorical features and patterns about different types of texts. Lack of teachers' pedagogical competence in teaching writing, and insufficiency of instructional time to develop drafts were found to impede teachers' classroom practices in the study context.

Therefore, this study differs from Dewi's in that his study was focused on students' perception, whereas the current study was focused on teachers' perception and practice. Besides, it differs from Pradnyana's in that in his study teachers practice was not included, while in the present study teachers' perception and practice included. Solomon's study was based on the realization of the process writing at Grade Ten level, whereas this study focused on perception and practice of process approach. Also, Yitayal's study was focused on the implementation of process approach to the teaching and learning of writing skills: the case of a university, while the current study was focused on both teachers' perception and the actual practice of practice of process approach. Secondly, his study was conducted at university level, whereas this study was conducted at high school level. Generally, the current study differs from the above studies in that it is aimed to investigate EFL teachers' perceptions and practices of process writing approach in writing classes. This reveals that teachers' perception towards process approach and practices in classroom were not studied in the other research papers mentioned above.

Furthermore, from the researcher's experience as a teacher, students have problem in English writing. Even they cannot write a single effective sentence as observed from their assignments and exams. As the researcher believes, the cause for the difficult of writing skill is the failure of EFL teachers' effective practices of process writing approach in their English writing classroom. Most of the time, students struggle in the classroom to develop their writing skills as many English language teachers are unable to provide the support that their students require during writing tasks and teachers demote writing activities to homework for fear of the amount of effort and time needed in correcting students' writing but they blame students for failure in writing skills. Therefore, the researcher motivated to conduct research on EFL teachers' perception and the actual classroom practices of process writing approach the case of grade 9 Mareka Woreda Secondary schools.

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

#### **1.3.1 General Objective**

The general objective of this study is to investigate EFL teachers' perception and practices of process writing approach the case of grade 9 at Mareka Woreda Secodary Schools.

#### **1.3.2 Specific Objectives of the Study**

Specifically, the study endeavors to:

- ✓ Identify EFL teachers' perceptions towards teaching writing skills through process approach
- ✓ Assess the extent of EFL teachers' practices of process approach in teaching writing skills in the English classroom
- ✓ Find out major challenges that impede EFL teachers' practice of teaching writing skills through process approach in English writing classroom

### **1.4 Research Questions**

1. How do EFL teachers perceive the process approach in teaching writing skills?
2. To what extent EFL teachers practice process approach in teaching writing skills in their English language class?
3. What are the main challenges that impede the practice of writing process approach in writing class?

### **1.5 Significance of the Study**

The primary beneficiaries of this study are EFL teachers, material developers and other researchers who want to conduct study on this area. The study is hoped to create awareness on EFL teachers about process approach to teaching writing .It may show them the way how to perceive and practice process approach to teaching writing in actual classroom. Besides, the finding of this study can help material developers to develop writing teaching materials by considering teaching writing as process rather than product. Finally, it can provide valuable insights for future researchers who want to conduct further investigation on writing in other academic settings.

### **1.6 Delimitation of the Study**

Geographically, this study was delimited at Mareka Woreda, four Secondary schools in focus. The study focused only on EFL teachers' perception and practices of process approach in teaching writing skills. Thus, other language other skills of English language such as listening, speaking and reading are not included in the study.

### **1.7 Limitation of the Study**

The study was conducted only on EFL teachers' perception and practices of process of writing at four high schools. Thus, the finding of the study cannot be generalized to all high schools and grade levels found in Ethiopia. Moreover, one of the problems that the researcher encountered during this study

was that some participants feared to cooperate in the study. Furthermore, the researcher planned to audio record all interviewees' response. However, this plan was not achieved fully later on, as some of the teachers were found to be reluctant to be recorded. Despite such challenges confronted, the researcher has tried his best to collect the relevant information for the study.

### **1.8 Operational Definition of key Terms**

In order to avoid ambiguity and clarity of this study, operational definitions are given for the following words or phrases according to the notion of this study.

**Perception** refers to conscious understanding or the views of teachers on process writing approach.

**Practice** refers teachers' actual classroom performance of process writing approach in order to develop the writing skill of the students.

**Process Approach to teaching writing** is a method for teaching writing that walks with learners through the strategies of pre-writing, drafting, revision, editing and publishing stages.

### **1.9 Organization of the Thesis**

This study is organized in to five chapters. The first chapter gives background information about writing. It also includes statement of problem, objectives of study, research questions, significance of the study, scope of the study, limitation of the study, operational definition of key terms and organization of the study. The second chapter deals with review of related literature. It presents important issues related to the study. The third chapter deals with research methodology. It illustrates various research methods employed in the study. The fourth chapter discusses analysis and discussion of data. Under this this chapter, the data obtained through data gathering instruments were analyzed and discussed. Finally, the fifth chapter presents summary, conclusion and recommendations.

## **Chapter Two: Review of Related Literature**

In this chapter, the relevant literatures related to the study were reviewed. Specifically, definition of writing, the challenging nature of writing, importance of teaching writing skills, approaches to teaching writing, perception of EFL teachers on writing and its instruction, the role of teachers in the process writing class, phases in the process writing approach, advantages of the process approach and challenges of teaching writing through process approach in EFL class.

### **2. 1 Definition of Writing**

Different definitions of writing are offered by scholars. Writing is a process of communication with others in which a writer sends his/her ideas and a thought in written forms to readers (Maria, 2018). Similarly, Brown (2001) defined writing as thinking process; a writer produces a final written product based on their thinking after the writer goes through the thinking process. Writing is the writer's method of developing their ideas and opinions. It is not a straightforward instrument for mastering the English language; rather, it requires the writer to pay close attention and control their thought process in a reasonable way. Writing, according to Ellis (2003), entails selecting ideas, developing them, and drawing connections to produce coherent texts. The writer of the text anticipated that their ideas would be coherently expressed through language in order to organize their thoughts. In addition, writing is the way which enable the writer boldly show his/her ability, ways of describing things, methods of expressing ideas, i.e. it is portable and permanent. Writing is one of English language skill that reminds the writer to think deeply, manipulate ideas, and enable to use suitable words to express things (Wilson, 2003).

According to Ghaith (2004) writing is a complex process that requires the writer to transform all of their ideas, attitudes, and thoughts into something tangible and visible. This suggests that writing is the conversion of thought into composed forms of letters, words, and phrases. Writing is more than just a means for pupils to show off their knowledge. Writing is "a way to help them understand what they know, at its best, writing is learning," according to the National Commission on Writing NCW in America's Schools and Colleges (2003: 13). To write is, in this perspective, to interact and communicate. Writing is a tool for expressing spoken language through codes of symbols and signs through vocabulary, grammar, and semantics. Teachers can teach students how to write by showing them examples, making lists, comparing, and explaining concepts. They can also teach students how to write summaries and paraphrases. According to the National Commission on Writing in America's schools and colleges (2003:47), "Writing is how students connect the dots in their knowledge, for students writing is a key means of asserting and defending claims , showing what they know about a subject , and conveying what they have experienced ,imagined ,thought ,and felt". Writing in this view is a "process" that integrates various stages and sequences.

In general, writing is the process that needs an effective engagement to practice various stages before reaching a final product as a written text. It is in short an important a step-by-step process to be accomplished by following recursive cyclic procedures from the beginning to the end. Therefore, learners are expected to understand whom to write, why to write, how to write and etc. while they begin to write their text

## 2.2 The Challenging Nature of Writing

Even though writing is an essential skill in all spheres of life, mastering it won't come without many ups and downs. Conrad (1965:1) states:

*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.*

The aforementioned grievances highlight the difficulty of writing, which necessitates managing a variety of elements, including psychological, social, cognitive, physical, and so forth. Among the four English language skills, writing has been perceived as the most difficult, as result writers frequently require a supportive, encouraging, and interactive work environment in order to compose their written texts effectively and accomplish their writing goals (Silva, 2000). Writing is considered a complex process of putting ideas down on paper that transform thoughts into words (Brown, 2002). These factors may arise from the writer's cognitive, linguistic, and psychological characteristics. In general, writing is a very complex language skill that requires the learner to have a great deal of patience in order to become a competent and proficient writer, even though writing is a language skill that is essential to human interactions and progress.

## 2.3. The Importance of Teaching Writing Skills

Despite the enormous importance that writing has on all spheres of life, the noteworthy ones—explained by Charles, 1990; Pincas, 1991; Hedge, 1991 are briefly addressed below. First and foremost, writing is one of the most widely used forms of communication for students, both inside the classroom and outside it. The foundational need for students to succeed academically in school is unavoidably written communication skills.

Furthermore, written communication plays a huge role in a variety of contexts outside of the classroom all over the world. When considering writing's function in language learning, we find that it is one of the most effective methods for assisting students in keeping a closer eye on their language proficiency than other language proficiency since it is the most deliberate and imaginative process (Tribble, 1996).

Writing gives the writer the best chance to use the language that best suits the purpose and the target audience, even though there are various mechanisms by which language learners control their performance when speaking, listening, or reading (Mesfin, 2013).. This is because writing is not an ephemeral mode of communication like speaking is. As a result, authors have a greater opportunity to examine how they use language by going back and forth at the sentence, paragraph, or essay level repeatedly and making the required adjustments for a better final product. The fact that written language provides a diversion from oral language is the second main cause for concern. Learners who have been practicing their oral language skills for a longer period of time are better able to avoid becoming bored when switching to written instruction. Stated differently, writing provides a means of relief for learners who find it difficult to learn through oral practices alone. They struggle to produce a

meaningful text as best they can when they are permitted to switch from oral language practice to written language practice (Silva, 1993). This is because they feel more secure. Thirdly, writing is a tool that makes it possible to carry out formal or informal assessments. It's clear that there are different kinds of tests that would be created with different goals in mind.

Therefore, although some exams can be administered orally, writing is the most preferred medium for conducting such tests conveniently and discreetly. 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).

## **2.4 Approaches to Teaching Writing**

In order to be effective in teaching writing in EFL classes, EFL teachers have to understand what involve in foreign/second language writing. According to Byrne (1990), the teaching of writing can be approached from different perspectives. Among these: Product and Process oriented approaches will be reviewed for the purpose of this study.

### **2.4.1 The Product Approach to Teaching Writing**

The Philosophical foundation of this approach is the behavioral psychology and the structural linguistics (Mesfin, 2013). 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), 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 (Brown, 2001). The product approach, according to some researchers like Silva (1993), is divided into two components. These are: controlled or guided writing and English for Academic Purposes (EAP).

#### **2.4.1.1 Controlled or Guided Writing**

This method emphasized speech and writing which were thought helpful to master grammatical and syntactic forms Ghaiz (2002). Hence, teachers developed and used this technique to enable student to achieve linguistic and syntactic mastery. The controlled writing approach is sequential. First, students are given sentence level exercises and then paragraph level and finally essay level. The basic purpose of controlled writing or composition is to enable students write and thereby avoid errors. As Janet (2007) further clarifies, according to this school of thought, the basic requirement for composition skill is control of sentence structure and accuracy in mechanics. She further remarks that the purpose of writing instruction, according to this approach, is developing control over patterns in writing through transformational grammar activities. Moreover, she observes that this method of writing instruction has several pedagogical advantages. Primarily, it provides a systematic method of constructing sentences. This means students will familiarize themselves with various linguistic and syntactic patterns of the language so that they can express themselves with accurate language. Secondly, it enables to know and identify faulty constructions and thirdly it helps students understand how structures which seem similar on the surface may have quite different meanings in their deep structure.

#### **2.4.1.2 English for Academic Purposes**

English for academic purposes has strong connection with controlled or guided writing. According to the underlying theoretical assumption of this approach, writing lessons are aimed at enabling the

writers to produce pieces of writing that suit the academic discourse community. Gocsik (2005) notes three important characteristics of academic writing. The first one is it is a kind of writing which is basically produced by scholars for scholars. Anyone who is part of the scholars' community can be engaged in activities that scholars have been engaged in for centuries. It is a common practice to read, think critically, argue reasonably, and write lots of papers. Thus, it is the educational status and experience of the writer which helps him/her to understand the expectations, conventions, and requirements of the academic paper. Secondly, academic writing is devoted to topics and questions that are of interest to the academic community. When one writes an academic paper, he/she must first try to identify the major and sub-topics and the questions that would be addressed through the discourse. The third point is that academic writing should often leave room for argument. To construct an argument, the writer must first try to sort out what he/she well knows about the subject.

#### **2.4.2 The Process Approach to Teaching Writing**

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. Johns (1990) explains that, 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 effect on the development of foreign/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)

Flower and Hayes (1982) provide a thorough explanation and analysis of the process paradigm, which views writing as a creative thinking process that involves idea generation, organization, drafting, revising, and editing in a recursive manner both before and after writing the final copy of the written work. Furthermore, White and Arndt (1995:5) describe, "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."

Because of this, those who support the paradigm think that writing requires creative thinking in order to find meaning that can later be polished and republished throughout the hierarchical movement. As a result, it is the students' responsibility to assume responsibility for learning to write through consistent writing. Similar to this, the teacher's job is to establish a welcoming, easygoing, constructive, and unthreatening environment where students can experience all of the stages of the writing process: idea

generation, planning, structuring, drafting, reviewing, and editing. As a result, the learning process is flexible and can incorporate various approaches to teaching writing (Hedge, 1991).

## **2.5 Product-Based Versus Process-Based Approach**

The connections between the writing process and the final product have received more attention in recent years (Chitravelu, 2005). Based on their meta-analysis of the process writing approach, Graham and Sandmel (2011) noted that the process approach is the instructional strategy that is most suited to be widely applied in any attempt to change writing practices. Teachers are encouraged to assist students in this process by helping them with planning, drafting, and revising. According to Graham and Sandmel (2011), in addition to providing mechanisms for meeting each student's unique instructional needs, the process approach teaching tools can also be used to enhance writing motivation by emphasizing cooperation, individual accountability, individual attention, and a positive learning environment. Evidently, the process approach essentially seeks to create a nurturing atmosphere where students actively participate in the composition of their own written works.

In contrast to the product-based approach, which emphasizes completion of assigned paragraphs and focuses on highly rigid text features of model texts, the process-goal students outperform the product-goal students in self-efficacy, writing achievement, and strategy use when writing paragraphs, and they also demonstrate greater transfer to new writing tasks after six months (Zimmerman & Schunk, 2004). This is because the product approach looks at "What is written in the text and what score can be given?" whereas the process approach looks at "How is the text written and how to improve the development of the content and ideas." Consequently, students in the product approach here become the operators of the learned language structure and the teachers are take on the role of proofreaders or editors.

The five recursive stages that writers employ to develop a written document are specifically the focus of the writing strategies, and the teacher participates actively in each step. White and Arndt (1991), as cited in Harmer (2004) these five stages are pre- writing, drafting, structuring (organizing information, experimenting with arrangements, etc.), reviewing (checking context, connections, assessing impact, editing), focusing (ensuring that the writer wants to convey is conveyed), generating ideas, and evaluation (evaluating the draft and/or subsequent drafts) and emphasized the importance of these stages.

## **2.6 Perception of EFL Teachers on Writing and Its Instruction**

In recent years, the issues of language teachers' perception have attracted the attention of an increasing number of researchers (Yigdoglu, 2011). Studies in teacher cognition include knowledge, beliefs, attitudes, personal theories (Freeman, 2002; Woods, 1996 and Borg, 2003). They indicate that teachers know, think and believe influences their practices in English language classroom.

Furthermore, teaching writing approach the teachers use, teaching materials, assessment, teaching methods/classroom teaching and assessment are based on teachers' cognition. As Suwaed (2011)

cited Freeman (2002) teacher's cognition plays an important role in their teaching practice. Besides, writing teachers' perception and practices can be influenced by their learning, living and teaching experiences

Writing specialists note that teaching of writing skills can be significantly impacted by the perception of teachers. Writing teachers' perceptions toward the nature of writing lessons, their teaching style, and their students can have a positive or negative impact on the writing instruction, as explained by Brookhart and Freedman (1997). The perception of teachers is important aspect of writing pedagogy. According to Williams and Burden (1996), corrective action can be taken by looking into how teachers view writing and the way that writing is taught.

Research indicates that opinions are closely related to teachers, peers, and previous or current experiences. Certain aspects of perception can be altered by instruction, as explained by Canale (1980) and Ridley (1997), allowing negative perceptions to become positive ones and vice versa. Of course, there are situations in which perceptions and reality are not entirely compatible. Based on the explanation provided by Ridley (1997), teachers may form perceptions that are disconnected from the reality of the moment. As a result, what teachers believe to be true only corresponds with their own perspective. As a result, it is challenging to conclude that perception is always accurate because it can have a strong correlation with one's own feeling or circumstance. Therefore, as Ridley (1997) suggests in his research, changing someone's perception necessitates careful thought.

For example, a teacher's assessment of a student's writing progress may seem favorable to the student, but the students may interpret it differently. According to Ridley (1997), this thinking gap may have an impact on how a learner and their writing teachers interact. In general, one of the main goals of writing pedagogy is to change teachers' perceptions of the conventional teaching methods in order to make writing instruction successful. Brookhart and Freedman (1997) conclude by noting that the modifications that have been made thus far changes in the perceptions and beliefs of writing teachers are primarily responsible for the advancements in the teaching and learning of writing skills.

## **2.7 The Role of Teachers in the Process Writing Approach**

As White & Arndt (1991) pointed out that the teacher, instead of being cast merely in the role of linguistic judge, now becomes a reader, responding to what the students have written in process oriented class. It is primarily expected of teachers who use the process approach to writing instruction to support their students' learning by providing them with enough time to organize, reflect, and find meaning in their writing. More broadly, teachers' jobs are to set up and encourage circumstances in which students can write frequently and extensively. Additionally, teachers of process-oriented writing classes must constantly assess how well the writing process flows and look for more suitable techniques that fit the specific writing assignment that students are working in class. Regarding this, NCTE (2004) suggests that writing teachers conduct writing classes within the framework of the process approach, taking into account the following points.

1. Understanding clearly the relationships and differences between the finished writing and the unfinished ones that were attempted at various stages

2. Collecting information about the impression the writers have about their own particular genre
3. Making notes when the students give information about their particular experience that they gained at different stage.
4. understanding the multiple strategies, the students used in approaching writing at each stage of development
5. Identifying the multiple models of the writing process, the varied ways individuals approach writing tasks and the ways that writing situations and genres inform the process.
6. Having as much access as possible to published texts, immediately available that demonstrates wide range of writing strategies and elements of crafting.
7. Dully understanding and examining the relationships among the writing process, about the curriculum, the learning and the pedagogy
8. thinking critically how to allocate time for students to do the writing task as best as they can.
9. Taking notes while the students are using tools including word processor, designing software and computer-based resources.
10. Arranging flexible environment for editing and evaluating the students' piece of writing

## **2.8 Phases in the Process Writing Approach**

As was attempted to address above, the school's basic philosophical tenet is the view that writing is a thought process in and of itself that can be maintained over an extended length of time. Similar to this, writing is a recursive process that necessitates the writer to go back and forth in the process rather than being a linear activity where students follow a straight path from the planning stage to producing the final copy. Shaughnessy (1977) characterizes the process as messy but effective because of this. Consequently, it is appropriate to go through the steps listed below when teaching writing lessons in a process writing class.

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

According to Williams (2003) planning is reflecting on the material produced during prewriting to develop a plan to achieve the aim of the paper. At this stage writers, before beginning to write, consider three main issues (Harmer, 2004). At first, Harmer indicates that writers need to think about the purpose of their writing; by doing so, they will identify the text type they will produce along with the language used, and the information included. Secondly, writers must account for the audience they are addressing allowing them to adjust their writing to leave a certain impact on the readers. Harmer emphasized on the content structure of the piece of writing in which it is organized in terms of facts, ideas or arguments. In short, planning is the step stone for the writing development by which the writers collect all sorts of information about the purpose of writing, the addressed audience, and the information that will be used.

According to White (1995), the planning phase entails organizing, goal-setting, and idea generation. The purpose of generating ideas is to acquire data that will allow problems to be solved in a way that advances the objective of the writing assignment. Coming up with ideas requires more than just writing concepts down on a piece of white paper. Instead, it's a difficult situation and a cause for concern. In this sense, White (1995) observes that, generating ideas is clearly a crucial part of the writing process, since writing is primarily about organizing information and communicating meaning. Idea generation is particularly important as an initiating process because writing is one of the most difficult and inhibiting steps.

According to the viewpoint above, idea generation is a process that allows a writer to access prior experiences that have been committed to long-term memory. As a result, before ideas are developed into a complete text, the writer must assess their quality, relevance, and usefulness during the idea generation stage of the writing process. All in all, they serve as blueprints that help writers define writing challenges in relation to the scheme's content and purpose and identify the objective for the final output of their work.

The following guidelines are suggested by process writing experts as a way to structure or arrange any writing so that it attracts more readers:

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 or not
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 teachers 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.

### **2.8.2 Drafting (Composing)**

After the first stage of planning for the writing, writers now need to follow another step that is drafting. It is producing the first version of the piece of writing that is a subject of amendment. Donohue (2009) refers to drafting as the stage where the students are able to craft their own writing. Therefore, in the drafting stage, writers need to put all what they see relevant to the piece of writing they are composing regardless to spelling mistakes, grammar mistakes and others. Thus, the purpose behind drafting is to gather as much information, ideas and arguments that will be used later in

writing. Along the writing process there may exist a number of drafts until we reach the final version (Harmer, 2004).

Drafting is the second step of the writing process, where students refine their ideas and concepts in light of pre-writing exercises. In this phase of the writing process, students start to decide which ideas to include and which to leave out as well as how to arrange them. At this point, students try to combine words, phrases, and sentence fragments into whole sentences, which they then arrange into paragraphs and longer discourse. At this stage, students start writing without giving grammar accuracy a second thought. Additionally, students start to create different styles based on their personal experiences and rarely or never try to edit in drafting phase (Matsuda, 2003).

According to Kingen (2000) drafting works naturally without any concern of the mechanism of writing. Drafting is the transforming of the writer from based thought into reader-based text. He further stressed the view that these drafts are valuable to the students as to be considered, they are collections of thoughts for new directions. The writer transitions from the pre-writing to the actual first draft writing phase at this point. At this point, writers are moving from the idea-generating or theme-identifying stage to the reader-based writing phase, which will result in the finished work. At this point, writers make use of the concepts that were developed and organized during the planning phase and flesh them out based on their personal experiences as well as the feedback they received both before and during the writing process.

When writers begin a writing assignment, they consider how to organize their work, satisfy the needs of their audience, and assess whether the content is genuine and will pique their readers' interests. The other crucial point is that, at this point, writers should stop and revise their work in person, in pairs, or in groups. This includes eliminating ideas, adding new ones, changing the diction, and editing the language. Ohmann (1992) suggests that most writing tasks for this project should at least go through the "write-revise-rewrite" cycle once. Nonetheless, it is advised to go through the cycle twice for editing when both the teachers and the students want the finished product.

### **2.8.3 Revising**

The reviewing stage is the process of looking again and discovering new vision of the writing produced in drafting. It is the stage in which the writer corrects mechanical errors and realizes substantial changes in his/her writing (Grenville, 2001). Revising is the stage where writers check that they have said what they wanted to say in a clear and appropriate way. Moreover, they stress that revising includes more than only checking spelling, grammar and punctuation, it also includes checking that content and purpose are clear and appropriate for the reader in the particular writing situation. According to Johnson (2008), revising is the heart of the writing, and it could be more productive of advanced final products if it includes input from teachers and/or peers. Truly peer review is the engine of class activity that enhances the students' ability to organize texts and also arise the student's self-awareness of reading. It is important to tie the type of revision that is possible for each learner to his or her stage of language acquisition. For example, students in the early stages may

not yet have developed the skills for describing possessives and tenses; they may only just be learning how to write nouns in the plural form and match them to the correct verb forms (Haynes, 2007).

#### **2.8.4 Editing**

Editing for content, grammar, and meaning clarity are part of the post-writing stage. Students try to make their meaning apparent by rearranging and sequencing pertinent ideas, adding, or removing details. At this point, you can edit individual words, sentences, paragraphs, or the entire document. Revision can also be aided by writing conferences regarding concepts and meaning with peers and the teacher. Writing conferences are beneficial as they offer a prompt audience that aids in molding students' written work (Leki, 1992).

Students proofread for grammatical accuracy as well as spelling, punctuation, and capitalization accuracy at this level. One way to help students write with proper grammar and punctuation, capitalization, and other skills is to proofread their work. At this point, self-editing checklists are helpful resources. Students who are in this stage of the process can also benefit from peer editing. Students want to revise and polish their written drafts for presentation or publication when they have a real audience and purpose.

After undergoing multiple processes to shape and reshape their ideas within their written text, the students will ultimately arrive at the reviewing stage. Reviewing comprises removing, rearranging, cutting, adding new passages, shifting certain sections of the writing to different locations, and occasionally even going back and editing, among other things. Evaluation is the most important step in the review process because it allows one to determine how successful the writing as a whole is in reaching the objective. To put it another way, it evaluates the written text's authenticity as well as its organization, diction, style, and language use. For this reason, some writing specialists believe that the assessment procedure is the other key factor influencing how well students write (Trimbur, 1994).

#### **2.8.5 Publishing**

The final step in the writing process is publication. When publishing a work, the author is sharing their writing with others. This could mean small-scale, such as parents, peers, and teachers, or large-scale, such as within a book or magazine. Publication is often the driving force behind writing. It compels the writer to do their best throughout every step of the writing process so that they are left with a perfectly polished piece that may be enjoyed by others. The purpose for publishing a work is simply to share a work with others and to promote a sense of satisfaction and accomplishment in the author when they see their work in final form (Hale, 2009).

### **2.9 Advantages of the Process Approach**

Since the 1980s, the process approach has been accepted and applied to EFL and ESL writing classes because of its effectiveness. The effectiveness of the process approach can vary in many ways. First, in the product approach, the focus is on the end result of the learning process, and the learner is expected to perform as a fluent and competent user of the language. The process approach, in contrast, stresses

the process that writers go through in composing texts (Nunan, 1991). Brown (2001) states that in the product oriented approach a great deal of attention was placed on model compositions that students would emulate and how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. The process approach, on the other hand, lets students manage their own writing by giving students a chance to think as they write (Brown, 2001). That is, students convey their messages to the readers in written form through the complex writing process; prewriting, drafting, revising, and editing.

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

## **2.10 Challenges of Teaching Writing Skills through Process approach in EFL Class**

### **2.10.1 Time Constraints**

Writing takes time, and process writing requires even more time to complete (Zakime, 2018). It is crucial to allow students enough time to complete the stages, write several drafts, and take into account criticism on their work in order to help them focus on the process. Since students will be away from their writing for extended periods of time, it is critical to support them in remembering why they are writing in the first place. Consequently, meeting each student's unique needs and providing a comprehensive explanation of the writing process are challenging.

### **2.10.2 Large Class Size**

It is not suitable to provide different group works having many students in overcrowded classroom. Sguazzin and Graan, (1998) in their study have indicated that schools in many parts of Africa are composed of large number of students. Atkins et.al (1996) state the problems of large class size such as the assessment of every individual learner's change cannot be practiced, challenging and demanding activities are not used, learners' participation is low , learner centered approach cannot be used. In addition, Harmer (1998) states that in large classes to have contact with learners at the back and to ask for and receive individual attention is difficult for the teacher. Carbone and Green (1998) as

cited in Cuseo (n.d) also suggested about large class size. They said that large class size reduces the frequency and quality of teachers' interaction with and feedback to students. Thus giving students enough attention and meeting the need of every student so as to engage process approach is difficult.

### **2.10.3. The Design of Teaching Materials**

Most text books do not incorporate writing activities which are suitable to implement process approach. They only serve one-way instruction. In one way communication the learner reads what has been written but in no way responds to the material. This greatly reduces the creativity of the learners and the implementation of process approach (Leu, 2000).

## **2.11 Theoretical and Conceptual Frame Work**

### **2.11.1 Theoretical Frame Work of the Study**

There are different theories of language learning. However, the researcher took two language learning theories which have close relation with this study such as cognitivist and social constructive theory.

Cognitivist theory is founded by Piaget. It comes as a reaction to the behaviorist thoughts, which ignores Human's innate ability to acquire the language. Cognitivist believes that humans are creative not just imitative. Learners are viewed as very active participants in the process of learning. This theory emphasizes the idea of making knowledge meaningful and helping learners to organize and relate the new information to the existing knowledge in memory.

Cognitivist approaches in both education theory and second language acquisition theories emphasize the importance of thought processes in learning. Language learning is seen as a process involving memory, thinking, reflection, abstraction, and metacognition. Important in cognitive language learning processes is that input is first transformed to intake and then may be transferred from the short-term memory to long-term memory. Learners' possibilities to make their own hypotheses about language and individual learner strategies are seen to be essential in cognitivist approaches (Ally, 2004). Cognitivists' learning theory argues for a learner-centered approach to teaching and learning where the structuring and sequencing of learning is of key importance to the success of the learning experience. It suggests that knowledge is not an object to be dispensed or acquired, but a process.

When it comes to writing, this approach considers writing as a means of problem solving instrument. The belief is that the students are first requested to plan their writing and the planning need to focus on defining, enlarging, into longer text, examining each parts, generating alternative solutions and coming up with a conclusion. White (1995) further explain that writing is a problem solving activity, which involves such process as planning, goal-setting evaluating what has been written and finally expressing the meaning. This implies that the students will first identify the problems, plan how to express them in their writing and then they engage themselves in the process of writing and finally review their work by evaluating, revising and editing.

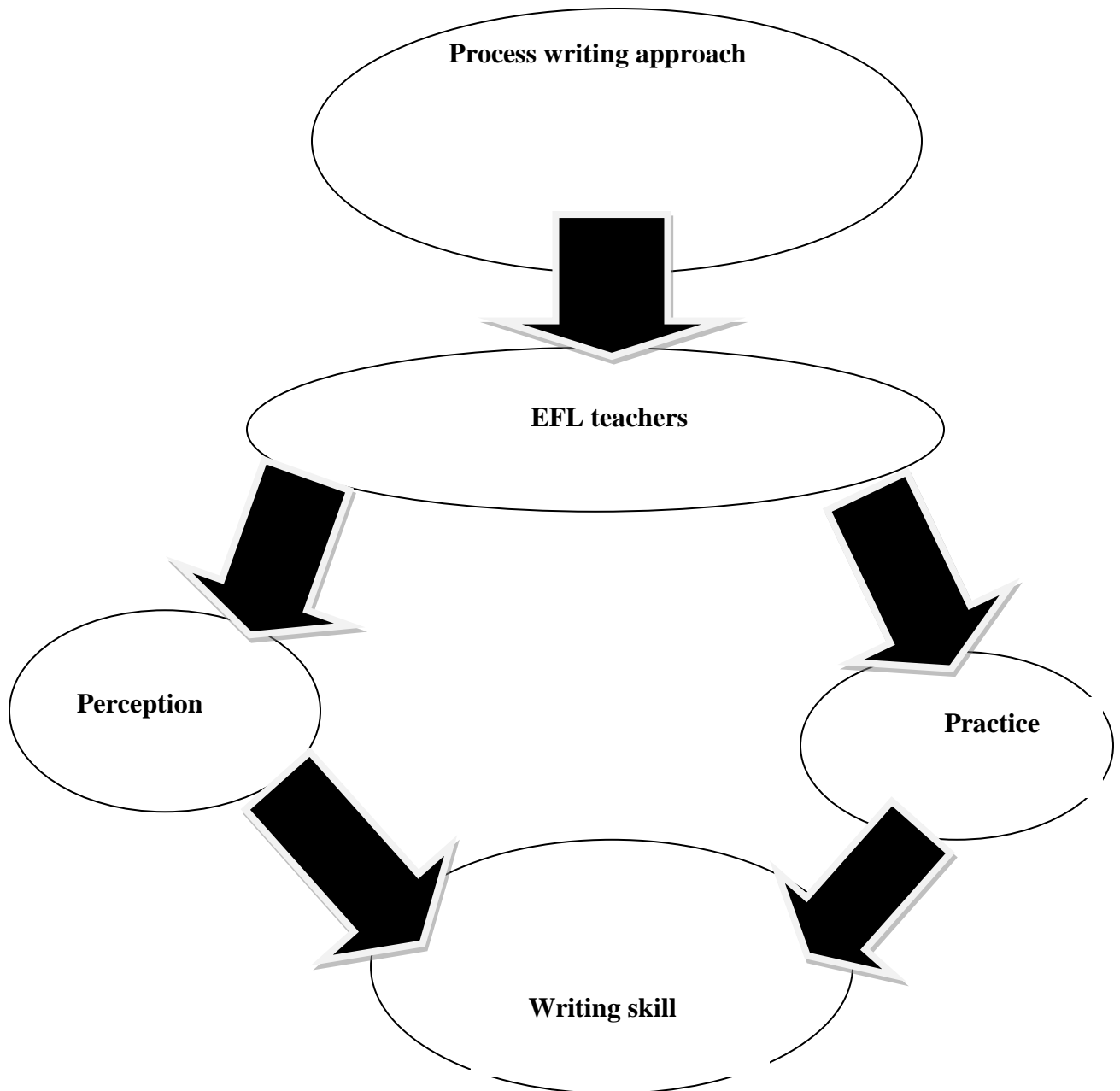
The next language learning theory is Social Constructive. It was founded by Vygotsky .This theory states that process of learning is based on interacting with people who know the language and through engaging within the society.

This school of thought views writing from the point of view of its social relevance (Halliday, 2004). The underlying belief is that writing, as a mode of language use, is basically social in its nature. The argument is that writing is a social act and is done within the constraints of specific social context (Rubin, 1998).The philosophy of the school is that lots of written texts are produced as a result of the interaction between the writer and the reader. Thus, the proponents of the school argue that during writing instruction, emphasis should be placed on developing understanding about the community and the social collaborative nature of writing (Williams and Burden, 1996).

In the collaborative writing classroom the teacher is a facilitator, setting up an environment for students to work together on all stages of the writing process. Conversation is encouraged, because writing is viewed as internalized talk. Social constructionism states that meaning is not privately constructed, but is generated by social interaction. Advocators of the social constructionism perspective like Ede (1995) believe that the goal of education is to engage the human community in problem-solving and in an ongoing conversation of humankind. Therefore, the school perceives both thinking and writing as outcomes of social constructionism. Lastly, in implementing the social constructionism in writing classes, several teaching techniques such as encouraging group/pair discussions, giving writing exercises for critical analysis to various genres, peer-evaluations, and redefining the teacher's role can be employed.

### 2.11.2 Conceptual Frame Work of the Study

A conceptual framework is a representation of the relationship between variables. The relationships can be showed graphically or diagrammatically. It is a hypothesized model identifying the concepts or variables under the study and showing their relationships.



*Adapted from Fikre, 2021*

**Figure 1: Diagrammatical Presentation of Conceptual Framework of the Study**

## **Chapter Three: Research Methodology**

This chapter discusses the research design employed, the setting where the study conducted, sample size and sampling techniques, instruments that were used for data collection, procedures of data collection, methods of data analysis, validity and reliability of instruments and ethical consideration.

### **3.1 Research Design**

The purpose of this study was to investigate EFL teachers' perception and practices of process approach in English writing classroom. So, in order to get relevant, reliable and sufficient information, the researcher employed descriptive survey research design. According to Gray(2004),using descriptive survey research design helps to measure the attitude, value and opinion. A mixed research method, the combination of quantitative and qualitative was used. Because the researcher felt that the use of quantitative and qualitative approaches enable the researcher for better understanding of the research problem than using one approach. According to Creswell (2009) a mixed research method seems more convenient than quantitative or qualitative method alone.

### **3. 2 Research Setting**

This research was conducted in South Western Regional State, Dawuro Zone, Mareka Woreda, four Secondary Schools( Waka,Gozo, Gendo and Yamala) grade 9 in focus. Dawro (Dawuro) is a zone in the South West Ethiopia Peoples' Region (Amharic: ደቡብ-ምዕራብ-ኢትዮጵያ ህዝቦች ክልል) of Ethiopia. It is located at about 500km southwest of Addis Ababa, the capital of Ethiopia and 319 km of Hawassa,the capital of the SNNPR and 164 km from Jimma. Dawuro is bordered on the south by Gamo Gofa Zone, on the west by the KontaZone, on the north by the Gojeb River which defines its boundary with the Oromia Region, Jimma zone, on the northeast by Hadiya and Kembata Tembaro Zones, and on the east by Wolayita Zone; the Omo River defines its eastern and southern boundaries. The administrative center of Dawuro was Waka before it was transferred to Tarcha (wikipedia, the free encyclopedia, 2022).

### **3.4 Sample Size and Sampling Techniques**

There were 4 Secondary Schools in Mareka Woreda such as Waka,Gozo, Gendo and Yamala. Therefore, the researcher selected these schools by Comprehensive sampling technique. There were also 20 EFL grade 9 teachers at the selected schools. The researcher took 20 teachers by using purposive sampling technique to fill questionnaires. As they are only teachers who have been teaching grade 9 students, simple to obtain relevant information for the study. Among them two teachers from each school totally 8 teachers were taken for interview and 1 teacher from each school totally 4 teachers were selected for classroom observation randomly. The total number of grade 9 students at each secondary school was 200,250,265 and 280 respectively. The total number of students was 995.

The researcher took 285 students by using the following formula which determine the representative sample size of the respondents.

$$n = \frac{N}{1 + N(e)^2} \quad \text{where,} \quad n = \text{sample size}$$
$$N = \text{total population}$$
$$e = \text{the level of precision}$$

$$n = \frac{995}{1 + 995(0.05)^2} = 285$$

### 3.5 Sources of Data

This study was conducted at Mareka Woreda four Secondary Schools. Hence, grade 9 students and FEL teachers were sources of data for this study.

### 3.6 Data Gathering Instruments

The researcher used questionnaire, observation, and interview respectively to obtain relevant data for the study.

#### 3.6.1 Questionnaire

Questionnaire was used as the main tool for data gathering to obtain relevant information for the study. A questionnaire is the most commonly used method of collecting information from the participants. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers. It saves time and financial resources. It is also convenient and inexpensive method of data collection. According to Wilson (1994) questionnaire is a widely used and useful instrument for collecting information, providing structured often numerical data ,being able to be administered without the presence of the researcher ,and often being comparatively straight forward to analyzes.

Furthermore, questionnaires are used to collect data on phenomena like attitude, motivation and perception, which are not easily observed. When opinions rather than facts are desired, a questionnaire with a rating scale is usually employed (Kumar ,1996). Therefore, to answer the first research question about determining EFL teachers ' perception towards processs writng approach, the questionnaire was adapted from Pradnyana( 2020) within the form of five- point Likert scale type. This questionnaire was composed of 13 items and each of them was designed with a five- point Likert scale type that ranges from strongly agree to strongly disagree with values of 1 to5 respectively. Similarly, the questionnaire composed of 19 items within the form of five- point Likert scale type adapted from Mesfin(2019) to elicit the answer for the second research question about the extent of teachers' practices of process approach. The questionnaire was designed in the form of Likert scale by the use of frequency level, and arranged from always to never.

### **3.6.2 Observation**

Observation is one of data collection tool and it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs ( Kumer, 2005). Hancock (1998) stated that because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument. Therefore, the observations that were supported by checklist and adapted from Mesfin (2019) were conducted for two months in the second semester of 2016 acadamic year. Four teachers were observed while teaching writing skills. Each teacher was observed for three times and totally twelve classroom observations were employed.

### **3.6.3 Interview**

According to Wilkinson and Bhandarkar (1999), interviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and 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 research. In light of this explanation, the researcher conducted semi-structured interview with the eight selected teachers in order to substantiate the dat obtained through questionnaire and observation

### **3.7 Procedures of Data Collection**

The researcher followed different steps of data collection procedures in order to achieve the objective of this study. First, the researcher contacted the schools principal for permission to communicate the participants. After getting permission from the schools principal, the researcher selected the participants by following all scientific procedures and identified the sample from the total population. Then the reseacher distributed questionnaires for EFL teachers to assess their perception towards process writing approach.

Next, questionnaires were distributed for students to get the data about the practice of process writing approach and observations were carried out. The purpose of observation is to find out the actual practices of process writing approach and to cross-check the data obtained through students questionnaires. Finally, the researcher conducted interview with EFL teachers.

### **3.8 Methods of Data Analysis**

Data were collected by the use of three data-gathering instruments such as questionnaire, classroom observation, and interview were presented and analyzed using various scientific procedures. Firstly, the data obtained from the questionnaires were entered into SPSS of verssion 25 software and then analyzed using descriptive statistics. That means data were presented in a tabular format using frequency (percentage), grand mean, and mean value for each item and then interpreted using percentage. Similarly, data that were collected from classroom observation with the help of checklist was analyzed quantitatively to determine frequency. However, the data that was obtained through interview with EFL teachers was analyzed qualitatively. It was described thematically.

### 3.9 Validity and Reliability of Instruments

The researcher validated the instruments that were developed as follows: before the actual data collection started, the instruments were given for two instructors who have been teaching at Jimma University so as to check and get valuable comments and criticism on the strengths and weaknesses of the items. Based on comments obtained, necessary modifications were made and given to thesis advisers for further comments and evaluation.

Then, pilot study was conducted at Tarcha Secondary School in small scale study with 10 teachers and 40 students. After the return of the questionnaires, some of items were refined. And the reliability of instruments were tested by Cronbach alpha. The following table shows the items reliability of the variables perception and practice by Cronbach alpha.

| Number | Variables  | Cronbach alpha |
|--------|------------|----------------|
| 1      | Perception | 0.933          |
| 2      | Practice   | 0.989          |

If it is above 0.9 excellent

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.

The computed reliability of the instruments was 0.933 and 0.989. This shows that the instruments had high reliability. Thus, the reliability of instruments were found and actual study data collection administered to the schools under the study.

### 3.10 Ethical Consideration

First of all, the researcher had taken official letter from the Department of English Language and Literature of Jimma University in order to get the right information from prospective participants. The researcher informed to participants the purpose and the importance of the study so that they provided clear and correct information for the successfulness of the study.

Furthermore, to make the research more ethical, researcher took into consideration were respecting the ethical standards and respecting the consent of the participants and keep the confidentiality of the participants. This refers to respondents right to give responses to interview questions and fill the questionnaires understanding the researcher intention. The respondents were encouraged to participate in voluntarily, means he or she not enforced to give response. In addition to this, the respondents name were kept in secretly during data analyzing.

## Chapter Four : Analysis and Discussion of Data

### 4.1 Analysis of Data Obtained Through Teachers and Students Questionnaires

This section presents the analysis and presentation of data. Therefore, the data collected through questionnaires and classroom observation were presented with the help of tables.

**Key:** 1=strongly agree 2= agree 3= undecided 4= disagree 5= strongly disagree F= frequency

**Table 1: Analysis of Teachers' Perception towards Process Writing Approach**

| No | Items  |   | Responses |    |   |   |   | Descriptions |                |     |     |       |
|----|--|---|-----------|----|---|---|---|--------------|----------------|-----|-----|-------|
|    |  |   | 1         | 2  | 3 | 4 | 5 | Mean         | Std. Deviation | Min | Max | Total |
| 1  | I think that it is important to use the process approach to writing in English classes           | F | 15        | 5  | - | - | - | 1.25         | .44426         | 1   | 2   | 20    |
|    |  | % | 75        | 25 | - | - | - |              |                |     |     | 100   |
| 2  | I believe that process writing approach helps students to write any piece of writing effectively | F | 16        | 4  | - | - | - | 1.2          | .41039         | 1   | 2   | 20    |
|    |  | % | 80        | 20 | - | - | - |              |                |     |     | 100   |
| 3  | I think that teachers should write with their students   | F | 12        | 8  | - | - | - | 1.4          | .50262         | 1   | 2   | 20    |
|    |  | % | 60        | 40 | - | - | - |              |                |     |     | 100   |
| 4  | I believe that students need positive feedback about their writing                               | F | 13        | 7  | - | - | - | 1.35         | .48936         | 1   | 2   | 20    |
|    |  | % | 65        | 35 | - | - | - |              |                |     |     | 100   |
| 5  | I believe that students need exposure to models of good writing                                  | F | 15        | 5  | - | - | - | 1.25         | .44426         | 1   | 2   | 20    |
|    |  | % | 75        | 25 | - | - | - |              |                |     |     | 100   |
|    |  |   |           |    |   |   |   |              |                |     |     |       |

|            |   |   |    |    |   |    |    |      |         |   |   |     |
|------------|---|---|----|----|---|----|----|------|---------|---|---|-----|
| 6          | I think that prewriting is an important part of the writing process   | F | 14 | 6  | - | -  | -  | 1.3  | .47016  | 1 | 2 | 20  |
|            |   | % | 70 | 30 | - | -  | -  |      |         |   |   | 100 |
| 7          | I think that drafting is an important part of the writing process   | F | 17 | 3  | - | -  | -  | 1.15 | .36635  | 1 | 2 | 20  |
|            |   | % | 85 | 15 | - | -  | -  |      |         |   |   | 100 |
| 8          | I think that revising is an important part of the writing process   | F | 15 | 5  | - | -  | -  | 1.25 | .44426  | 1 | 2 | 20  |
|            |   | % | 75 | 25 | - | -  | -  |      |         |   |   | 100 |
| 9          | I believe that editing is an important part of the writing process  | F | 18 | 2  | - | -  | -  | 1.1  | .30779  | 1 | 2 | 20  |
|            |   | % | 90 | 10 | - | -  | -  |      |         |   |   | 100 |
| 10         | I believe that publishing is an important part of the writing process   | F | 14 | 6  | - | -  | -  | 1.3  | .47016  | 1 | 2 | 20  |
|            |   | % | 70 | 30 | - | -  | -  |      |         |   |   | 100 |
| 11         | I believe that students should share their writing  | F | 13 | 7  | - | -  | -  | 1.35 | .48936  | 1 | 2 | 20  |
|            |   | % | 65 | 35 | - | -  | -  |      |         |   |   | 100 |
| 12         | I believe that students' writing should be evaluated only in terms of correct grammar                                 | F | 2  | 4  | 1 | 5  | 8  | 3.65 | 1.46089 | 1 | 5 | 20  |
|            |   | % | 10 | 20 | 5 | 25 | 40 |      |         |   |   | 100 |
| 13         | I believe that students' writing should be evaluated better in terms of content, context, connection and organization | F | 9  | 6  | - | 3  | 2  | 2.15 | 1.42441 | 1 | 5 | 20  |
|            |   | % | 45 | 30 | - | 15 | 10 |      |         |   |   | 100 |
| G.M<br>ean |   |   |    |    |   |    |    | 1.5  |         |   |   |     |

As it is shown in table 1, item1, 15 (75%) respondents strongly agreed to the importance of using the process approach to teach writing in English classes, while 5(25%) agreed to the importance of using the process approach to teach writing in English classes. The mean value of their response 1.25 approaching to 1 which is the value of strongly agree. Thus, all teachers strongly agreed about importance of process approach in writing classes. In the same table, item 2, 16(80%) of respondents strongly agreed that process writing approach helps students to write any piece of writing effectively and 4(20%) of respondents agreed that process writing approach helps students to write any piece of writing effectively. However, no respondents disagreed that process writing approach helps students to write any piece of writing effectively. The mean value of the item 1.2 implied the value of strongly agree. Hence, it can be said all teachers strongly agreed the importance of process approach to students effectively write. In the same table, item 3 with regards to teacher write with their students 12 (60%) of respondents replied strongly agree, 8(40%) of respondents replied agree. The mean value 1.4 shows that teachers strongly agreed writing with their student in writing classes.

Accordingly, item4 about students need positive feedback about their writing 13 (65%) of respondents said strongly agree and 7(35%) of respondents said agree. The mean value 1.35 indicates most of teachers answered strongly agree. From this, we understand that all teachers believed that their students need positive feedback about their writing. Item5 in the same table regards to students need exposure to models of good writing, 15 (75%) of respondents replied strongly agree and 5 (25%) of respondents replied agree. The mean value 1.25 which describes teachers strongly agreed the question. Similarly, 14(70%) of respondents strongly agreed that prewriting is an important part of the writing process and the rest 6(30%) of the respondents said agree to the item 6. The mean value to the item 1.3 which shows the value of strongly agree. From this we understand teachers believed the importance of pre- writing.

Regarding to the importance of drafting, 17(85%) of respondents claimed strongly agreed and 3(15%) of respondents claimed agree. The mean value 1.15 to the item7 indicates teachers believe the advantage of drafting. Besides, item8 about the importance of revising, 15(75%) of respondents replied strongly agreed and rest 5(25%) of respondents replied agree, whereas no respondents disagreed that revising is an important part of the writing process. The mean value 1.25 to the item depicts teachers perceive the importance of revising. When teachers were asked about the importance of editing, 18(90%) of respondents answered strongly agree and the rest 2(10%) of respondents answered agree. However, no one disagreed that editing is an important part of the writing process. The mean value 1.1to the item9 indicates that teachers accept the significance of editing.

Moreover, in the same table item number 10 about the importance of publishing, 14(70%) of respondents claimed strongly agreed t and 6(30%) of respondents claimed agree, but no respondents disagreed that publishing is an important part of the writing process. The mean value to the item 1.3 shows that all teachers believe the importance of publishing. With regards to item11, 13(65%) of respondents replied strongly agreed that students should share their writing and the rest 7(35%) of respondents replied agree. However, no respondents disagreed that students should share their writing. The mean value 1.35 depicts teachers view positively to the item. Additionally, with regards to item12, 2(10%) of respondents said strongly agree that students' writing should be evaluated only in terms of

correct grammar and 4(20%) of respondents said agree, 1(5%) of respondents uncertain about students' writing should be evaluated only in terms of correct grammar but 5(25%) of respondents disagreed that students' writing should be evaluated only in terms of correct grammar and 8(40%) of respondents said strongly disagree. Also, item13 about students' writing should be evaluated better in terms of content, context, connection and organization , 9(45%) of respondents answered strongly agree ,6(30%) of respondents answered agree ,3(15%) of respondents answered disagree 2(10%) of respondents answered strongly disagree. The mean value 2.15 described that teachers believed students' writing should be evaluated better in terms of content, context, connection and organization rather than merely focusing on grammar.

Generally, analysis of all the items in the table1 indicated that all EFL teachers had good perception towards process writing approach. The grand mean value (1.5) of all the items tend to support the value of agree. Hence, one can deduce that EFL teachers had perceived process writing approach positively.

**Key:** 1 =always 2=usually 3=sometimes 4=rarely 5=never

**Table 2: Analysis of the Extent of Teachers' Practices during Pre-writing**

| No | Items  | Responses |      |      |      |      | Descriptions |                |         |     |       |     |
|----|--|-----------|------|------|------|------|--------------|----------------|---------|-----|-------|-----|
|    |  | 1         | 2    | 3    | 4    | 5    | Mean         | Std. Deviation | Min     | Max | Total |     |
| 1  | Teachers brainstorm us before we start to write              | F         | 20   | 25   | 40   | 80   | 120          | 3.8947         | 1.24023 | 1   | 5     | 285 |
|    |  | %         | 7    | 8.8  | 14   | 28.1 | 42.1         |                |         |     |       | 100 |
| 2  | Teachers encourage us in generating and organizing idea      | F         | 15   | 30   | 35   | 60   | 145          | 4.0175         | 1.23749 | 1   | 5     | 285 |
|    |  | %         | 5.3  | 10.5 | 12.3 | 21.1 | 50.9         |                |         |     |       | 100 |
| 3  | Teachers give freedom to us to select our own topic to write | F         | 160  | 70   | 30   | 15   | 10           | 1.7544         | 1.06614 | 1   | 5     | 285 |
|    |  | %         | 56.1 | 24.6 | 10.5 | 5.3  | 3.5          |                |         |     |       | 100 |

As it is shown in the above table 2 item 1that deals with the brainstorming before writing. Accordingly, 20(7%) of students responded always, 25(8.8%) of students responded usually, 40(14%)

of students responded sometimes, 80(28.1%) of students responded rarely and 12 (42.1%) of students responded never respectively to the question. The mean value to the item is 3.8947. This implies that teachers did not brainstorm their students before they start to write frequently. To the item 2 in the above table, 15(5.3%) of students said that their teachers always encourage them to generate and organize ideas, 30(10.5%) of students said usually, 35(12.3%) of students said sometimes, 60(21.3%) of students said rarely and 145(50.9%) of students reported their teachers never encourage them in generating and organizing ideas. The mean value to item is 4.0175. This depicts that students were not encouraged by their teachers always. Similarly, to item 3 in the above table 2, concerning the freedom given to students to select their own topic to write, 160(56.1%) of students responded always, 70(24.6%) of students responded usually, 30(10.5%) of students responded sometimes, 15(5.3%) of students responded rarely and 10(3.5%) of students responded that their teachers never give them freedom to their own topic to write on in the classroom select. The mean value to the item is 3.5. This shows teachers sometimes give freedom to their students to select their own topic

From the above analysis, we can understand that teachers did not practice pre- writing activities all the time while teaching writing skills. Thus, we can deduce that teachers did not apply always the sub tasks of pre writing phase.

**Table 3: Analysis of the Extent of Teachers' Practices during Drafting**

| No | Items   | Responses |      |      |      |      | Descriptions |                |         |     |       |     |
|----|---|-----------|------|------|------|------|--------------|----------------|---------|-----|-------|-----|
|    |   | 1         | 2    | 3    | 4    | 5    | Mean         | Std. Deviation | Min     | Max | Total |     |
|    | <b>During drafting</b>                                  |           |      |      |      |      |              |                |         |     |       |     |
| 4  | Teachers ask us to write first draft                    | F         | 140  | 80   | 30   | 20   | 15           | 1.9123         | 1.16100 | 1   | 5     | 285 |
|    |   | %         | 49.1 | 28.1 | 10.5 | 7    | 5.3          |                |         |     |       | 100 |
| 5  | Teachers motivate us to write what comes in to our mind | F         | 130  | 100  | 28   | 17   | 10           | 1.8667         | 1.04634 | 1   | 5     | 285 |
|    |   | %         | 45.6 | 35.1 | 9.8  | 6    | 3.5          |                |         |     |       | 100 |
| 6  | Teachers give enough time to write first draft          | F         | 26   | 32   | 50   | 77   | 100          | 3.6772         | 1.30317 | 1   | 5     | 285 |
|    |   | %         | 9.1  | 11.2 | 17.5 | 27   | 35.1         |                |         |     |       | 100 |
| 7  | Teachers help us while we get difficult in writing      | F         | 18   | 27   | 40   | 75   | 125          | 3.9193         | 1.23497 | 1   | 5     | 285 |
|    |   | %         | 6.3  | 9.5  | 14   | 26.3 | 43.9         |                |         |     |       | 100 |

As can be seen from the above table 3 item 4 about if their teachers ask them to write the first draft, 140(49.1%) of the respondents said always, 80(28.1%) of respondents said usually, 30(10.5%) of respondents said sometimes 20(7%) of respondents said rarely and 15(5.3%) of respondents said that their teachers never ask them to write first draft. The mean value to the item is 1.9123. From this we can understand teachers usually ask students to write their first draft .To item 5 in the above table 3, to elicit if teachers motivate them to write what comes to their mind 130(45.6%) of respondents replied always, 100(35.1%) of respondents replied usually, 28(9.8%) of respondents replied sometimes, 17(6%) of respondents replied rarely and 10(3.5%) of respondents replied that their teachers never motivate them to write what comes in to their mind. The mean value to the item is 1.8667. This implies that teachers usually motivate students to write what comes in to their mind. In the above table 3, item6 that deals with the provision of enough time to write first draft, 26(9.1%) of respondents said always, 32(11.2%) of respondents said usually, 50(17.5%) of respondents said sometimes, 77(27%) of respondents said rarely and 100(35.1%) of respondents said that their teachers never give them enough time to write their first draft. The mean value to the item is 3.6772. From this, we can see that teachers did not give enough time to students frequently. With regards to item 7, in the same table above 18(6.3%) of respondents reported always, 27(9.5%) of respondents reported usually, 40(14%) of respondents reported sometimes, 75(26.3%) of respondents reported rarely and 125(43.9%) of respondents reported that their teachers never help them while they get difficult in writing. The mean value to the item is 43.9.This indicates us teachers rarely assist students while they get difficult in writing.

The data shown in the table3 and the analysis implied that teachers conduct the first 2 sub tasks of drafting phase usually. However, from item number 6 and 7 we can understand that teachers did not apply frequently. Therefore, it can be concluded that the important sub tasks of drafting phase do not conducted fully.

**Table 4: Analysis of the Extent of Teachers’ Practices during Revising**

| No | Items                                       | Responses |      |      |      |     | Descriptions |                |         |     |       |     |
|----|---|-----------|------|------|------|-----|--------------|----------------|---------|-----|-------|-----|
|    |   | 1         | 2    | 3    | 4    | 5   | Mean         | Std. Deviation | Min     | Max | Total |     |
| 8  | Teachers encourage us to revise our writing | F         | 110  | 100  | 50   | 15  | 10           | 2              | 1.04477 | 1   | 5     | 285 |
|    |   | %         | 38.6 | 35.1 | 17.5 | 5.3 | 3.5          |                |         |     |       | 100 |

|    |   |   |      |      |      |      |     |        |        |   |   |     |
|----|---|---|------|------|------|------|-----|--------|--------|---|---|-----|
| 9  | Teachers encourage us self-revision of our writing  | F | 90   | 125  | 50   | 12   | 8   | 2.0281 | .95640 | 1 | 5 | 285 |
|    |   | % | 31.6 | 43.9 | 17.5 | 4.2  | 2.8 |        |        |   |   | 100 |
| 10 | Teachers encourage us group revision of our writing | F | 25   | 30   | 150  | 60   | 20  | 3.0702 | .97250 | 1 | 5 | 285 |
|    |   | % | 8.8  | 10.5 | 52.6 | 21.1 | 7   |        |        |   |   | 100 |
| 11 | Our teachers revise our draft                       | F | 20   | 35   | 100  | 120  | 10  | 3.2281 | .95714 | 1 | 5 | 285 |
|    |   | % | 7    | 12.3 | 35.1 | 42.1 | 3.5 |        |        |   |   | 100 |

As can be seen from the above table 4 item 8 about the extent of teachers encourage their students to revise their writing, 110(38.6%) of students said always, 100(35.1%) of students said usually, 50(17.5%) of students said sometimes, 15(5.3%) of students said rarely and 10 (3.5%) of students said never, that their teachers encourage them to revise their writing. The mean value to item is 2. From this we can see that teachers usually encourage their students to revise their writing. In the same table item number 9 about the extent of teachers encourage students self- revision of their writing, 90(31.6%) of students responded always, 125(43.9%) of students responded usually, 50(17.5%) of students responded sometimes, 12(4.2%) of students responded rarely and 8(2.8%) of students responded never that their teachers encourage them self-revision of their writing. The mean value is 2.0281. This describes the value of usually. Similarly, in the table 4 item number 10 about the extent of teachers encourage their students' group revision of their writing, 25(8.8%) of students responded always, 30(10.5%) of students responded usually, 150(52.6%) of students responded sometimes, 60(21.1%) of students responded rarely and 20 (7%) of students responded never, that their teachers encourage them group revision of their writing. The mean value to the item is 3.0702. This shows that teachers did not encourage students to revise their writing in group frequently. With regards to item numbers 11, in the same table above about teachers revision of students draft, 20(7%) of students said always, 35(12.3%) of students said usually, 100(35.1%) of students said sometimes, 120(42.1%) of students said rarely and 10(3.5%) of students said never that their teachers revise their draft. The mean value is 3.2281. Thus, it can be said teachers revise students writing sometimes.

As it is shown in the above table and the analysis indicates the teachers practiced mostly the sub tasks of revising for the item number 7 and 8 respectively. However, the important strategies such as group revision and teachers' revision practiced sometimes. Hence, one can deduce that teachers did not practice fully the sub activities of revising stage.

**Table 5: Analysis of the Extent of Teachers' Practices during Editing**

| No | Items   | Responses |      |      |      |      | Descriptions |                |         |     |       |     |
|----|---|-----------|------|------|------|------|--------------|----------------|---------|-----|-------|-----|
|    |   | 1         | 2    | 3    | 4    | 5    | Mean         | Std. Deviation | Min     | Max | Total |     |
| 12 | Our teachers ask us to edit our text                                | F         | 120  | 90   | 45   | 18   | 12           | 1.9895         | 1.10212 | 1   | 5     | 285 |
|    |   | %         | 42.1 | 31.6 | 15.8 | 6.3  | 4.2          |                |         |     |       | 100 |
| 13 | Our teachers give sufficient time to edit our writing               | F         | 40   | 50   | 100  | 75   | 20           | 2.9474         | 1.13244 | 1   | 5     | 285 |
|    |   | %         | 14   | 17.5 | 35.1 | 26.3 | 7            |                |         |     |       | 100 |
| 14 | Our teachers encourage us to self-edit our text                     | F         | 75   | 85   | 65   | 34   | 26           | 2.4772         | 1.25190 | 1   | 5     | 285 |
|    |   | %         | 26.3 | 29.8 | 22.8 | 11.9 | 9.1          |                |         |     |       | 100 |
| 15 | Our teachers encourage us to edit our text in group                 | F         | 14   | 21   | 50   | 135  | 65           | 3.7579         | 1.04189 | 1   | 5     | 285 |
|    |   | %         | 4.9  | 7.4  | 17.5 | 47.4 | 22.8         |                |         |     |       | 100 |
| 16 | Our teachers assist us in editing and gives feedback on our writing | F         | 10   | 20   | 35   | 90   | 130          | 4.0877         | 1.08252 | 1   | 5     | 285 |
|    |   | %         | 3.5  | 7    | 12.3 | 31.6 | 45.6         |                |         |     |       | 100 |

As it is indicated in the table 5 item number 12 about the extent of teachers ask their students to edit their text, 120(42.1%) of respondents replied always, 90(31.6%) of respondents replied usually, 45(15.8%) of students replied sometimes, 18(6.3%) of respondents replied rarely and and12 (4.2%) of respondents replied never, that their teachers ask them to edit their text. The mean value to item is 1.9895.This points out teachers usually ask their students to edit their writing. Accordingly, in the same table, item number13 depicts about the extent of teachers give to their students sufficient time to edit their writing, 40(14%) of students said always, 50(17.5%) of students said usually, 100(35.1%) of

students said sometimes, 75(26.3%) of students said rarely and 20 (7%) of students said never, that their teachers give sufficient time to edit their writing. The mean value is 2.9474. From this one can understand teachers did not give enough time to students to edit their text all in writing classes.

Also, in the table 5 item number 14 elicits about the teachers encourage their students to self-edit their text, 75(26.3%) of students replied always, 85(29.8%) of students replied usually, 65(22.8%) of students replied sometimes, 65(22.8%) of students replied sometimes and 26(9.1%) of students replied never, that their teachers encourage them to self-edit their text. The mean value is 2.4772. This depicts the value of usually. Therefore, we can say teachers encourage students to self-edit their text. Regarding to item number 15 in the same table above about the extent of teachers encourage their students to edit their text in group, 14(4.9%) of students answered always, 21(7.4%) of students answered usually, 50(17.5%) of students answered sometimes, 135(47.4%) of students answered rarely and 65(22.8%) of students answered never, that their teachers encourage them to edit their text in group. The mean value is 3.7579. Hence, we can conclude that teachers did not practice group editing frequently. Also, in the same table item number 16 indicates the extent of teachers assist students in editing and gives feedback on their writing, 10(3.5%) of students responded always, 20(7%) of students responded usually, 35(12.3%) of students responded sometimes, 90(31.6%) of students responded rarely and 130(45.6%) of students responded never, that their teachers assist them in editing and give feedback on their writing. The mean value to item is 4.0877. This shows us teachers rarely apply editing their students' text.

As whole, the table 5 indicated that teachers practiced some of the editing phase activities. However, most of the sub tasks of editing phase were not practiced frequently as the mean values approaching to 4 which indicates the values of rarely. From the students' response, therefore, one can deduce that the activities of editing phase are not frequently employed in the schools.

**Table 6: Analysis of the Extent of Teachers' Practices during Publishing**

| No | Items  | Responses |    |      |      |      | Descriptions |                |         |     |       |     |
|----|--|-----------|----|------|------|------|--------------|----------------|---------|-----|-------|-----|
|    |  | 1         | 2  | 3    | 4    | 5    | Mean         | Std. Deviation | Min     | Max | Total |     |
|    | <b>During Publishing</b>                     |           |    |      |      |      |              |                |         |     |       |     |
| 17 | Our teachers ask us to publish our text      | F         | 40 | 45   | 86   | 70   | 44           | 3.1158         | 1.25482 | 1   | 5     | 285 |
|    |  | %         | 14 | 15.8 | 30.2 | 24.6 | 15.4         |                |         |     |       | 100 |
| 18 | Our teachers encourage us to share our final | F         | 18 | 22   | 45   | 65   | 135          | 3.9719         | 1.23016 | 1   | 5     | 285 |

|    |   |   |     |     |      |      |      |        |         |   |   |     |
|----|---|---|-----|-----|------|------|------|--------|---------|---|---|-----|
|    | writing in group                                |   |     |     |      |      |      |        |         |   |   |     |
|    |   | % | 6.3 | 7.7 | 15.8 | 22.8 | 47.4 |        |         |   |   | 100 |
| 19 | Our teachers give feedback on our final writing | F | 10  | 18  | 32   | 85   | 140  | 4.1474 | 1.07437 | 1 | 5 |     |
|    |   | % | 3.5 | 6.3 | 11.2 | 29.8 | 49.1 |        |         |   |   |     |

As it is shown in the table 6 item number 17 that concerns the extent of teachers ask their students to publish their text, 40(14%) of students claimed always, 45(15.8%) of students claimed usually, 86(30.2%) of students claimed sometimes, 70(24.6%) of students claimed rarely and 44(15.4%) of students claimed never, that their teachers ask them to publish their text. The mean value to the item is 3.1158. From this we can understand that majority of students claimed that the teachers did not frequently ask them to publish their writing. With regards to item number 18 in the same table about the extent of teachers encourage their students to share their final writing in group, 18(6.3%) of students said always, 22(7.7%) of students said usually, 45(15.8%) of students said sometimes, 65(22.8%) of students said rarely and 135 (47.4%) of students said never, that their teachers encourage them to share their final writing in group. The mean value to the item is 3.9719. This shows us that teachers' practice of encouragement in group publishing is rare. Finally, regarding to item number 19 in the table 6, 10(3.5%) of students answered always that their teachers give feedback on their final writing, 18(6.3%) of students answered usually, 32(11.2%) of students answered sometimes, 85(29.8%) of students answered rarely and 140 (49.1%) of students answered never that their teachers give feedback on their final writing. The mean value to the item is 4.1474. This describes that teachers did not conduct frequently giving feedback on students' final text.

Generally, as it can be seen from the above analysis, the majority of respondents answered rarely that their teachers practice the publishing stage activities. Based on the students' response, one can conclude that teachers did not implement the tasks of publishing phase frequently.

#### 4.2 Analysis of Classroom Observation

During the first time of T1 classroom observation while teaching the writing skills, the researcher and co-researcher observed that teacher wrote the topic 'sentence' on the blackboard. After that, he wrote the definition of sentence and parts of sentence. Then, showed students sample example of sentence. Finally, he ordered students to write effective sentence by selecting their own topic based on the example given. After a few minutes, he instructed the students to self-revise and edit their writing.

According to the data from the observation, T2 and T3 conducted the same procedures while teaching writing skills with the T1 but what was different in T4 practice was, he asked students to exchange their writing with their peers and in group whether they wrote correctly or not.

From the above lesson, we see that teachers tried to use process writing approach (PWA) by giving chance to students to select their own topic. This reveals that teachers used one characteristic of PWA, but most of teaching based on lecturing method without students' participation and teachers did not assist students at the each stages of process approach while they get difficulty.

During the second observation session of writing class, about paragraph development was observed. We observed that T1 wrote on the blackboard 'paragraph'. Then he wrote the definition and the elements of good paragraph writing. After giving lecture to the students, he ordered students to write a paragraph about any topic they are interested. He gave 10 minute to write first draft. Then, he asked students to revise and edit their writing individually.

Also during the second time of observation, we observed that T3 and T4 followed the same procedure of teaching paragraph development. However, T2 was observed that while he gave notes about the definition of paragraph and the essential components of paragraph, he gave homework to students to write a paragraph on the topic 'how hard work and other factors' can help get rid of poverty in Ethiopia'.

From the above classroom observation session, one can understand that teachers started teaching by giving their own definition without asking students to brainstorm from their prior knowledge. This indicates that the teachers were dominated with product approach. And few teachers used totally product approach oriented in their teaching of writing as they were observed in the classrooms. However, some of the teachers tried to implement the process writing approach. For example, T1, T3 and T4 attempted to use process approach through instructing students to select topics of their own they are interested to write in the classroom.

In examining the above lessons, one can understand that EFL teachers did not focus always on the process writing in English writing classroom; rather they mostly used product approach.

Furthermore, the following table shows the frequencies and percentages of teachers' practices of process approach while they were teaching writing skills.

**Table 7: Analysis of the Extent of Teachers' Practices through Observation**

| No | Items   | Yes |        | No |        |
|----|---|-----|--------|----|--------|
|    |   | F   | %      | F  | %      |
|    | <b>During prewriting</b>  |     |        |    |        |
| 1  | Teacher brainstorm the students before they start to write                            | 2   | 16.666 | 10 | 83.333 |
| 2  | Teacher gives the students freedom in choosing the topic that they are going to write | 10  | 83.333 | 2  | 16.666 |
| 3  | Teacher helps the students in collecting and organizing the idea                      | 2   | 16.666 | 10 | 83.333 |
| 4  | Teacher invites the students to make discussion and getting feedback                  | 2   | 16.666 | 10 | 83.333 |

|    |   |    |        |    |        |
|----|---|----|--------|----|--------|
|    | from the other students   |    |        |    |        |
| 5  | Teacher gives the students feedback for their outline   |    |        | 12 | 100    |
|    | <b>During drafting</b>  |    |        |    |        |
| 6  | Teacher asks the students to write their idea into a first draft                                    | 10 | 83.333 | 2  | 16.666 |
| 7  | Teacher gives the students' enough time to write  | 9  | 75     | 3  | 25     |
| 8  | Teacher helps the students to build different strategies for drafting                               |    |        | 12 | 100    |
| 9  | Teacher assists students who are having difficulties with how to start writing.                     |    |        | 12 | 100    |
|    | <b>During Revising</b>  |    |        |    |        |
| 10 | Teacher asks the students to do self-revision and pair or group revision                            | 8  | 66.666 | 4  | 33.333 |
| 11 | Teacher helps the students to build different strategies for revising                               |    |        | 12 | 100    |
| 12 | Teacher revises the students' draft   | 1  | 8.333  | 11 | 91.666 |
|    | <b>During Editing</b>   |    |        |    |        |
| 13 | Teacher asks the students to edit their text (read aloud, check the sentences and the organization) | 10 | 83.333 | 2  | 16.666 |
| 14 | Teacher asks the students to do a final revising with their pair or group                           | 8  | 66.666 | 4  | 33.333 |
| 15 | Teacher gives students feedback on their writing  | 1  | 8.333  | 11 | 91.666 |
|    | <b>During Publishing</b>  |    |        |    |        |
| 16 | Teacher asks the students to publish their writing (reading aloud, stick it on the wall)            |    |        | 12 | 100    |
| 17 | Teacher facilitates the students to share their writing product                                     |    |        | 12 | 100    |
| 18 | Teacher gives feedback on the students' final writing   |    |        | 12 | 100    |

The table above 7 indicates the observation results of English writing classes' teachers' practices of process approach while they were teaching writing skills. As table depicts, 10(83.333%) of English writing classes were observed that, teachers were not brainstorming the students before they start to write and 2(16.666%) of English writing classes were observed that, teachers were brainstorming the

students before they start to write. Besides, 10(83.333%) of English writing classes were observed that, teachers were giving the students freedom in choosing the topic that they are going to write and 2(16.666%) teachers were observed while not giving the students freedom in choosing the topic that they are going to write. Also, 10(83.333%) of English writing classes were observed that, teachers were not helping the students in collecting and organizing the idea and inviting the students to make discussion and getting feedback from the other students but only 2(16.666%) applied. Furthermore, none of teachers were observed while giving the students feedback for their outline. Therefore, it can be concluded that, teachers do not applied fully the activities of pre writing.

Additionally, 10(83.333%) and 9 (75%) of English writing classes were observed that, teachers were asking the students to write their idea into a first draft and giving the students' enough time to write respectively whereas 2(16.666%) and 3(25%) do not applied. And 12(100%) observed that teachers were not assisting students who are having difficulties with how to start writing. 8(66.666%) of English writing classes were observed that, teachers were asking the students to do self-revision and pair or group revision while 4(33.333%) were not. Most of time, 12(100%) and 11(91.666%) teachers were not observed while helping the students to build different strategies for revising and revising the students' draft. So, this claims teachers do not implemented fully the revising stage activities.

10(83.333%) and 8(66.666%) of English writing classes were observed that, teachers were asking the students to edit their text and to do a final revising with their pair or group respectively whereas 2(16.666%) and 4(33.333%) were not applied. And none of teachers were observed while giving students feedback on their writing during editing phase except 1 English writing class. This reveals that teachers did not follow the procedures of editing phase activities fully. Finally, in all classroom observation sessions, we do not observed teachers while they were applying publishing phase of process writing.

From the above analysis, we can infer that teachers did not conduct fully the different strategies under each stages of process approach. This also confirmed from the students' questionnaires that teachers rarely apply process writing approach while teaching writing skills. Hence one can conclude that teachers' did not implement process writing approach frequently.

### **4.3 Analyses of Teachers' Interview Questions**

In order to obtain reliable data and substantiate the data from questionnaire and classroom observation, interview was conducted with 8 teachers from the selected schools and analyzed qualitatively.

#### **1. How do you think teaching writing skills through process writing approach?**

Regarding to interview question 1, all teachers (T1, T2, T3, T4, T5, T6, T7, and T8) expressed their view positively towards teaching writing through process approach. As T1 said:

Teaching writing through process approach is very important. Writing skill wants process and student cannot write at once effectively. Improving writing skills requires multiple drafts until to write polished text. Therefore, this approach of teaching writing is very important (Personal communication with teacher 1, 2024).

Similarly, T2 has expressed his thought with regards to process writing approach. He stated that:

In my opinion, teaching writing with Process approach is very interesting and useful because it creates favorable situation for students to be creative and active thinker (Personal communication with teacher 2, 2024).

In the same manner T3 described his views regarding the process writing approach in teaching English writing in the classroom as follows:

I think teaching writing through process approach is very important. It has many benefits such as students can create ideas in writing, students can create writing in an organized manner, students can learn from mistakes they made and improved their writing (Personal communication with teacher 3, 2024)

Concerning the process writing approach in teaching English writing in the classroom the fourth interviewee has indicated his ideas that :

From my point of view teaching writing with in process approach is mandatory. This approach creates opportunities to students to have an idea of what to do first when they start writing so they don't get confused about what to write, and then continue the process so they can write effective writing. Students also learn that their writing can reach a better version through the process of correction (self-check, pair check, teacher check) as well as students learn how to correct their writing in the future( Teacher 4 ,2024).

T5 also said that:

From my perspective, teaching writing through process approach has several benefits. This approach allows students to be more active, trained to think critically and have a more inherent writing experience that helps them in future writing activities. Students become more confident because their writing can be even better after revisions. The activity of correcting friends' writing is also a good learning for students to master more basic points such as sentence structure, use of tenses or grammar and the use of proper punctuation (Teacher 5, 2024).

T6, T7, and T8 mentioned their idea in the same manner as follows:

The process approach is a better approach to teach effective writing skills because this approach takes time to improve students' writing. In other words, process approach does not rush for the end product but each stage is equally important in the process of writing. Therefore, this approach is really important approach (Teacher 6, 7, 8, 2024)

Based on the interview data above, it can be inferred that teachers have good perception on the importance of process writing approach. This data is also similar with the data obtained through teachers' questionnaires which indicated all teachers had positive perception on process writing approach. Regarding to their responses, it seemed that in the process approach writing class, students

enjoy learning because of the steps are systematic and clear which made process writing approach class interesting from the other writing class. Students can learn writing better when process writing approach is applied with meaningful activities in writing classes. This could be the reason for their positive perception that process approach class create favorable environment for students could actively participate in the writing class activities.

## **2. What is your perception about group learning (collaborative learning) in process-oriented writing classes?**

During interview session, all teachers pointed out that collaborative learning in process oriented writing classes very important to enhance students' writing skills. In a class there are three types of students such as high achiever, middle achiever and low achiever. When they work together in pair and group the writing activities, they can learn better by exchanging their ideas.

In relation to the question T1 explained the benefit of group discussion as:

In process-oriented writing classes; idea generation is one of the most important stages of writing that writers activate and process the information in their mind. Because of this, the stage of idea generation is considered as laying foundation for one's writing. In his further explanation, he states that sometimes an idea generated by an individual student may not be adequate to construct a full-fledged written text. Thus, as he further elaborates, different ideas generated by each group members can be used as an input for individual writers to begin with writing. In this regard, he forwarded: Group work, in writing classes, has benefits that fall into the cognitive and affective domains. Such kind of learning enhances not only students' social skills, but also it helps them to increase confidence and practice generating ideas collectively which will later be used as input for their writing (Personal communication with teacher 1, 2024).

When the response of the above respondent is associated with the constructivists' school of view, group learning is at the center of attention. The belief is that students write better when they first come together and discuss the topic on which they are going to write a paragraph or essay. In other words, before writing, teachers directly get students involve in any writing task, it is sometimes important to let them discuss the topic and share ideas which would later be developed either at paragraph or essay level individually

From the above responses, we see that group discussion is important in process-oriented writing skill classes. When students are organized and encouraged to discuss in group, they can get wider ideas which could be discussed in their writing. Group discussion is important to create competition among the members of the group; as a result, they tend to read and gather various information which would enable them participate in the group more actively. Group discussion in writing classes was integration of different language skills. Meaning, when students discuss in groups, they can read a piece of text and report what they understood to other members of the group, they can listen to each group members' opinion and they can write different texts based on the context.

Besides, T4 goes on discussing how a group work can help students integrate language skills in the process-oriented writing class. As he explained that:

Group discussion displays what students really know if they are required to articulate in the presence of others. When they clearly articulate what they know, they can answer searching questions that emanate from their reading background. While doing this, they can integrate, listening, reading and speaking (Personal communication with teacher 4, 2024).

In his further analysis, the respondent suggested that high quality group work involves rotating the activities within the group.

Other respondent (T8) pointed out on the basis of the responses given by the majority of the respondents. He stated that:

Group discussion is important to generate ideas, increase competitiveness among group members, integrate different language skills and improve group member's communicative skills (Personal communication with teacher 8, 2024).

When we associate the above responses with the process approach, especially with the cognitive branch to writing instruction, the activities carried out at each stage of writing enhance the skills of the writer better when there is interactive and meaningful learning.

### **3. Do you think all stages of process approach have advantage to improve writing skill? How?**

Regarding to the interview question 3, all teachers expressed their thought towards all stages of process approach as it is equally important for enhancement of students writing. It cannot be prioritized because each five stage has its own importance. Teachers pointed out each stages advantage as follows:

In pre- writing phase, the students find the idea to write by choosing the topic, collecting and exploring the information about the idea with guidance from the teacher. Next to pre- writing students develop their outline into a draft without worrying about the mechanics (grammar, spelling, and punctuation) and language accuracy. In revising activity, the students focus on the correctness of their writing; they need a different approach to see their writing from different perspectives so they can see the mistakes or inappropriate part of their writing. In the editing phase, students focus on checking the writing mechanics, checking gathered data for accuracy utility, and completeness and clarify the ideas. Finally, in publishing phase students develop the polished text (Personal communication with teacher 1, 2,3,4,5,6,7,8, 2024).

From the above response, we can understand that process writing is the systematic way that enhances students writing ability. Each stages of process writing approach such as pre-writing, drafting, revising, editing and publishing has positive impact on students' writing ability. Each stage has many strategies that help students to write effectively.

#### **4. What are the main challenges you face while practicing process writing approach?**

The different challenges to implement the process approach to teaching writing skills were visible while the researcher was observing the English writing classes. Furthermore, during interview session all teachers pointed out major challenges that they face while teaching writing through process approach. They mentioned time constraints, large class size, students' weak background, lack of motivation and unequal ability to take part in group work and lack of supplementary materials and the design of teaching materials were the main factors that hinder the implementation of process writing approach. In relation to this, T1 claimed as:

I have taught English for about 12 year and I am keen to implement process approach in writing class. However, there is no conducive environment to practice process approach. For instance, there are a number of students in a class, which is 50-60 in average is, one of the main problem (Personal communication with teacher 1, 2024).

From the above response, we can understand that teacher complained that teaching more than 50 students in a class is challenging to conduct process writing approach in writing classes. If the number of student in a class high, it is difficult to check every students' writing.

In the same manner, T3 claimed that it is difficult to deal with the large number of classes. One teacher uses that each of the class periods is 40 minutes and the number of students in each class is 50 to 60.

The number of students in a class is more than there should be and the length of each period is 40 minutes only. Some minutes are wasted in between the periods. In these 40 minutes, it is not possible to check each of the students writing (Personal communication with teacher 3, 2024).

T2 also suggested that:

I understand the implementation of process approach is important in writing classes. However, the principle of process approach is impractical in our context. The students are unable to write in English. They are not interested in collaborative learning that means, in pair and group work, they rather try to talk about other issues in their vernacular language. There are a number of students who cannot even write their name properly and how can get them write in group? They expect everything from their teachers (Personal communication with teacher 2, 2024).

From the above response, we can understand that students' weak background at primary school is the factor to conduct the process writing approach successfully.

In the same manner, interviewees T6, T7 and T8 suggested the other constraint that hinders implementation of process approach is shortage of reference materials which help students practice writing in the context of the process writing approach. According to their opinion, English language is offered to thousands of secondary and preparatory students, yet the most important books reserved for reference are not more than ten in number. In fact writing is a skill that often students develop through

their own continuous personal effort. Nevertheless, good writing is always the result of good reading. Unless students read a lot of books and familiarize themselves with various styles of writing and uses of expressions, it will be difficult to improve one's writing.

Additionally, they mentioned teaching material they use is the problem to apply process approach. In relation to this, T5 pointed out that:

Well, it is important to apply process approach. However, the teaching material does not enable teacher to practice process approach. Most of writing activities are designed based on product approach (Personal communication with teacher 5, 2024).

#### **4.4 Discussion of Results**

In this part of paper, data that had been gathered and analyzed were briefly discussed in response to three major themes of the study. The major results of the study were discussed and substantiated by the other scholars' ideas and researchers finding, taking the following key themes of the study into account:

- ✓ Identify EFL teachers' perceptions towards teaching writing skills through process approach
- ✓ Assess the extent of EFL teachers' practices of process approach in teaching writing skills in the English classroom
- ✓ Find out major challenges that impede EFL teachers' the practice of teaching writing skills through process approach in English writing classroom

The first aim of the study was to determine how EFL teachers' perceive process approach in teaching writing skills. The overall results of the study based on the data from the teachers' questionnaires and interview indicated that all teachers had good perception towards process approach and there had no teacher who viewed this approach negatively. The finding of this study is consistent with the study conducted by Pradnyana( 2020).The findings of his study indicated that teachers have positive perception towards process approach in teaching writing skills. In addition to this, different scholars put their ideas towards process approach positively. Besides, the findings of this study is in line with the view of scholars like Brown (2001) who notes that process approach lets students to manage their own writing by giving students a chance to think as they write. He also claims that the process approach is advantageous to students in language learning because students are the creators of language, they need to focus on content and message, and their own intrinsic motives are valued. Language skill are best learned when learners have their own intrinsic motives that is; students convey their messages to the readers in written form through the complex writing process; prewriting, drafting, revising, and editing. Raimes (1983) indicates that in the process approach, students do not write on a given topic in a restricted time and hand in the composition, rather they explore a topic through writing .She goes on to say that through the process approach teachers find that the writing process is a process of discovery for the students: discovery of new ideas and new language forms to express those ideas. In addition, the approach is beneficial to students because the approach focuses more on the various classroom activities. This is believed to promote the development of skilled language use, and a number of interesting classroom techniques, including conferencing, have emerged from the process approach to writing (Nunan, 1991). When various group activities are

utilized in writing classes, the learners exchange comments or responses, or work together to write a paragraph or an essay. Nunan (1991) also affirms that the process approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing.

The second theme of the study was to assess the extent of EFL teachers' practices of process approach in teaching writing skills. The data obtained from classroom observation and students' questionnaires indicated that teachers do not use process approach always and employed product approach most of the time while teaching writing skills. This finding is consistent with the study conducted by Tekle , Endalfer and Ebabu (2012). The findings of their study showed that teachers had positive perception about the writing skills and their practices of teaching the skill are loosely correlated. Although teachers viewed teaching writing skills by using process approach is important, they failed to apply their perception in to practice. This finding appears to be in contradiction with Alamirew's (2005) study, which demonstrate that high school English language teachers do not teach writing since they believe that writing is less important than the other language skills or language forms. Generally , the findings show that there appears to be loose relationship between teachers' perception of teaching writing through process approach and practice of teaching the skill.

The third aim of the study was to assess the main factors that hinders the implementation of process approach. Teachers had good perception towards process approach but they were unable to apply their believe in action. In relation to this, they pointed out different factors that impede the practice of process writing approach such as time constraints, large class size, students weak background, the design of teaching materials and shortage of reference materials. This finding is in line with Pranayama( 2020). The finding of his study indicates that time constraints, students' weak previous knowledge are challenges that hamper the implementation of process approach. Also scholar called Atkins et.al (1996) stated large class size is problem to assess every individual learner's writing cannot be practiced, challenging and demanding activities are not used, learners' participation is low , learner centered approach cannot be used. Similarly, Leu (2000) pointed out that most of text books do not include writing activities which are suitable to implement process approach. Therefore, the design of teaching material is the problem to practice process writing approach.

## Chapter Five: Summary, Conclusion and Recommendations

This section deals with summary, conclusion and recommendations.

### 5.1 Summary

Giving students with the necessary skills to write clearly and effectively is a challenge teachers' face everyday. Finding the appropriate approach that facilitate writing is a difficult and ongoing process for teachers. The purpose of this study was to investigate the EFL teachers' perception and practice of teaching writing skills using process approach in the case of grade 9 four secondary schools at Mareka Woreda. Under this, the following research questions were formulated:

1. How do EFL teachers perceive the process approach in teaching writing skills?
2. To what extent EFL teachers practice process approach in teaching writing skills in their English language class?
3. What are the main challenges that impede the practice of writing process approach in writing class?

The data were gathered mainly through questionnaires, observation and interview. The data obtained were analyzed using percentage, mean value and theme. Based on analysis of the data the following major findings were obtained from the study.

In order to answer the first research question, data were obtained through teachers' questionnaires and interview. The result of the data revealed that 100% of respondents had perceived that teaching writing through process approach is important to enhance students' writing skills.

According to the data from students' questionnaires and classroom observation the second research question was answered. The results from students' questionnaires revealed that teachers did not practice process approach frequently. The data obtained from observation also confirmed that teachers' do not applied all the activities of process writing approach always. Moreover, most of writing activities were conducted in accordance with product approach.

Regarding to the data from interview conducted with teachers about the main challenges that hamper the implementation of process writing approach, the following factors were pointed out: time constraints, large class size, students' weak writing background, lack of reference materials and lack of students motivation.

## 5.2 Conclusion

Based on the analysis, the following conclusions were made:

Although teachers lack the necessary commitment to implement process writing approach, the teachers in the schools seem to be aware of the importance of process writing approach. They believed that teaching writing skills in steps such as pre-writing, drafting, revising, editing and publishing can help students to improve their writing skills. Thus, it can be concluded that EFL teachers had positive perception towards teaching writing skills through process approach. In spite of the fact that teachers had high level of perception of process writing approach, they failed to practice fully in EFL writing classes. This indicates that there is mismatch between what teachers perceive about process writing approach and the actual classroom practice. Time constraints, large class size, students' weak writing background, lack reference materials, lack of students motivation are the factors that EFL teachers encounter while teaching writing as process.

## 5.3 Recommendations

Based on the finding, the following recommendations have been forwarded:

- EFL teachers are supposed to teach writing skills through process writing approach and they should encourage and guide their students.
- Although teachers believed the importance of teaching writing as process, they failed to implement. Therefore, researcher recommends that the Ministry of Education (MoE) or other responsible bodies need to provide in-service training for teachers to inform them of the principles and characteristics of teaching writing as process.
- EFL teachers indicate their view towards process approach positively. However, they pointed out time 40 minute per a periods as major challenge that hinder the fully implementation of PWA. Therefore, the researcher recommends that teachers should allocate extra time (tutorial class) for writing skills.
- It is possible to provide feedback for small number of students. Therefore, the number of students in a class should be minimum so as to make the class participatory.
- The material developers are expected to design the material in light of teaching writing as a process.
- The students' parents should support the students by providing additional materials, such as guide books, magazines, news papers, etc. that enable them to practice writing skill at home.
- The researcher recommends further investigation that focus on both EFL teachers' and students' perception and practice of process writing approach.

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**Appendix-A: Questionnaire for Teachers**  
**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Dear teachers:** I am conducting a study on EFL teachers' perception and practice of teaching writing skills using process writing approach at four secondary schools found in Mareka district: grade 9 in focus.

Therefore, you are kindly requested to fill the questionnaire honestly, genuinely and carefully. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the academic purpose. For that matter, you don't need to write your name.

**Thank you in advance for your willingness!**

**General instruction:**

- Please, do not write your name on the questionnaire
- Please, follow the directions given in each part.

**Instruction:** Items related to your perception on process writing approach are provided below. Please give appropriate responses for each items based on your understanding. Your responses could vary from “Strongly agree: to “strongly disagree”. Use a tick “√” mark to respond.

**Key:** 1 = Strongly Agree 2 = Agree 3 = Undecided 4= Disagree 5=strongly disagree

| No | Items   | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | I think that it is important to use the process approach to writing in English classes                                |   |   |   |   |   |
| 2  | I believe that process writing approach helps students to write any piece of writing effectively                      |   |   |   |   |   |
| 3  | I think that teachers should write with their students  |   |   |   |   |   |
| 4  | I believe that students need positive feedback about their writing  |   |   |   |   |   |
| 5  | I believe that students need exposure to models of good writing   |   |   |   |   |   |
| 6  | I think that prewriting is an important part of the writing process   |   |   |   |   |   |
| 7  | I think that drafting is an important part of the writing process   |   |   |   |   |   |
| 8  | I think that revising is an important part of the writing process   |   |   |   |   |   |
| 9  | I believe that editing is an important part of the writing process  |   |   |   |   |   |
| 10 | I believe that publishing is an important part of the writing process   |   |   |   |   |   |
| 11 | I believe that students should share their writing  |   |   |   |   |   |
| 12 | I believe that students’ writing should be evaluated only in terms of correct grammar                                 |   |   |   |   |   |
| 13 | I believe that students’ writing should be evaluated better in terms of content, context, connection and organization |   |   |   |   |   |

*Adapted from Pradnyana, 2020*

**Appendix-B: Questionnaire for Students**  
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**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Dear students:** I am conducting a study on EFL teachers' perception and practice of teaching writing skills using process writing approach at four secondary schools found in Mareka district: grade 9 in focus

Therefore, you are kindly requested to fill the questionnaire honestly, genuinely and carefully. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the academic purpose. For that matter, you don't need to write your name.

**Thank you in advance for your willingness!**

**Instruction:** The following items are extent of your teachers’ practices of process approach in English writing classroom. Please, provide appropriate responses using tick “√” mark in front of the corresponding items.

**Key:** 1 = Always 2 = Usually 3 = Some times 4 = Rarely 5= Never

| No | Items   | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
|    | <b>During pre-writing</b>   |   |   |   |   |   |
| 1  | Teachers brainstorm us before we start to write                     |   |   |   |   |   |
| 2  | Teachers encourage us in generating and organizing idea             |   |   |   |   |   |
| 3  | Teachers give freedom to us to select our own topic to write        |   |   |   |   |   |
|    | <b>Drafting</b>   |   |   |   |   |   |
| 4  | Teachers ask us to write first draft.                               |   |   |   |   |   |
| 5  | Teachers motivate us to write what comes in to our mind             |   |   |   |   |   |
| 6  | Teachers give enough time to write first draft                      |   |   |   |   |   |
| 7  | Teachers help us while we get difficult in writing                  |   |   |   |   |   |
|    | <b>Revising</b>   |   |   |   |   |   |
| 8  | Teachers encourage us to revise our writing                         |   |   |   |   |   |
| 9  | Teachers encourage us self-revision of our writing                  |   |   |   |   |   |
| 10 | Teachers encourage us group revision of our writing                 |   |   |   |   |   |
| 11 | Our teachers revise our draft                                       |   |   |   |   |   |
|    | <b>Editing</b>  |   |   |   |   |   |
| 12 | Our teachers ask us to edit our text                                |   |   |   |   |   |
| 13 | Our teachers give sufficient time to edit our writing               |   |   |   |   |   |
| 14 | Our teachers encourage us to self-edit our text                     |   |   |   |   |   |
| 15 | Our teachers encourage us to edit our text in group                 |   |   |   |   |   |
| 16 | Our teachers assist us in editing and gives feedback on our writing |   |   |   |   |   |
|    | <b>Publishing</b>   |   |   |   |   |   |
| 17 | Our teachers ask us to publish our text                             |   |   |   |   |   |
| 18 | Our teachers encourage us to share our final writing in group       |   |   |   |   |   |
| 19 | Our teachers give feedback on our final writing                     |   |   |   |   |   |

*Adapted from Mesfin,2022*

## Appendix-C: Observation Checklist of Teachers' Practices of Process Writing Approach

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Name of school \_\_\_\_\_ Topic of the lesson \_\_\_\_\_ Teacher's code \_\_\_\_\_

Date ----- Section \_\_\_\_\_ Number of students \_\_\_\_\_ Time \_\_\_\_\_

| No | Items   | Observation responses |    |                     |    |                     |    |
|----|---|-----------------------|----|---------------------|----|---------------------|----|
|    |   | 1 <sup>st</sup> day   |    | 2 <sup>nd</sup> day |    | 3 <sup>rd</sup> day |    |
|    |   | Yes                   | No | Yes                 | No | Yes                 | No |
|    | <b>During prewriting</b>  |                       |    |                     |    |                     |    |
| 1  | Teacher brainstorm the students before they start to write  |                       |    |                     |    |                     |    |
| 2  | Teacher gives the students freedom in choosing the topic that they are going to write               |                       |    |                     |    |                     |    |
| 3  | Teacher helps the students in collecting and organizing the idea                                    |                       |    |                     |    |                     |    |
| 4  | Teacher invites the students to make discussion and getting feedback from the other students        |                       |    |                     |    |                     |    |
| 5  | Teacher gives the students feedback for their outline   |                       |    |                     |    |                     |    |
|    | <b>During drafting</b>  |                       |    |                     |    |                     |    |
| 6  | Teacher asks the students to write their idea into a first draft.                                   |                       |    |                     |    |                     |    |
| 7  | Teacher gives the students' time to write   |                       |    |                     |    |                     |    |
| 8  | Teacher helps the students to build different strategies for drafting                               |                       |    |                     |    |                     |    |
| 9  | Teacher assists students who are having difficulties with how to start writing.                     |                       |    |                     |    |                     |    |
|    | <b>During Revising</b>  |                       |    |                     |    |                     |    |
| 10 | Teacher asks the students to do self-revision and pair or group revision                            |                       |    |                     |    |                     |    |
| 11 | Teacher helps the students to build different strategies for revising                               |                       |    |                     |    |                     |    |
| 12 | Teacher revises the students' draft   |                       |    |                     |    |                     |    |
|    | <b>During Editing</b>   |                       |    |                     |    |                     |    |
| 13 | Teacher asks the students to edit their text (read aloud, check the sentences and the organization) |                       |    |                     |    |                     |    |
| 14 | Teacher asks the students to do a final revising with their pair or group                           |                       |    |                     |    |                     |    |
| 15 | Teacher gives students feedback on their writing  |                       |    |                     |    |                     |    |
|    | <b>During Publishing</b>  |                       |    |                     |    |                     |    |
| 16 | Teacher asks the students to publish their writing (reading aloud, stick it on the wall)            |                       |    |                     |    |                     |    |
| 17 | Teacher facilitates the students to share their writing product                                     |                       |    |                     |    |                     |    |
| 18 | Teacher gives feedback on the students' final writing   |                       |    |                     |    |                     |    |

*Adapted from Mesfin, 2019*

**Appendix-D: Interview Question with Teachers**  
**JIMMA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**Dear interviewee,**

The researcher is intending to collect data or information on your English process writing approach because the information you provide is very essential for the success of the study. Hence, the researcher would kindly request you to be relaxed and interviewed on the given issue or topics following the specific instruction because your genuine opinion or response has its own contribution to my study. I appreciate your cooperation and willingness to my interview. I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for the purpose of the study.

1. How do you think teaching writing skills through process approach?
2. What is your perception about group learning in process approach writing classes?
3. Do you think all stages of process approach have advantage to improve writing skill? How?
4. What are the main challenges you face while practicing process writing approach?