

# **DILLA UNIVERSITY**



**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES,**

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**PERCEPTIONS, PRACTICES AND CHALLENGES OF TEACHING  
WRITING SKILLS USING PROCESS**

**APPROACH:**

**THE CASE OF THREE SELECTED SECONDARY SCHOOLS IN HADIYA  
ZONE MISRAK BADEWACHO WOREDAA**

**M.A IN TEFL**

**BY ENDRIAS ASHEBO**

**MAY, 2019**

**DILLA, ETHIOPIA.**



PRECEPTIONS, PRACTICES AND CHALLENGES OF TEACHING WRITING SKILLS IN  
USING PROCESS APPROACH: THE CASE OF THREE SELECTED SECONDARY  
SCHOOLS IN HADIYA ZONE MISRAK BADEWACHO WOREDA

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This is to certify that the M.A thesis entitled “ Perceptions, Practices and Challenges of Teaching Writing Skills: the Case of Three Selected Secondary Schools in Hadiya Zone Misrak Badewacho Woreda” is submitted to the Graduate Program of the Department of English Language and Literature, in partialful fillment of the requirements for the degree of Master’s with specialization in Teaching English as a foreign Language (TEFL), and has been carried out by Endrias Ashebo Langana ID No\_EPGIFHL/008/17, under my supervision .Therefore ,I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department.

\_\_\_\_\_

Name of major Advisor

Signature

Date

DILLA UNIVERSITY

SCHOOL OF GRADUATE STUDIES SOCIAL SCIENCE AND HUMANITIES COLLEGE

DEPARTMENT OF ENGLISH LANGUAGE AND LITRETURE

PERCEPTATION, PRACTICE AND CHALLENGES OF TEACHING WRITING SKILLS IN  
USING PROCESS APPROACH(P.A) THREE SELECTED SECONDARY SCHOOLS  
GRADE 9 IN FOCUS

BY

ENDRIAS ASHEBO LANGANA

May, 2019

DILLA, ETHIOPIA

**Approved by examining Board**

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| Advisor           | Signature |
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| Internal Examiner | Signature |
| <hr/>             | <hr/>     |
| External Examiner | Signature |

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## Statement of the Author

At the beginning the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all source of this material used for thesis have been dully acknowledged. This thesis has been submitted in partial fulfillment of the requirements of M.A degree in Teaching English as a foreign Language (TEFL) at Dilla University and deposited at the University Library to be made available to borrowers under the rules of the Library. Brief questions from this thesis are allowable without special permission provided that accurate acknowledgement of source is made. Requests for expanded questions from or reproduction of this manuscript in whole or in part may be printed by the head of the major department or the Dean of the School of Graduate Studies when in his/ her judgment the proposed use of the materials are in the interests of Scholarship. In all other instances, however, must be obtained from author.

Name: Endrias Ashebo Langana

Place: Dilla University

Signature: \_\_\_\_\_

Date of Submission: \_\_\_\_/\_\_\_\_/\_\_\_\_

This M.A thesis has been submitted for the examination upon the approval of the Adviser.

Name of Adviser: \_\_\_\_\_

Signature: \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Place: Dill University College of Social Sciences and Humanities, School of Language and Communication Studies, Dilla, Ethiopia

## **LIST OF ABBREVIATIONS**

CAT = Communicative Language Teaching as an approach to Language Teaching that focusing upon functional use of Language in real life.

EAP = Learning and Teaching English for Academic purpose

EFL = English as a foreign Language Learned by many nonnative students around the globe.

FL = Foreign Language

PA = Process Approach

LSPS =Lenda Secondary and Preparatory School

KSPS = Korga Secondary and Preparatory School

L<sub>1</sub> = First Language

L<sub>2</sub> = Second Language

MOE = Ministry of Education

KSS = Keranso Secondary School

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## ABSTRACT

*The purpose of this study was to explore the teachers' perception, practices and challenges of teaching writing using process approach in Secondary Schools with reference to selected Schools in Misrak Badewacho Woreda of Hadiya Zone, South Nations, Nationalities and People Region. These Schools include Lenda Secondary and Preparatory School, Korga Secondary and Preparatory School and Keranso Secondary School. To achieve this objective, the researcher used descriptive research design with qualitative and quantitative techniques. For the study one hundred thirty five grade nine students and eight English Language teachers from these grade levels were made to fill in the closed ended questionnaires. The students were selected using systematic random sampling; however, the English Language teachers were taken purposively. Classroom observation was also conducted. Moreover, a sem-structured interview was held with 14 students who had filled in the questionnaires and 14 teachers whose classes were observed. Quantitative and qualitative data were obtained, and these were analysed quantitatively and qualitatively. Thus, this study employed a mixed approach.*

*The findings of the study revealed that majority of Secondary School students had no good perception in learning writing in process approach. Students were aware of the importance of learning writing. The majority of the students also perceive learning writing through process approach is challenging. In assessing the practice of teaching writing in process approach, the findings revealed that the practice of teaching writing in Secondary Schools is found to be low.*

*The study has identified several factors that affect teaching and learning in Secondary Schools. These include students poor reading habits, large class-size, students poor background knowledge, insufficient time for continues practice, low motivation of students, mother tongue interference, problems related to styles of teaching, lack of training for teachers, limitation in teaching materials, and the nature of activities in the textbooks.*

*Finally, recommendations were forwarded based on the major findings so as to promote the students perceptions, maximize the practice of teaching and learning writing, and minimize the factors affecting the teaching and learning of writing in Secondary Schools.*



# **CHAPTER ONE**

## **1. Introduction**

In this part of the paper, the basic aspects that were essential information on the general nature of the study are presented. To this end, a high light pertaining to what the problem under study was about, the objectives, the significance, and scope are included.

### **1.1. Background of the study**

English is a West Germanic language first spoken in early medieval England. The language was spread all over the world as a result of the voyage to America. Asia and the Antipodes followed by colonial development in Africa and the South Pacific in the mid-19<sup>th</sup> century. Its spread, as a global lingua franca or hyper-central language, was facilitated by the British colonial empire that exported the native speakers of English to the new colonies settlement there by forcing the people of the new colonies to acquire and learn the language. This was due to the growing economic military and political dominance of the US in the latter 20<sup>th</sup> century as well as the development of science and technology, commerce, and diplomacy, media education (Crystal). It is a dominant international language for a great deal of the world's knowledge. Scholars conclude that education is the most important factor that forces many nations to accept English as their official language or their foreign language in schools.

The English language has become foreign language in Ethiopian. It is taught as a subject in primary schools and it a medium of instruction in secondary and tertiary levels (Seifu, 2015:2). When the modern education was introduced in Ethiopia, English was one of the foreign languages used as the medium of instruction in Menelik II School (Heugh) et al.2006:45 cited in Amlaku.2010).Since then, it taught as a subject in Ethiopian schools beginning from grade one and above. It is also a medium of instruction in high schools, teacher training institutions, and universities. It gets more dominance and importance in educational sector as well as in varies local and international institutions such as Ethiopian airlines, telecommunications, Commercial banks of Ethiopia, Insurance corporations etc. It is also medium of communication in some trade and business organizations. It also serves as means of advertisement, entertainment in some

institutions. Derege (2012) pointed out that all international organizations and some of the non-governmental organizations and most governmental organizations use English to communicate with the outside world. It also offers access to higher Education and opportunity for international scholarship (Berhanu, 2009). Furthermore, all universities in the country used English as their working language. They produce documents, hold meetings, write minutes and reports, etc in English.

The needs to produce Ethiopians, who are able to communicate in the languages and look after the foreign affairs, are highly demanded. The political, technology and educational changes the country has witnessed recently, and the use of satellite TV in secondary classrooms to teach English and other subjects given in the English language with no use of L1 greatly increased the role of English (Bloor and Wondwosen, 1996; Tekeste, 2006 cited in Dereje, 2012). According to Brown (2000: 339), in school, writing is a way of life. Without some ability to express yourself in writing, you do not pass the course. Across the age levels from elementary school through university graduate courses, we write in order to succeed in mastering the subject matter. Moreover, writing is an authoring skill, and so, as compared with speaking, for example needs much more planning and preparation and is not so easy to practice.

In teaching writing, there are some factors which determine students' writing skills; among others are teaching approaches and creativity. Teaching approaches play a very important role in determining the success of the teaching writing itself since different approach will give different result and effects to the students. There are several ways to approach writing in the classroom. In the very first place, it should be highlighted that there is no necessarily any right or best way to teach writing skills. The best practice in any situation will depend on the type of student, the text type being studied, the school system and many other factors. Furthermore, among many common-used approaches to teach writing, there are two approaches which are commonly used by teachers; they are product approach and process approach.

Nunan (1998: 36) states that the product approach to writing is an approach which focuses on the end result of the writing activities. It is a traditional approach to teaching writing in which the students are given a model and then they are guided to imitate it in order to create a similar product (Soonpaa, 2007: 3). These thoughts imply that this approach tends to be more product-

oriented and teacher-centered since the focus is writing product where teacher gives such a model to imitate. On the other hand, Soonpa (2007: 03) states that process approach emphasizes on the process the students do in producing a piece of writing by using technique such as brainstorming, exploring ideas, peer editing, and rewriting. In addition, Onozawa (2010: 154) shares an idea that process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more. Further, Ghaith (2002) adds that writing process approach requires that teachers give students greater responsibility for, and ownership of, their own learning. Students make decisions about genre and choice of topics, and collaborate as they write. From this, it can be seen that process approach tends to be students-centered and focuses more on the process than the product.

On the other hand, student's creativity is another factor to successful writing. Writing itself is a process of thinking. Cowley (2004: 141) says that thinking creatively is all about expressing ourselves in a unique and imaginative way. The word "creativity" describes the process of bringing something new into being and that applying our creativity means being able to take unusual or innovative approaches to the common place or ordinary. According to Roy (2009) creativity is the process of generating novel ideas and is the basic force for all inventions. The process of creation involves seeing new relations between concepts and things and determining unique solutions to problems. One of some aspects in creativity is verbal creativity. Torrance in Munandar (1999b: 67) defines verbal creativity as an ability to think creatively and to measure one's fluency, flexibility, and originality of a verbal form which deals with words and sentences. In addition, Thrustone, as quoted by Azwar (1996), states that verbal refers to any understanding towards relationship of words, vocabularies, and communication mastery.

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

A particular feature of product approach is its attention to correctness. As it is reported by Nunan (1989, P.36) a teacher who adopts a product approach makes sure that the end product is grammatically correct. McDonough and Shaw (1993, P.43) arranged that it is a traditional way to teach writing whose focuses are on an accuracy and consolidation of grammar and the teacher

becomes a judge of the finished product. Tribblel (1997, pp.20-22) also said that “teacher see errors as something that must be corrected and eliminated. They give more importance accuracy of language.”

In fact, for some teachers the most important point is a readable accurate piece of writing since language competence is the aim of this approach. Moreover, learners are given writing models to construct sentences develop paragraphs and sentences out of this models.

Pennington and Cheung (1995) cited in Belinda (2006), acknowledged that the traditional product-oriented approach focuses on one shot correct “writing for the purpose of language of practice and one- shot-effort by the teacher to assess the learner’s attempt. It keens on the grammatical accuracy and sticks to given models or guide lines which in habit writers rather than liberating them (white, 1988 cited in Belinda 2006). It provides little or no chance for the learners to add any ideas of their own that most of them do not know how to do free writing and they do not possess the start. Nevertheless, more recent approaches to writing has stressed that learning to write does not involve asking learners something on a given topic without a purpose and audience in mind. Learning to write is a process which entails a series of steps writers go through to arrive at the final product. More specifically, the process approach has emerged as a reaction against the product approach where Silva (1993 as cited in Sadek 2007,P 232) pointed out that” this approach calls for providing a positive, encouraging, and collaborative work shop environment within which learners with ample time minimal interference, can work through there composing process.”

Thus, teachers’ role is to help students to develop viable strategies for getting started. Those strategies are: finding the topics, generating ideas and information, focusing, and planning structure and procedure” (Silva, 1993, as cited in Sadek, 2007, P, 232). Thus, teachers should become facilitators rather than assessors helping students to develop those strategies mentioned above with easiness. For instance drafting means writing several multiple drafts/ revising means adding deleting / modifying and rearranging ideas/ and editing means looking at vocabulary/ sentence structure/ grammar/ and mechanics. On the other hand by collaborative it means getting learners to interact with each other mainly for feedback so that writing is not seen as a solitary or isolated activity as it was usually thought of/ but a more creative and dynamic one. Among the

characteristics viewing writing as process. Grabe and Kaplan (1996/ p.48). Stated that the process approach encourages learners to;

1. Write on relevant topics or topic learners find interesting rather than having the teachers who assigning the topic
2. Plan their writing having a purpose in mind and a context to base the written text on rather than write freely without having anything to say
3. Be creative and imaginative using pre writing activities /different drafts and feedback rather than immediately putting pen to paper without previous planning and revision
4. Get feedback from real audience either from peers, small groups or the teacher through for motive evaluation.
5. Focus on content and personal expression rather than the final copy/ grammar and usage.

The processes approach has got a modern acceptance in teaching writing skills (Solomon, 2001), Tekle et al, 2012 cited in Sefu, 2015) different studies show that process approach is an effective approach in helping students to improve their writing skills and primary schools levels (Cheanget al.1992; Pennington and cheang 1993 cheang et al1994 cheang 1999, Goldstein et al.1996, and Jacob and Talshir, 1998.cited in Belinda, 2006).

Besides, (Tribble, 1996 cited in Al-sawalha, 2014) claims that the process oriented approach is the most dominant and reliable approach in the teaching of writing in the EFL/ESL contexts. It serves to day as an “umbrella term for many types of writing courses” that engages students in their tasks through a “cyclical approach “focusing more on varied class room activities w/c promote the development of language use rather than the product oriented writing that requires students to produce and submit complete and polished responses to their writing assignments without going through the stages of writing (kroll/2001 cited in Hasan and Akhand, 2010:79)

However, these research studies lack potential impression and concern about the actual class room practice of the process writing there is also limitation in the design of their studies, particularly seifu (2015), research without design. Besides, these studies will be conducted in different zones south Omo zone and kambatatambaro zone, compared to the target study which

is in Hadiyazone, Misrake Badewachoworeda. The previous studies only focuses on investigating the approach and its effectiveness in teaching writing as well as assessing the students writing skills.

As the researcher observed in his teaching experience, through the modern communicative language teaching syllabus prescribes the way how to practice writing skills in the class room yet the skills of writing have not gone beyond writing down the teacher's notes from black board and copying down notes from their text books prescribed by their class room teachers. Most of the class room activities focus on the traditional product approach. Moreover, teachers complain about the poor performance of students in writing and their ability to convey their messages across in free writing and composition. Besides, the existing practices of teaching writing skills in the school has given less attention to the current process-oriented approach of writing. This situation hampers students from being active in their learning and does not motivate to be creative not apply their cognitive skills in order to solve problems there by development active learning.

Generally ,the less attention has been given to the current practices of process writing skills on the basis of the modern communicative language teaching method in Lenda secondary and preparatory school grade 9 EFL/ESL class rooms are motivated the researcher to conduct this study in order that fill these gaps with the new findings of this study.

### **1.3. Research Questions**

This study will endeavor to respond the following research questions:

1. How do English teachers perceive process approach to writing?
2. Do the English teachers teach writing skills using the process approach in EFL class room?
3. What are potential factors that affect the practices of teaching writing skills while employing the process approach in the EFL classrooms?

## **1.4. Objective of the study**

### **1.4.1. The general objective**

The general objective of this study is to explore the teaching of writing by using process-oriented approach.

### **1.4.2. Specific objectives**

This study tries to answer the following specific objectives.

1. To explore the perception of teachers towards process approach to writing in EFL classroom.
2. To investigate the actual practices of teaching writing skills of EFL/ESL classroom using the process approach.
3. To identify factors that affect the practice of teaching writing skills through the process approach in English language learning classroom.

## **1.5. Significance of the study**

The results of this help English language teachers, especially at secondary school level to examine the practice of teaching process writing; identify their strong and weak sides in order to improve the standard of their teaching of writing. It may also be helpful for teachers to get an insight on students' perceptions and a strategy to use for teaching process writing and make wise decisions to improve students' writing ability .Furthermore, it may enhance students motivation and upgrade their perceptions on learning writing. This study may also serve as a springboard for textbook writer and future researcher interested to conduct studies on related issues.

## **1.6. Delimitation (Scope) of the study**

In order to achieve the aim of this study, three Selected Secondary Schools in Hadiya Zone Misrak Badewacho Woreda.Namely Lenda Secondary and Preparatory School, Korga Secondary and Preparatory School and Keranso Secondary School were selected. Moreover, in order to

study the issue thoroughly and effectively, the researcher chose grade 9 (nine) among the different grade levels and writing among the different language skills.

### **1.7. Limitation of the study**

The fact that few research has been done in this typical area created little problem: the researcher could not find sufficient research materials on the area while beginning the study. The solution to this problem was that the researcher consulted some scholars from Wacamo University who helped him in minimizing the constraint.

Moreover, teachers were found to be resistant not to be observed. The solution to this problem was to request such teachers repeatedly and persuading the significance of the research.

### **1.8. Organization of the study**

The organization of the study or the paper begins with the first chapter which is the introduction Of the study. It comprises sub chapters such as background study, statement of the problem, Objective of the study, scope of the study, limitation of the study, organization of the study, and operational definitions of the key terms. The second chapter discusses review of related literature as far as the topic under investigation is concerned. The third chapter consists of the research design and methodology part. Under this section how the research was designed, the research approach, sources of data, research setting, the sampling techniques, instrumentation and methods of data were organized and analyzed, and the ethical considerations are treated. The fourth chapter deals with the data presentation, discussion of results, and interpretation. The fifth chapter of this thesis includes conclusions and recommendations. The last part of the paper includes the references and the appendices of the study.

## **CHAPTER TWO**

## **2. Review of Related Literature**

### **2.1. Introduction**

The purpose of this chapter is to review some relevant literature and relevant works so that personal detailed picture adhering to the practices of teaching writing skills of EFL/ESL researcher using process approach. This chapter mainly reviews the relevant literature related to the practices and challenges of teaching writing skills of EFL /ESL class room using the process approach and forwards the adoption of process approach of writing into English as a foreign language class room.

### **2.2. Definition of writing**

Writing according to Wingard, P (1985) is defined as a complex Meta cognitive activity that drawn on an individual's knowledge, basic skills, strategies and ability to coordinate multiple process. Some other scholar's like Rivers, WM. ( 1978) define writing as one of the skills of language learning that aims at the development of writing skills to full fill such purpose as note taking, summarizing ,narrating, reporting and replying required for various real life.

Smith (1982) States" writing is a skill which is learner by writing, by reading and by perceiving oneself as a reader. Therefore, writing is a process by which a message is encoded by written words symbols and signs. It is a medium of human communication by the help of written texts.

### **2.3. The History of Writing**

According to the proponents of written language writing in general is the most important means of communication by using visual signs. They added that written language is directly related to language rather than to speech and is not merely transcription of speech, but other a distinct and usually more than one special dialect involving the use of special forms of language that would not be produced orally .As it is elaborated Encyclopedia Britannica (2012), Language are systems of symbols that writing symbolizes and renders it visible. Moreover, the written system of a language is a concrete and permanent way of communication than the spoken language where any conventional system of signs that represents the utterances of a language depend up on its underlying structures.

Williams (1998) explained that the written words are better alternatives for recording information and format that they offer a more enduring form of communication than they spoken words, so that they can be referred to repeatedly and preserved over a long period of time. Similarly, ( Mesfin,( 2009;1) stated that languages are systems of words structured to fit in the mind which human beings have been able to bind time to communicate with human generations. More over duplicates of letters, reports and other documents are easily produced and allow sharing of information amongst a range of people who do not have to be present to witness the original communication. There is also more time for a write to organize his other thoughts and assemble complex facts and figures, to review the intended message and redraft if necessary.

## **2.4. Nature of Writing**

Most teachers probably agree that the emphasis of the study of language has tended to concentrate on spoken language rather than the written one, due to the negligence of written production in language teaching. Brookes & Grundy (2001:01) report that “the study of language in the twentieth century has tended to concentrate on spoken language, many linguists from de Saussure through to Chomsky, for what seemed like good reasons at the time, neglected the written mode in favor of the spoken. This, however, contributed to the fact that writing was for a long time a neglected area in language teaching". 4.1 – Definition of the Process Writing Approach

The Process Writing Approach (PWA) emerged as an alternative that interprets “the act of writing [as] a series of distinctive thinking processes” (Bayar, 2014, p. 1134). According to Pritchard and Honeycutt (2006), the professional literature mentioned the writing process for the first time in 1947 when Day (1947) discussed the seven steps of the writing process. Since then, the process approach to writing has faced many challenges and issues regarding its definition and procedures.

## **2.5. Importance of Writing**

The purpose of writing is to express ideas, thoughts and to convey messages to the reader in a very correct spelling, punctuation, grammatical structure and selection of vocabulary. Standard language always demands writing more than speech. In this context Ur (2001:163) states: "[...] much higher standard of language are normally demanded in writing than in speech more carefully constructions, more varied and precise vocabulary, more correctness of expression in general". Besides knowing speaking, listening and reading, students need to know how to write, how to put written reports together, how to reply to advertisements. Many people think that the ability to write well leads to the ability to speak well also. Writers frequently spend hours of thought just to get exactly the right words onto paper. Kelly (1969:145) said that: "By practicing writing, a person learns proper word usage to persuade the reader to listen to them. The writer does this by using "key words" at proper intervals, the writing process helps to develop the skill of critical speaking". Moreover, Cumming (1995:148) states:

"The main importance of writing in that level is that it helps students to learn. Writing new words and structures help students to remember them; and as writing is done more slowly and carefully than speaking, written practice helps to focus students attention on what they are learning".

Teaching the module of written expression requires from students four steps to be good in this module. Harmer (2001:79) stated: "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development learning style and, most importantly, writing as a skill in its own right

### **2.5.1. Challenges Teaching English Language in Ethiopia**

An old articles entitled development in English language teaching in Ethiopia which was published in ELT Journal, 1969, pointed out that Ethiopia couldn't afford to avoid English and have a national language, Amharic, as medium of instruction saying;

"... even if it were ever found possible to use Amharic at least a proportion of her students having knowledge of the world language. the need for English will continue, and yet-until recently-little had been done to have it taught effectively. A previous article in this journal

presented a rather depressing picture of the state of English teaching in Ethiopia ....”(Jurist, 1969;151).

Today after over 45 years, the observation of this article holds more water. That is Ethiopia`s need for English language is more intensified as globalization is the agenda of the time, whereas the picture of English language teaching in general and the students writing skills hardly improved. Students who join colleges and universities are unable to express themselves in English well; graduates who join the world of work fail to write their own CV and application letters for job. There are some teachers in primary and secondary schools who lack the proficiency to teach well and become role-models.

### **2.5.2. Factors that Affect Teaching and Learning Writing**

Belief and perception of teachers and students on writing

Writing experts report that the belief of both teachers and students can have a serious impact on the teaching and learning of writing skills. Brook hart and freeman (1992), for example, explain that writing teachers belief about the nature of writing lesson, method of teaching and their students can affect either positively or negatively the writing instruction. Entwisted (1998) upholds the above view stating that there is strong relationship between the students beliefs and their writing status whether they are poor, average or good writers. The central idea of the discussion is that if writing teachers, for examples, proponents of the behaviorists` model of learning, all efforts that they make is to enable their students construct error-free sentence, paragraph or essay.

If their belief is contrarily, on the implementation of meaning discovery approach, their entire endeavor is to encourage creativity and help students produce meaningful writing which ultimately leads to accuracy.

The other relevant component of writing pedagogy is the perception of both instruction and students. Williams and burden (197)report that investigating the perception of both teachers and students about writing and the method of writing instruction can help take rectifying measure. They further remark that when learners are convinced that the writing practice that they do in the

classroom is significant for their academic performance and the world of work, they develop positive perception about writing and writing instruction so that they can gather all their strengths and strive towards their goal vigorously. When learners do not have positive perception on the given writing activity on the other hand their inner motive will be below the mark, thus, it is difficult to bring about substantial progress on their writing.

Studies show that perception have close relationship with peers teachers and present or past experience .As canal (1980)and riley (1997) recommends in his study, an effort to change perception requires a careful and long time of investigation.

When we related the issue of perception with teaching and learning the way students are taught influences their positive or negative perception towards the subject. The belief is that teaching influences learners` thinking; their thinking in turn improves or deteriorates learning and their achievement. Sometimes there would be misunderstanding between the teachers and learners. What the teacher thinks about the progress of students in their writing, for example, can be positive but students may perceive it as negatively and the vice versa.

The other point that has to be underscored in relation to the role of perception is that learners perception on their ability can influence the improvement of their writing. Studies reveal that learners who perceive themselves as competent writers are likely to improve their writing ability and succeed and the vice versa. The other worth mentioning point is that the way feedback is provided to the written work of students can also affect the writing performance of students.

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

The other facto which influence writing instruction either positively or negatively is behavior. This implies that the behavior of the teacher affects students behavior and the vice-versa. Hence, the kind of behavior which has been established between the teacher and the students can ultimately influence the standard of the final product of writing. In conception to this, pica

(1994) forwards; “classrooms are complicated social communities; individual learners come to them with own constellation of native language, culture, proficiency level, learning style motivation and behavior toward language learning (p:59).” Consequently, it is possible to understand that learners, the content of the lesson, the school environment and the future benefit of what they learn.

However the process approach has been criticized for being too soft on students and for not preparing them for the real academic world of critical readers ,set topics and examinations, and lacks emphasis on essential aspects of the writing development of students as well (Rothery,1996 cited in BBC English teachers supplement, 1995) furthermore, Gee (1997:32) also reinforces the process approaches often regard all writing as being produced by the same set of process that they give insufficient importance to the kind of the text writers produce and while such texts are produced. Stanley ( 2003) and Ahlsen Lundh (2007) stated that process writing both through general structure of pre-writing, drafting and revising ,leading to a final product, requiring quite a lot of class room time and energy or efforts. The researcher oppose the idea of ( Rothery, 1996 cited in BBC English :teachers supplement ) that the process” writing is too soft on students and not preparing them for academic world of critical readers, set topics and examinations, and lacks emphasis on essential aspects of writing development of students “. These means that Rothay himself was confused of the concept learner autonomy in writing and the cognitive and creative engagement of students in the different stages of the process writing. Besides, the essential aspects of writing development of students, that Rothay critics ,is the phases the students go through the writing process itself. However, the researcher shares the fact that all writing may not be produced bia eight stages process writing. Of coerce, process writing is time taking, through to achieve the aim of students’ active and creative cognitive application sacrificing time for the benefit of creativity and learner autonomy should be the drama of every English. Language teacher Hyland (2004:20) concluded that writing is a socio- cognitive activity that involves skills in planning and drafting as well as knowledge language ,contexts and audiences for which the genre approach and the process approach can usefully be seen as supplementing and rounding each other out. Their problems committed in writing and then rewrite their pieces of writing again correctly since it is the main aim of that correction.

In sum, it is safe to mention that our secondary school teachers should be aware of all these aspects by applying them adequately. Concerning the teaching approaches and techniques, teachers should be selective when teaching writing skills that is they have to choose what is positive from each approach and technique and reject what is negative.

### **2.5.3. Lack of motivation to write**

It is accepted in most fields of learning that motivation is essential to success and achievement. Accordingly, Harmer {2006} stresses that people involved in language in language teaching often say that students who really want to learn will succeed despite using methods which experts consider unsatisfactory.

“in the phase of such a phenomenon, it seems reasonable to suggest that the motivation that students bring to class is the biggest simple factor affecting their success”. {Harmer, 2006, p,3} this means clearly that motivation is strongly related to achievement and learners motivation makes the mission easier and pleasant for both teachers and learners.

Harmer (2006 pp 32-45) there are many hidden forces which de motivate them to achieve certain writing level. Fear of failure which means the fear of not achieving our goals or value in some context specifically in the context of competence of efficacy. It is also closely related to the fear of rejection. The source of this fear of failure among the majority of our students is that they are afraid of making mistakes. They feel weak and never recover the state protections, so they become haunted by failure. Consequently they are paralyzed and do not, attempt their chances for adventure. Learners for write because they see their friends write or may be they are under the influence of their teachers. But when they arite, they are prompted by uncertainly they feel doubtful about what they write. Moreover some students avoid showing their writing they intentionally hide their weakness and often do not finish on purpose because they are utterly pessimistic and feel a beforehand failure. The idea of failure should not be let to creep in the learners consciousness yet we cannot get-rid of it.

That is the main role of a teacher is to enhance to encourage the students to write by making writing stimulating and enjoyable as it is reported by Dornyei {2005} who claims that “It is one thing to initially whet the students appetite with appropriate motivational techniques {p 80}. In

other words the teacher should be selective in choosing or exposing the students to attractive topics and determines the objective of writing such topics. Moreover students feel relaxed when expressing their thought ideas etc. in writing however they find great difficulty in writing in English. They need to feel relaxed according to Byrne {1991} some learners feel secure if they are allowed to write....for such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed {p 10}.

Furthermore anxiety can cause chronic worry and negative thoughts that distract students from doing their best. However this feeling can also result in a number of additional and hesitation consequences. For example when anxiety is directed inward it causes self-doubt and hesitation that keeps students writing with less confidence and effectively. Harmer {2006 p 55} considered writing anxieties very dangerous in the sense that it can result in a negative attitude towards writing. He goes on to discuss the causes of students fear for writing, in a detailed way. First he mentioned lack of practice even in the mother tongue. Second having nothing to say can also be an obstacle to students finally some people are simply not interested in the writing activity. He claimed that teachers should develop self confidence in their students building the writing habit.

In short students regard writing as a risky adventure whose results can be anticipated. Learners phobia grows from the fear of being corrected they fall in to trap of pleasing the teachers satisfying the mates and the self and confronting the fear to learn and hide {2008 p9}. In addition to this factor students suffer from another important cause that hinders their abilities to achieve satisfaction. This is discussed in the next section.

#### **2.5.4. Lack of Reading**

Reading is a useful tool to improve students writing for it is the study of what is written. Some reports by Krashen {1984 as cited in Harmer 2006 p 224} compared classes that did more reading than writing ones in the writing allowing the conclusion that the reading group showed more progress than the writing ones in the writing test. That is even if the two skills are separated for reading is a passive activity while writing is a productive one they are none complementary and can be closely developed. Byrne {1991} argued reading of course can be the goal in it self

and in any case is likely to be a more important one than writing but the two skills can and should be developed in close collaboration {p 22}.

In this respect many surveys are done to confirm the existence of the relationship between reading and writing. The findings proved that really there exists a relationship between them. In the same vein {Eisterhold 1997 p 88} stated better writers tend to be better readers better writers read more than poorer writers and finally better readers tend to produce more syntactically nature writing than poorer readers. This means that the question in second or foreign language learning concerns the directionality of the skills transfer. The most obvious direction is from reading to writing activities can be directionality of the skills transfer. The most obvious direction is from that writing activities can be useful or improving reading comprehension and retention of information, in particular. In this directional model skills acquired in one modality can be transferred to the other. It appears though that this transfer is not automatic but comes only as a result of direct instruction. Another hypothesis maintains that the link between reading and writing is no directional and results from a single underlying proficiency. The cognitive process of constructing meaning. The bidirectional hypothesis claims that reading and writing are interactive but also dependent each of these models indicates a different relationship between the development of reading and writing skills, and invites different classroom approaches to the teaching of reading and writing. This issue is further complicated when we consider the second language learner who is already literate in a first language. Evidence suggests that after a certain threshold of language proficiency has been attained first language literacy may have a positive effect on the development of second language skills however research also indicates that this transfer of skills is not automatic. Teachers can help their students use their first language skills in learning a second or a foreign language by making clear the interrelationship between reading and writing {Eisterhold 1997 pp 88-101}. Furthermore reading in the classroom is understood as the appropriate input for the acquisition of writing skills for it is generally assumed that reading passages will somehow function as primary models for which writing can be learned or at least inferred. Raimes {1994} emphasized the use of reading technique when teaching writing to the students because reading can do far more in the teachings of writing than simply provide subject matter for

for discussion and for comprehension topics {p 60}. This means that when the students read they engage actively with the new language and culture. She goes on to claim that the more the students read the more they become familiar with the vocabulary idiom sentence patterns organization flow and cultural assumptions of native speakers of the language {p 66} in other words reading is a pre-condition for writing because it plays an important role in its development. One cannot improve writing if he does not read frequently in any case the two skills go hand in hand and one cannot function without manipulating the second we often read to get the information we need to include in our writing. However this ideal way to improve students writing is almost neglected among our secondary school students. Most of them agreed that lack of reading is the main factor behind their poor performances and achievement in writing.

#### **2.5.5. Challenges of process writing,**

According to BBC English teachers supplement (1995), many students ,even native speakers, have never been taught” how to write their schooling has given them a lot of writing practice but the focus is usually on the product what the students produce and not “ the process how the have to produce it” however the process approach to writing (P A) is aimed to produce flexible writers how can tackle a task from a variety of angles”. The learners of process approach to writing must learn to organize extended pieces is writing and to writing and to write under the time constraints. The are asked to generate ideas, to develop to argument, to define, to organize and present them in acceptable ways the also compare and contrast their works with other students, rewrite first or second draft in the light of feedback from their teacher and peers practice in note-taking and incorporate materials from other sources in their text without plagiarism summarize, read and discuss, offer constructive criticism, and they ask and get feedback from their teacher ( in one-to-one discussion) or peers.

Generally, these process in writing class room obviously demand a huge waste of time ( consuming much of classroom time) students resources and teachers’ expertise power in providing cyclical tasks and giving feedbacks that all English language students, those aiming for

academic study seem to be the most motivated towards and the most capable of reaping the rewards of a process approach.

## **2.6. Stages in the writing process**

Based on Hayes-Flower model “cognitive process theory of writing and writes “ ( Ahlsen and Lundh,2007: 32) there are different stages a writer goes through when writing is controlled by an over-arching factor: a component within the writer’s writing ability through which the different though processes in the writing takes place Brown ( 2001:335) also connects writing and thinking in a very basic way justifying that written products are often the results of thinking. The primary Literacy programme Teacher manual (2010) states the framework and support for the teaching of the process of writing which involves the development of writing skills to help the students master the mechanics of writing and in the meantime develop skills in writing with meaning. The manual lists the four stages of writing.

- 1. Copying-** necessarily helps learners to acquire and apply concepts about basic conventions in writing and put language into use at an early stage of learning. It also helps students reinforce the language that they have come across for a communicative purpose.
- 2. Controlled Writing** – students can get a chance for some initial writing practice within a safe setting and given a limited choice in what language to use and few errors are likely to occur.
- 3. Guided Writing-** students are encouraged to use the language they know and to write for a range of purposes and audiences with substantial assistance from the teacher. There is an explicit teaching through lessons focused on the specific needs of individuals and conferring with individuals within a small group.
- 4. Independent Writing-**students activate their linguistic knowledge in new contexts and make use of their creativity and express personal ideas and feelings provided with assistance to start and organize their ideas and encouraged to take risks to innovate and to reflect on their work in order to improve it by themselves.

Furthermore, it is stated that process writing focuses on the development of students writing skills through the various steps of the writing process such as pre-writing, drafting, revising ,editing (PLPTM,2010) , Harris ( 1993) cited in Khan ( 2012 : 79) lists the three stages that involve in a process writing approach: planning ,prewriting and drafting.

Steele (2004) cited in Hasan and Akhand (2010:79) generalized that the process approach engages students in their tasks through a “cyclical approach” focusing more on varied classroom activities which promote the development of language use, rather than requiring the students to produce and submit complete and polished response to their writing assignment with going through the stage of writing (product- oriented writing). Accordingly, he listed the following eight stages of process writing:

- ✓ **Brain storming** –students could be generating ideas by brain storming and discussing the qualities needed to do a certain job.
- ✓ **Planning or structuring** – student exchange ideas into not from and judge quality and useful nesses of the idea.
- ✓ **Mind mapping**-students organize idea into a mind map, spider gram, of liner from that helps to make the hierarchical r/ship of ideas which helps students with the structure of their texts.
- ✓ **Writing the first draft** –students write the first draft frequently in pairs or in groups.
- ✓ **Peer feedback**-students’ drafts are exchanged, so that they become the readers of each other’s work in order to develop awareness of the fact that a writer is producing something to be read by someone else and thus they can improve their own drafts.
- ✓ **Editing**- improvements are made based up on peer feedback after the students drafts are returned.
- ✓ **Final draft** –a final draft is written.
- ✓ **Evaluation and teachers’ feedback**-and teachers provide a feedback on students’ writings and evaluated them. White and Arndt sketch the process writing model as follows.

## 2.7. Reinforcement

Harmer (2001:79) said that: "The majority of students acquire language in a purely oral / aural way, most of us benefit greatly from seeing the language down. Therefore, written language can be traced greatly in the memory than in the oral way. Students often find it useful to write sentences using new language shortly after they had studied it".

## **2.8. Language Development**

The process of writing helps us to learn as we go along (rather like the process of speaking). Harmer (2001: 79) states that "The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience".

## **2.9. Learning Style**

It may be found that students are very quick at picking up language just by looking and listening, but for others it may take a little longer. Harmer (Ibid: 79) reports "For many learners, the time to think things through, to produce language in slower way, is invaluable. Writing is appropriate for such learners".

### **2.9.1. Writing as a Skill**

By far the most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements. With the many uses of writing skills, it would appear evident that people should be made aware of its importance. Harmer (2001: 80) states that: "We can get beginners to write simple poems, but we probably won't give them an extended report on town planning to do. When we set tasks for elementary students, we will make sure that the students have –or can get –enough language to complete the task".

### **2.9.2. Key Solutions to Writing Problems**

Dissatisfaction has not faded away. It seems certainly that (a) the focus has been laid on training the teachers by adding to their “technology”; (b) by and large, teachers need strategies to raise their awareness of what may cause success or failure in their student’s writing; they need self-esteem and confidence. Nunan (1999) remarked, that “the former does not seem to trust the latter and academics criticize teachers for the superficiality of classroom applications of research findings.” The gap is real. The large number of variables in the teaching-learning process makes it so difficult to replicate that conclusions cannot be easily validated. According to Seliger & Shohamy (1989) “In spite of such infinite diversity [of variables] there exists the universal fact that human beings of all ages, attitudes, levels of intelligence, socioeconomic background, etc., succeed in acquiring L2s in a wide variety of both naturalistic and formal settings”.

FL teachers and students face certain problems in teaching and learning writing. As many teachers of English have noted, acquiring the writing skill seems to be more laborious and demanding than acquiring the other three skills (Zheng 1999). In fact, Nunan (1999, 271) considers as an enormous challenge to produce "a coherent, fluent, extended piece of writing" in one’s second language. This is magnified by the fact that the rhetorical conventions of English texts—the structure, style, and organization—often differ from the conventions in other languages. It requires effort to recognize and manage the differences (Leki, 1991). Even though these problems will persist, there are ways to improve the teaching of this skill to benefit all writing tasks and prepare students for the writing they will have to do after they graduate. Three main approaches to teaching writing have been advocated and used in the past few decades of English language teaching.

## **2.10. The Product Approach**

With the product approach, teachers focus on what a final piece of writing will look like and measure it against criteria of “vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation, as well as content and organization” (Brown 1989: 320). The normal procedure is to assign a piece of writing, collect it, and then return it for further revision with the errors either corrected or marked for the student to do the corrections (Raimes, 1983).

### **2.10.1. The Process Approach**

In the mid-1970s, the process approach began to replace the product approach which identifies four stages in writing: (1) prewriting, (2) composing/drafting, (3) revising, and (4) editing (Tribble, 1996). These stages are recursive, or nonlinear, and can interact with each other throughout the writing process. For example, many writers return to prewriting activities during the stage of the revision process to develop a new idea or refine a viewpoint. The process approach emphasizes revision, and also feedback from others, so students may produce many drafts with much crossing out of sentences and moving around of paragraphs. The correction of spelling and punctuation is not of central importance at the early stages.

According to Badge & White (2000), the process approach has been criticized because it views the process as the same for all writers, regardless of what is being written and who is doing the writing, and also because it gives insufficient importance to the purpose and social context of the piece of writing. However, the process approach is widely accepted and utilized because it allows students to understand the steps involved in writing, and it recognizes that what learners bring to the writing classroom contributes to the development of the writing skill.

### **2.10.2. The Genre Approach**

In the 1980s, the genre approach became popular along with the notion that student writers could benefit from studying different types of written texts. As Nunan (1999, 280) explained, different genres of writing "are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre."

According to Cope & Kalantzis (2001), the genre approach to writing consists of three phases: (1) the target genre is modeled for the students, (2) a text is jointly constructed by the teacher and students, and (3) a text is independently constructed by each student. According to Badge & White (2000), the approach acknowledges that writing takes place in a social situation, reflects a particular purpose, and that learning can happen consciously through imitation and analysis, which facilitates explicit instruction. The genre approach has been criticized because it undervalues the processes needed to produce a text and sees learners as largely passive.

The genre approach succeeds at showing students how different discourses require different structures. In addition, introducing authentic texts enhances student involvement and brings relevance to the writing process.

### **2.10.3. A Process Genre Model**

Today many writing teachers recognize that we need not rigidly adopt just one approach in the writing classroom. In some cases, combining the approaches results in a new way of thinking about writing. One example is a synthesis of the process and the genre approaches, which Badge & White (2000) termed the process genre approach. This approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing. Using these steps develops students' awareness of different text types and of the composing process.

### **2.10.4. Application of the Process Genre Model**

Gould (1980) points out that when using the process genre approach, teachers should be aware of the following three general guidelines. First, because writing is so difficult, the teacher should adopt the role of assistant and guide and work closely with students to encourage them, offering helpful feedback and suggestions. It is crucial for teachers to offer positive and constructive advice on what students have written. Teachers also can make efforts to arouse curiosity and self-confidence by matching student interests to the writing topic, and they should be sensitive to any individual differences that arise in the writing process. Second, teachers should directly train students about writing strategies. If teachers demonstrate how prewriting activates the schemata and outline strategies for the drafting and revision processes, students will be more successful in writing compositions. Yau (1991) stated that writing performance is as much a result of students' use of strategies in various processes of writing as it is of their handling of the language. Third, teachers should include the listening, speaking, and reading skills in the writing class. Integrating the four language skills promotes the expansion of the students' overall language competence. The process genre approach makes this feasible, as background material is read during prewriting activities, and speaking and listening occur during lectures and when giving or receiving feedback.

### **2.10.5.The Learner – Centered Process Approach**

It is admitted that learner has an active part to play in the learning process and, for the first time, Vygotsky (1962) reported that psychological factors that affect learning are taken into consideration (motivation, for instance). As concerns the attitude towards teachers, it is agreed that they should not be trained for a specific function but educated and informed to know best, according to the context, what to choose among the various possibilities available. As concerns modern attitudes towards writing, more emphasis is put on writing as process and less as product. Zamel (1982:196) justifies this shift of interest in the following: "[Writing] involves much more than studying a particular grammar, analyzing and imitating rhetorical.

### **2.10.6.Challenges of the Process Writing Approach**

Pritchard and Honeycutt (2006) state that one of the main critics to this approach at the beginning was the merging of proofreading and editing as the same thing and the fact that it did not involve direct instruction. These authors cite Elbow (1973) who claimed that this idea of a linear, two-step writing and editing was counterproductive as writers do not have a clear picture of the final version before they start to write. Flower and Haynes (1981) also present some resistance toward what they call the “Stage Models of Writing” as the Process Writing Approach that divides writing into stages or phases. For them, although the pre-writing stage helped improve the teaching of composition by calling attention to planning and discovery, the problem with such approaches is that they “model the growth of the written product, not the inner process of the person producing it” (p. 367). Furthermore, they claim that the stage models are organized in a linear sequence and reflect the growth of the written product, which do not represent the different processes and sub-processes that are part of writing. Bayat (2014) added to this list of disadvantages the fact that the PWA does not account for the mental processes used by the writer during text production, and that it ignores grammar structure and the written product which may cause inconveniences. Pritchard & Honeycutt (2006) also support this position as they claim that when people write they do not follow a fixed order.

### **2.10.7.Advantages of the Process Writing Approach**

By breaking down writing into phases, students have opportunities to focus on one aspect of the writing process at a time, which may increase their ability to produce a better work. The Process Writing Approach is also helpful because students are allowed to talk about their own experiences, to access their background, and to share and discuss their writing with peers; thus, promoting oral interaction (prewriting, drafting), self-expression, awareness of English grammar, better punctuation and spelling (revising, editing), and cooperative assistance among students through revisions. Publishing fosters the development of a sense of audience, involves students in collaborative work and promotes motivation and enthusiasm since others will read their work. As Peregoy and Boyle (2013) state, Process Writing not “only promote[s] better writing, but also provide[s] numerous opportunities for oral discussion within which a great deal of “comprehensible input” is generated, promoting overall language development” (p. 263). Furthermore, by introducing students to the writing process [teachers] can show them that they will need to concentrate on various aspects of writing at different times in the process” (Idem, p. 263). The division of the writing act into parts or phases for writing instructional lows students to focus on each stage, one at a time, and improves communication with the reader through language (Bayat, 2014) by allowing students to go through the different phases according to their necessity. Another advantage to Process Writing Approach is that by promoting nonlinear phases and the possibility to focus on one phase at a time, students will be taught how to brainstorm and generate ideas, and will gain more skills in planning, which are the areas where ELLs and students with learning disabilities present more.

#### **2.10.8.Effectiveness of the Process Writing Approach**

Pritchard and Honeycutt (2006) indicate that a study performed in 1992 with 29,500 students’ self-reports for the NAEP assessment, concluded that the implementation of the process approach in an almost every day basis results in highest average writing scores, however, the NAEP report does not give clear evidence about what kind of instruction is considered process writing. Graham and Sandmel (2011) on their meta-analysis of the effects of the Process Writing Approach in the quality of students writing and motivation to write indicate that several researches showed that PWA had a positive and statistically significant impact on writing quality for students in grades 4-12, but not for students in grades 7-12. Regarding weaker writers, Graham and Sandmel’s (2011) meta-analysis does not sustain the claim made by other

researchers (e.g. Pritchard & Honeycutt, 2006) that PWA is an effective method for improving writing quality. They also concluded that: Although this approach is effective in improving the writing of typical students, it is not particularly powerful relative to other writing treatments and its impact on those who are more vulnerable educationally, ELLS and children with disabilities are unproven outside of a few case studies.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

This section deals with research methodology employed to achieve the objectives of the study. It comprises the research design, the research approach, source of data, the research setting, sampling techniques, instrumentation and methods of data collection, data organization and analysis, and ethical considerations.

#### **3.1. Research Design**

Based on its basic purposes, the major focus of this study was the description of the students' perceptions towards learning process writing and, teachers' practice of the teaching of writing in Secondary schools. So the research design, which was used most appropriately for this study was descriptive design to answer the research questions. Moreover, the researcher felt that it would enable him to have access to multiple instruments of gathering data.

#### **3.2. Research Approach**

A mixed-method approach was used in this study, (i.e., combining qualitative and quantitative approaches). Gall and Borg (2003), as cited in Tigistu(2012,P.32), state that qualitative research is best used to discover themes and relationships at the case level while quantitative research is best used to validate those themes and relationships in samples and populations ,”In addition, Francolin and Waller (2003) describe a mixed method study as one containing both a qualitative and a quantitative portion. Therefore, the researcher used mixed method approach to broaden understanding by incorporating both qualitative and quantitative approaches to better explain or build on the results from each approach. To be specific, quantitative data were obtained through close-ended questionnaires and classroom observation checklist and qualitative data were obtained through semi-structured interviews. Accordingly, the data were analyzed quantitatively and qualitatively.

### **3.3. Sources of Data**

Primary and secondary data were collected in this study. The primary data were obtained by using questionnaire, classroom observation, checklist, and interview. The total population of 780 students attended in the three schools; Misrak Badewacho Woreda and 8 English language teachers from the three schools were the primary data source. The secondary data sources such as books internet and published articles were also used.

### **3.4. Research Setting**

The study was conducted at three different schools in Hadiya Zone Misirak Badewacho Woreda. The schools in which this study was conducted are the following: The first is Lenda secondary and preparatory school which was established in 1985 E.C. and had total of 300 students. The second is Korga secondary and Preparatory school which was established in 1988 E.C and had a total of 300 students. The third is Keranso secondary school which was established in 1984 E.C and had a total of 180 students. These all schools were found in Misrak Badewacho Woreda in Hadiya Zone.

### **3.5. Sampling Techniques**

The Sampling techniques in this study, purposive, systematic random and availability sampling. The selection of grade level and the schools was purposive because the researcher hoped that he could find from the subjects sufficient data based on the study, the schools are accessible to transportation to arrive at the schools and family during data collection and cost effective. The researcher resides in the woreda and this helped him to reduce the costs of the bed and other related costs that might have been required to accomplish the collection of the data. The schools are located at the same area. Most of the students of these schools come from families of relatively the same economic background. It is believed there might be no significant difference among students in their general characteristics of learning the English language.

As the 2011 academic years enrollment statistics of the schools show, the total number of students learning in the three selected Secondary Schools of grade nine(9) were 780 of this, 300 students are from Lenda Secondary and Preparatory School 300 students are from Korga

Secondary and Preparatory school and the rest 180 students from Keranso Secondary School. 135 students were selected randomly from the schools. First I contacted with each school director in varies time and discussed my objective of the study. After I got full permission from those Schools administrators' to distribute my questionnaire, I arranged my program with them. On the first day I went to Lenda Secondary and Preparatory School and I collect students and English teachers in a hall. I explained about my objective of study. Then students went to their class. There were five sections in the school. I prepare 50 slip of papers which was written a number 1-50 respectively. I rolled each paper and put together in the container and mixed thoroughly. The students who drawn out a number 1-9 were selected. I did this process with help of teachers in all five sections. A total 54 students were selected from the Lenda Secondary and Preparatory School. Third the same procedure took place in Keranso High School. A total 27 students were selected from the availability, sampling. Thus the number of grade nine English language teachers of three selected secondary schools account for 8 . And they were included in the using the purposive method .Also they were taken for questionnaire , interview and observation using availability sampling techniques .This because the number of the existing school English teachers are manageable in size and therefore he wants to get adequate information from the entire EFL teachers.

### **3.5 Instrumentation of data collection**

#### **3.5.1. Questionnaires**

As this study required quantitative data, the researcher designed two types of close-ended questionnaire; one of the varieties was designed for students and other variety for teachers the reliability of the items of the questionnaire.

Questionnaire is “a set of questions on a topic or group of topics designed to be answered by a respondent” (Richards et al. 1999, p.303). Similarly, questionnaires are defined by Brown (2001.p.6) as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.

In order to collect data to assess students' practice of teaching writing in process approach the researcher will employ both open and close ended questionnaire which we are adopted from Seifu (2015) by making many modifications.

### **3.5.2 Classroom Observation Checklist**

The researcher prepared a classroom checklist. The observation check list was meant to obtain data on the practice of teaching writing in the selected schools. It was also intended to observe relevant to the study from McDonough Shaw (1993:272-273) which the researcher believed to be more appropriate to elicit intended information. It was prepared in a Yes/No form. In order to achieve validity, the researcher requested some senior colleagues to comment on the observation check list and their comment were dually addressed. 24 periods of writing were observed.

### **3.5.3 Interviews**

Interviews are among the widely used research tools in the qualitative or descriptive research to access people's experience perceptions, attitudes and feelings of reality. Interview are highly interactive and responsive to the language and concepts used by the interviewee (Fontana and Frey, 2005). Besides, qualitative researchers like Franklin (2012) believe that the responses to the interview items will help to secure data that cannot be secured through questionnaires and observations otherwise. Among the various types of interviews, for the purpose of this study, the researcher used semi-structured interview was thought to be flexible during the interviewing sessions so that the respondents could have more opportunity for free thinking and reacting to the items in a more relaxed way.

Semi-structured interviews were prepared for only teachers, who had direct contact with subject of this study. In order to achieve validity, the researcher requested some of his senior colleagues to comment on the items of the interviews regarding content, organization grammatical structure and their comments were duly incorporated.

This interview had two parts. The first part which focus on identifying the practice of teaching writing and a part which focuses on identifying factors which affects the teaching of process writing.

### **3.6 Data Collection Procedures**

The researcher followed a serious of data gathering process in the study. The researcher made discussion with school directors, selected English language teachers and students regarding the purpose the data he was going to gather and how it would have been done. .

### **3.7 Ethical Considerations**

In the process of conducting this study, every important ethical issues were carefully treated . To be more specific, the target populations were inquired to engage in the study after they were given a brief orientation about the purposes as well as the significance of the study. In addition, the researcher totally kept participants identities anonymous and their views confidential. Moreover, every source that is used in this study were dully acknowledged.

## CHAPTER FOUR

### 4 DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter deals with the analysis and interpretation of the data obtained through questionnaire, classroom observation checklist and interview. In doing so the data collected through the questionnaire class room observation were presented with the help of table

#### Respondent back ground information

| Name of school                           | Sex |     | Age   | Qualification |
|------------------------------------------|-----|-----|-------|---------------|
|                                          | M   | F   |       |               |
| Lenda secondary and preparatory school   | 190 | 110 | 15-20 | Students      |
| Korga secondary and preparatory school   | 206 | 94  | 15-20 | Students      |
| Keranso secondary and preparatory school | 112 | 68  | 15-21 | Students      |

## 4.1 Analysis of Students' questionnaire

### 4.1.1 Students' response about their perception forwards learning writing using PA

**Table 1 student perception on the nature of writing using process approach.**

| N<br>O | Items                                                                                                          | Responses                   |       |                 |       |                  |       |           |       |                          |       |
|--------|----------------------------------------------------------------------------------------------------------------|-----------------------------|-------|-----------------|-------|------------------|-------|-----------|-------|--------------------------|-------|
|        |                                                                                                                | Strongly<br>Disagree<br>(1) |       | Disagree<br>(2) |       | Undecided<br>(3) |       | Agree (4) |       | Strongly<br>Agree<br>(5) |       |
|        |                                                                                                                | F                           | %     | F               | %     | F                | %     | F         | %     | F                        | %     |
| 1      | perception on the nature of writing skills                                                                     |                             |       |                 |       |                  |       |           |       |                          |       |
| 1      | Writing is as difficult and demanding as any other language skill.                                             | 70                          | 51.85 | 28              | 20.74 | 22               | 20.74 | 12        | 16.88 | 3                        | 2.2   |
| 2      | Writing is a more challenging language skill than the other language skills                                    | -                           | -     | -               | -     | 20               | 14.81 | 54        | 40    | 42                       | 31.1  |
| 3      | The effort to writing paragraph continuously is the style which helps me to write accurate paragraph           | 80                          | 59.25 | 30              | 22.2  | 11               | 8.14  | 10        | 7.4   | 4                        | 2.96  |
| 4      | So as to improve my writing ability, I prefer writing personally, to peer or groups                            | -                           | -     | -               | -     | -                | -     | 72        | 53.3  | 45                       | 33.3  |
| 5      | The teacher makes learning writing enjoyable and easy                                                          | 26                          | 19.25 | 75              | 55.55 | -                | -     | 20        | 14.81 | 14                       | 10.37 |
| 6      | The teacher encourage and motivate me to follow the stage of process writing                                   | 71                          | 52.59 | 32              | 23.70 | 8                | 5.92  | 22        | 16.29 | 2                        | 1.48  |
| 7      | The teacher way of teaching writing paragraph is agree to me                                                   | 21                          | 15.55 | 89              | 65.92 | 15               | 11.11 | 7         | 5.18  | 3                        | 2.22  |
| 8      | The teacher motivate to me brain storm or pre write                                                            | 40                          | 29.62 | 50              | 37    | 30               | 22.22 | 9         | 6.66  | 6                        | 4.44  |
| 9      | The EFL teacher participate to me write a short paragraph or essay in the class room or outside the class room | 75                          | 55.55 | 26              | 19.25 | 14               | 10.37 | 20        | 14.81 | -                        | -     |

Keys SA= Strongly agree, A =Agree U= Undecided, D = Disagree, and SD= Strongly Disagree

It is shown in Table 1 for item number 1, that on the nature of writing skills , majority of the students 70(51.85% )and 28(20.74% ) strongly disagree and disagree to the item and they were of the perception that writing is not as difficult and demanding as any other language skills such as, speaking, listening and reading. In contrary to this, 3(2.2%) of the respondent showed strong agreement and 12(8.88) of the respondents responded undecided.

For item2, majority of the students 54 (40%) responded that they agree, where as 42(31.1%)of the sample marked their perception on the strongly agree options on the other hand ,20(14.81%) of the sample didn't have any decision. Furthermore, nobody 0% of the respondent showed disagreement, and Strongly disagreement. This result showed that students' perception toward writing is a more difficult language skill than other macro skills.

Depending on the respondents response in Table 1 item number 3 , the data indicated that 4(29.6%) of the students' responded strongly agree and 10(7.4%) of them showed their agreement. The result indicated that students perceive that the success to write frequently was the system which helped them improve their paragraph writing skill through process approach. 11(8.14%) of the students' responded undecided, and majority of the respondents 80(59.25%) and 30(22.2%) responded disagree and agree to the item.

The main objective of item number 4,in the Table above was to identify the perception of learners in the preference of personally, to peer or small or large groups learning in promoting their writing skill. Since writing is a social activity which requires collaboration or cooperation of different persons the culture of working together is very important. As can be seen from response in the Table above 45(33.3%) of the respondent replied they strongly agree and 72(53.3%) replied agree to the item. The result indicated that the students believe that working together benefit them in improving their writing skills.

The data in item 5, indicated that 26(19.25%)and 75(55.55%) of the students responded that they disagree and strongly disagree respectively whereas, no body 0% of the respondents did not have any decision whether their teacher made learning writing easy and enjoyable or not. However, 20(14.81) and 14(10.37) of respondents replied that they agree and strongly agree

respectively. Therefore, it can be deduced that teacher did not make the teaching of writing enjoyable.

Most of the respondents in item 6 ,71(52.59%) and 32(23.70%) of respondents respectively stated their strong disagreement and disagreement. 22(16.29%) and 2(1.48%) of the respondents replied that they agree and strongly agree. 8(5.92%) of the respondent replied undecided. The result indicated that teachers did not motivate and encouraged students to follow the stages of process approach which in turn results in poor performance of students in writing.

Item 7, that underlines the teachers way of teaching paragraph writing majority of the student 89 (65.92%) responded that they disagree and 21(15.55%) of the sample replied that they strongly disagree. 15(11.1%) of the learners replied undecided. However, small number of students 7(5.18%) and 3(2.22%) replied that they agree and strongly agree respectively. This result showed that student's perception forward the teachers' way of teaching paragraph writing in school is not favorable to improve their paragraph writing ability.

As can be understood from the response given to item number 8, in the table above, most of the students 50(37%) and 40(29.62%) of the respondent replied that they disagree and strongly disagree respectively. 30(22.22%) of the respondent did not decide whether their teachers brain storm in pre writing stage. However, small, number of the respondents 9( 6.66%) and 6(4.4%) of them replied that they agree and strongly agree. The result indicated that teachers hardly use the pre- writing stage, which is believed to arose students' interest.

Depending on the respondents response for item number 9, the data indicated that 75(55.55%) and 26(19.25%) of the respondents replied that they strongly disagree and disagree. In the contrary to this no one showed his/her strong agreement. 20(14.81%) of the students replied that they agree 14(10.37%) replied undecided. The result indicated that the teachers did not expose their students to writing activities inside and outside the classroom. This may at the end result in students' poor writing ability.

**Table 2 students` perception on the requirements to improve writing skills using PA**

| NO | Items                                                                                              | Response              |       |              |      |               |       |           |       |                    |       |
|----|----------------------------------------------------------------------------------------------------|-----------------------|-------|--------------|------|---------------|-------|-----------|-------|--------------------|-------|
|    |                                                                                                    | Strongly Disagree (1) |       | Disagree (2) |      | Undecided (3) |       | Agree (4) |       | Strongly Agree (5) |       |
|    |                                                                                                    | F                     | %     | F            | %    | F             | %     | F         | %     | F                  | %     |
| 10 | The habit of reading helps to develop my writing ability so I read a lot.                          | 43                    | 31.85 | 58           | 42.9 | 27            | 20    | 2         | 1.48  | 5                  | 3.7   |
| 11 | When I start writing my priority is to concentrate on grammatical, spelling and punctuation errors | –                     | –     | –            | –    | –             | –     | 20        | 14.81 | 115                | 85.18 |
| 12 | I believe that writing is a skill which helps me a lot on my success                               | –                     | –     | –            | –    | 25            | 18.51 | 77        | 57.03 | 33                 | 24.44 |

Item number 10, deals with the habit of reading provided to develop students' paragraph writing ability. Majority of the respondents 58(42.96%) and 43 (31.8%) showed disagreement and strong disagree respectively. However, 2(1.48%) and 5(3.70%) of the students replied that they agree and strongly agree. The result showed that majority of the students do not have the habit of reading and they can't understand the importance of reading on their paragraph writing.

Item 11 deals with the focus of students writing when they begin writing. The data indicated that majority of the student 115(85.81) responded that they agree. However, no body 0% of the respondents showed his/her perception on disagree , Strongly disagree and undecided choice. It can be inferred that majority of students give priority to grammatical, spelling and punctuation errors to write effective paragraph.

As it is indicated in item 12, 77(57.03%) and 33(24.44%) of the respondents replied they agree and strongly agree respectively whereas 25(18.51%) of the respondent replied undecided. In opposite to this no one 0% responded disagree and strongly disagree. According to the student response writing skill help them a lot on their success.

In line with this study, writing is basic to effective communication in academic setting for generations today and generations to come. Writing allows people communicate from the near and far distance and issues of today and the past. In addition it is one of the language skills with multidimensional importance in various corner of human life. It is also a language skill which needs a great sort of attention to be the most successful in any academic level of learning

### **Frequencies of Teaching Process Writing Impediments**

Under this section the researcher presented 3 tables with regard to the frequency of impediments/challenges in Teaching writing through the process approach.

Table 3, Teacher`s related impediments, Table 4, Learner`s related impediments, Table 5, School administration related impediments.

**Table 3, Writing materials related impediments**

| No | Items                                                                                                                                              | Responses         |    |          |      |           |      |       |      |                |      |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|----------|------|-----------|------|-------|------|----------------|------|
|    | Challenges related to teachers                                                                                                                     | Strongly Disagree |    | Disagree |      | Undecided |      | Agree |      | Strongly Agree |      |
|    |                                                                                                                                                    | Freq              | %  | Freq     | %    | Freq      | %    | Freq  | %    | Freq           | %    |
| 1  | Lack of English language training such as, seminar work shop, summer course or pre-service on teaching process writing hamper my teaching writing. | -                 | -  | 1        | 12.5 | -         | -    | 2     | 25   | 5              | 62.5 |
| 2  | Absence of adequate experience which hinder teaching process writing.                                                                              | 4                 | 50 | 1        | 12   | -         | -    | 3     | 37.5 | -              | -    |
| 3  | Teacher's lack of discussion on each other hampers paragraph writing using process approach.                                                       | -                 | -  | -        | -    | 1         | 12.5 | 2     | 25   | 5              | 62.5 |
| 4  | Lack of knowledge in error correction impeded teaching student's paragraph writing.                                                                | -                 | -  | -        | -    | -         | -    | 5     | 62.5 | 3              | 37.5 |

As shown in Table 3 item number 1, 5(62.5%) and 2(25%) of the teachers` responded strongly agree and agree respectively. 1(12.5%) of the respondents replied that he disagreed. This stated that majority of the English language teachers in three selected secondary schools couldn't get any kinds of trainings in writing approach such as seminars, workshop, summer course etc... In this case lack of teachers training hinders the teachers writing skills. Here it showed that teachers should be equipped with relevant training to acquaint with the changing nature of teachers real

life and teaching practice of teaching writing. This was also seen in the observation time that the large number of English language teachers employed the product approach to teaching writing.

As it can indicate from the Table 3 item number 2, 4(50%) and 1 (12.5 %) of the respondents replied that they strongly agree and agree respectively. This response implies that they are experienced to teaching writing. In contrary, to this no one 0% respondent showed undecided and strongly disagree. Opposite to this 3(37.5%) of the respondents replied that disagree. The data indicated that the absence of experience in teaching writing hampers the process approach to teaching writing skills. From the above table and figures can conclude that almost all of the respondents showed their idea that absence of discussion on teaching writing impede the teaching of process approach to writing. This implied that the three selected secondary school teacher have no chance for sharing or exchanging ideas one with the other on their teaching process.

As it is shown in the table above for item number 4, all of the teachers responded that lack of knowledge in error correction impeded teaching students' paragraph writing. It can be inferred that teachers lack of knowledge on error correction which strongly affect error free paragraph writing of students.

**Table 4 challenge related to students teaching process approach.**

[illegible]

As it is shown in table 4, for item number 1, almost all of the teachers, 7(87.5%) and 1(12.5%) responded that they Strongly agree and agree respectively. In contrary to this, no one responded strongly disagree, disagree and undecided. This result indicated that the teaching of writing through process approach was impeded by the learner lack of motivation in learning writing.

Depending on the responses to item number 2 in the Table above, the large number of respondents 4(50%) replied that they strongly agree and 3(37.5%) of the respondents responded they agree whereas, 1(12.5%) of the respondents replied undecided. This that implies that students' level of vocabulary limited process approach. Results from students' questionnaire and interview on factors affecting learning writing confirmed this finding. It can be inferred that many students have limitations of vocabulary which result in poor writing ability..

As it is indicated in the Table 3 for item number 4, 6(75%) of the teachers replied that they agree that their students lack of prior knowledge on writing affected their writing skills. 2(25%) of the teachers' responded undecided. However, no one responded that they strongly disagree, strongly agree and Disagree. Based on the result, it can be inferred that majority of the students were not exposed for practicing writing skills in the lower grades.

As it is shown under item number 5 in the above table, 4(50%) of the respondents stated that they strongly agree and 1(12.5%) of the respondents replied that they agree. This shows that students' lack of good command of the grammar hinder the teaching of writing using process approach. 2(25%) of the teachers stated undecided and 1(12.5%) of the respondents replied that he strongly disagree that the view that the students' lack of good command of the grammar hinder the teaching of writing in process approach.

As mentioned in the literature review, reading is a useful tool to improve students writing. According to item number 5 in the above Table, most of the respondents, 4(50%) and 3(37.5%) replied strongly agree and agree respectively that their students reading habit hinders the teaching of writing using process approach. However, 1(12.5%) of the respondents responded undecided which indicates that these respondents are not well aware of whether their students reading habit impede their teaching of writing or not. Here, it can further be explained that good writing is the result of good reading because well-read people are mostly critical thinkers.

**Table 5: The School administration related impediments**

| No | Items                                                                                                                             | Responses         |      |          |      |           |    |       |      |                |      |
|----|-----------------------------------------------------------------------------------------------------------------------------------|-------------------|------|----------|------|-----------|----|-------|------|----------------|------|
|    |                                                                                                                                   | Strongly disagree |      | Disagree |      | Undecided |    | Agree |      | Strongly agree |      |
|    |                                                                                                                                   | Freq              | %    | Freq     | %    | Freq      | %  | Freq  | %    | Freq           | %    |
| 1  | School administration does not allow teaching writing as often as possible which latter affects the teaching of writing skill.    | 1                 | 12.5 | -        | -    | -         | -  | 2     | 25   | 5              | 62.5 |
| 2  | “Traditional view on teachers and learners role is not compatible with teaching process oriented view or current view of writing. | -                 | -    | -        | -    | -         | -  | 3     | 37.5 | 5              | 62.5 |
| 3  | The number of periods or the time which allotted to teaching writing in using process approach .                                  | -                 | -    | 1        | 12.5 | 2         | 25 | 2     | 25   | 3              | 37.5 |

Table 5 shows school administration related factors in EFL classes of the three selected secondary schools. Item 1 deals with, as there is no sufficient support from the administrators towards teaching process approach of writing. 5(62.5%) of the respondents replied they Strongly agree and 2(25%) of the teachers` responded they agree to the item that their school administration doesn`t allow teaching process writing as often as possible which latter affects their teaching of process writing but the remaining 1(12.5%) replied that they disagree. From this it can be deduced that a Traditional view on teachers and learners role is not compatibles, with teaching process oriented view of writing.

To this still some teachers 3(37.5%) of them revealed that administrator`s hold traditional view (as Teachers are knowledge givers and students are receivers) which completely oppose with the demand of teaching process oriented view but beyond average number of respondents 5(62.5%) objected the idea at hand.

They believe that there is compatibility between administrators` view and the demand and approach of teaching writing using process approach. But it contradicts the former analysis related to this. If administrators had had good awareness and view to support the practice of teaching process writing, they would have supported teachers in materials and whatever they need to improve teaching process writing.

Finally in relation to education system related impediments, teacher- respondents were asked item number 3, which is classes are too large for the effective use of teaching process approach. To this , 7(87.5%) of the teacher respondents responded that they agree and 1(12.5%) of the teacher responded they strongly agree that supported the issue at hand in relation to implementing teaching writing in using process approach. From this every one can undoubtedly understand that the existence of large class size hinders the practice of teaching process approach. Therefore, it is possible to infer that teachers of , KSPS and KSS-EFL Classroom were teaching ineffectively.

As it is shown in the table above under item number,3(37.5%) and 2(25%) replied strongly agreed and agree respectively to the item and were of the view that the time allotted to teach writing in class is not sufficient to effectively practice writing . 2(25%) of the respondents stated undecided on whether the number of periods or the time allotted to teach writing in their schools affects their teaching of the skill or not.

As the researcher investigated the existing practices of most secondary schools schedules there are 5 classes period of English every week, so every skill like writing can be taught in one period. However, the responses given by the respondents in the above table reveal that the number of periods or the time allotted to teach writing in their schools is not sufficient and affects their teaching of writing. It is true that most secondary school are interested in marks, but feedback comments reinforce students` to improve their writing level and make the teaching and

learning of writing so effective. Feedback-comments are meant to high light weakness and / or straight. If comments were given on the students` written works in a regular basis, they would benefit a lot.

## 4.2 Analysis of Teachers Classroom observation

The researcher prepared a class room checklist. The observation check list was meant to obtain the required data about teachers` practice of teaching writing skills using process approach .The researcher primarily discussed with the school administrators and grade nine English teachers of the selected secondary schools so as to explain them the purpose of the study and the prerequisites of the classroom observation.

The researcher arranged the period in which each sample teachers practice could be observed and the skill on which the observation takes place and the need for co-observers. After all the researchers conducted his actual classroom observation using prescheduled convention with each schools English teachers.

The researcher used photo camera and observation checklist to record the teachers` practice in the classrooms. Eight teachers, each three times, writing classes were observed. The descriptions, discussions and interpretations of the observation session are presented as below.

**Table 6: Practice Related To The Writing Topic And Objective Of Process Approach.**

| No | Lists of activities/ points to be observations.                              | Cumulative of three observation. |      |      |      |       |     |
|----|------------------------------------------------------------------------------|----------------------------------|------|------|------|-------|-----|
|    |                                                                              | Yes                              |      | No   |      | Total |     |
| A  | Practice related to the writing topic and objective.                         | Freq                             | %    | Freq | %    | Freq  | %   |
| 1  | Does the teacher introduce the topic and objective of writings tasks?        | 6                                | 75   | 2    | 25   | 8     | 100 |
| 2  | Does the teachers` brain storm the students in paragraph writing activities? | 1                                | 12.5 | 7    | 87.5 | 8     | 100 |
| 3  | Are the students made to plan for the writing task they are going to do?     | 3                                | 37.5 | 5    | 62.5 | 8     | 100 |

As it is shown in the table 6, item number 1, stated that out of eight observation made, majority of 6(75%) of the English language teachers of grade nine introduced the days lesson topic and objective of the writing tasks whereas, 2(25%) of them did not introduce the days lesson topic and objective of the writing tasks. In the first hand of teaching and learning process, where teachers play their own main roles in introducing the day`s lesson topic, objective and help the students plan for the tasks they are going to do, is the most important part in the teaching and learning process. In addition it is believed to play a main role in the effectiveness of the main lesson. The observation in this session focused on the familiarity of the writing topic and objective to students.

Based on the data of observation under number 2, 6(87.5%) of English language teachers` in our secondary schools didn`t have brainstormed the students in paragraph writing activities. Nevertheless, 1(12.5) of English language teachers` had brainstormed in the paragraph writing activities before moving to the actual lesson. It is real that brain storming a lesson plays indispensable role in arousing the learners` interest and making bridge between the lesson and students. Although learners were wanted to brain storm and sharing idea one with the other in order to get effective teaching and learning, the effect will be widely indicate the opposite.

Depending on the data of the observation under item number 3, 5(62.5%) of the observed teachers classes were found to be lost preliminary introduction on the topics. However, 3(37.5%) of the observed teachers gave preliminary introduction about the day`s lesson topic. According to the researcher view of item number 3, the teachers were the role models of introducing the day`s lesson topic to arouse the learners interest or attention focused on the day`s lesson widely.

**Table 7: Practice Related to strategies of process approach.**

| No | Lists of activities / points to be observations.                                           | Cumulative of three observation. |      |      |      |       |     |
|----|--------------------------------------------------------------------------------------------|----------------------------------|------|------|------|-------|-----|
|    |                                                                                            | Yes                              |      | No   |      | Total |     |
| B  | Practice related stages of process approach.                                               | Freq                             | %    | Freq | %    | Freq  | %   |
| 4  | Does the teacher arouse and motivate the students to follow the stages of process writing? | 2                                | 25   | 6    | 75   | 8     | 100 |
| 5  | Does the teacher ask the students to the practice paragraph writing activities?            | 5                                | 62.5 | 3    | 37.5 | 8     | 100 |
| 6  | Does the teacher encourage the students writing strategies?                                | 1                                | 25   | 7    | 87.5 | 8     | 100 |
| 7  | Does the teacher teach the students writing strategies?                                    | 2                                | 25   | 6    | 75   | 8     | 100 |
| 8  | Does the teacher motivate the students to provide feedback?                                | 3                                | 37.5 | 5    | 62.5 | 8     | 100 |

As it shown in the Table 7 above , in item number 1, majority of English language teachers 6(75%) of teachers did not initiate and motivate their students to follow the stages of process writing. However, few number of teachers 2(25%) initiated and motivated their students to follow the stages of process writing in those three selected secondary schools. According to, the topic on stages of process writing the researcher point of view that teachers way of motivation were more indispensable part of process writing because process writing skills as it initiate and motivate students to use their critical thinking skills, imagination and creativity.

As shown in the Table above item number 2, most of English language teachers 5(52.5%) of them participated their students in paragraph writing activities. Nevertheless, 3(37.5%) of the teachers` did not participate their students paragraph writing activities.

The data in item 3 indicated that teacher's encouragement of students to their first draft. Majority of grade nine English language teachers 7(87.5%) in three selected secondary schools did not encourage their students on their first draft whereas, 1(12.5%) of the teachers rarely encouraged their students to their first draft.

Based on the data for item number 5, 2(25%) of the teachers were observed teaching students the strategies of writing. However, 6(75%) of them were not observed teaching any writing strategy to their students during the observation sessions.

Under item number 4, 3(37.5%) of the English language teachers provided feedback for their students written works. However, 5(62.5%) of the teachers respondents did not provide feedback for their learners on their written works.

The researcher believes that if the teachers provided feedback on the students' works, the development of students' writing ability would be promoted.

**Table 8: Practice related to the writing cooperation or collaboration in teaching process approach.**

| No | Lists of activities or points to be observations.                                                    | Cumulative of three observation |      |      |      |       |     |
|----|------------------------------------------------------------------------------------------------------|---------------------------------|------|------|------|-------|-----|
|    |                                                                                                      | Yes                             |      | No   |      | Total |     |
| C  | Practice related to the writing cooperation or collaboration in PA                                   | Freq                            | %    | Freq | %    | Freq  | %   |
| 9  | Does the teacher provide his students to write effective paragraph?                                  | 2                               | 25   | 6    | 75   | 7     | 100 |
| 10 | Does the teacher motivate his/her students to exchange written feedback with each other in peer      | -                               | -    | 8    | 100  | 8     | 100 |
| 11 | Does the teacher encourage his/her students exchange written feedback on each other with in a group? | -                               | -    | 8    | 100  | 8     | 100 |
| 12 | Does the teacher encourage student to student interaction in the classroom in the process approach?  | -                               | -    | 8    | 100  | 8     | 100 |
| 13 | Does the teacher encourage the learners to work in pair?                                             | 3                               | 37.5 | 5    | 62.5 | 8     | 100 |
| 14 | Does the teacher encourage the students to write independently?                                      | 8                               | 100  | -    | -    | 8     | 100 |
| 15 | Does the teacher implement process oriented or learners-centered approach?                           | 2                               | 25   | 6    | 75   | 8     | 100 |
| 16 | Does the teacher encourage some students to read their work for the class as a sample?               | 1                               | 12.5 | 7    | 87.5 | 8     | 100 |

As it shown in Table 8 above , item number 1, that underlines on the effectiveness of teachers providing in improving in students paragraph writing skill, majority of the teachers 6(75%) observed that they didn't provide effective paragraph writing activities. However, 2(25%) of them provided their students` effective paragraph writing activities. The observation result showed that teachers` practice towards providing their students effective paragraph writing activities were less and they do not have favorable or positive belief of providing effective paragraph writing activities.

According to data of the observation under item number 10, none of the teachers` were observed encouraging his/ her students to exchange writing feedback with each in peer using process approach. Like item numbers 10, no one of the observed teachers` were encouraging his/her learners to exchange written feedback on each other with in a group. Similarly, none of the observed teachers were encouraging the student to student interaction in the classroom.

Depending on the data of the observation under item number 13, majority of the teachers` 6(75%) were observed that they didn't encourage their learners to work in pair whereas, 2(25%) of the English language teachers in three selected secondary schools rarely encouraged their learners to work in pair. The result showed that the learners were active listeners of the teachers lecture and did not participate in pair work activities.

As shown in the Table above item number 14, 3(37.5%) of the English language teachers` encouraged their students on approach to practice writing works independently. In contrary , 5(62.5%) of the English language teachers` were observed that they didn't encourage their students on opportunity to practice writing works independently.

As it is indicated in the above item number 15, 1(12.5%) of the teachers` were seen implementing process oriented or learner-centered approach. Nonetheless, 7(87.5%) of them were observed dominating the whole class by the lecture method and they did not give the chance for learners or not involved learners actively. Based on the data of the observation under item number 16, none of the teachers` were observed motivating the learners to read their writing works for the students as model. Here it is believed that letting the students read and present their works in the class would enhance their motivation towards the learning writing.

As it can be shown in the table above, item number 16, 1(12.5%) of the teachers` was seen giving general comments to students writing activities as whole. In three of the observed classes, the teacher started the period going round the class and checking whether the homework were done or not. Whereas, Majority of the English language teachers, 7(87.5 %) of them didn`t give any general feedback to the whole class on written works.

**Table 9: Practice Related to evaluation and feedback on written works in teaching writing using process approach.**

| No | Lists of activities /points to be observed                                                       | Cumulative of three observation |      |      |      |       |     |
|----|--------------------------------------------------------------------------------------------------|---------------------------------|------|------|------|-------|-----|
|    |                                                                                                  | Yes                             |      | No   |      | Total |     |
| D  | Practice related to evaluation and feedback on written works using process approach              | Freq                            | %    | Freq | %    | Freq  | %   |
| 17 | Does the teacher give general comments to students as whole ?                                    | 1                               | 12.5 | 7    | 87.5 | 8     | 100 |
| 18 | Does the teacher evaluate the students final product / paragraph or essay?                       | -                               | -    | 8    | 100  | 8     | 100 |
| 19 | Does the teacher give the students feedback on their final version product / paragraph or essay? | -                               | -    | 8    | 100  | 8     | 100 |
| 20 | Does the teacher provide the learners enough time to complete their tasks of writing?            | -                               | -    | 8    | 100  | 8     | 100 |

As shown in table above, item number 18 none of the English teachers evaluated their students during final product/paragraph /essay. The researcher of this study believe that the learning of writing in secondary school will be enhanced if the teachers let the students evaluated on their final product/paragraph writing activities. Like item number 18, no teacher was observed when giving feedback on their final version/product or paragraph.

All observed selected secondary schools English teachers` did not give their students enough time to complete their writing works Such as, sharing, editing, revising, reading and discussing their writing.

**Table 10: Practice Related to classroom condition**

| No | Lists of activities / points to be observed                                 | Cumulative of three observations |      |      |      |       |     |
|----|-----------------------------------------------------------------------------|----------------------------------|------|------|------|-------|-----|
|    |                                                                             | Yes                              |      | No   |      | Total |     |
| E  | Practice Related to classroom condition during writing PA                   | Freq                             | %    | Freq | %    | Freq  | %   |
| 21 | Is there enough space to organize writing activities in pair or in group?   | 1                                | 12.5 | 7    | 87.5 | 8     | 100 |
| 22 | Is seats movable?                                                           | -                                | -    | 8    | 100  | 8     | 100 |
| 23 | Is there class lay arranged to practice writing and learn from one another? | -                                | -    | 8    | 100  | 8     | 100 |
| 24 | Is there class size appropriate to teach writing tasks?                     | -                                | -    | 8    | 100  | 8     | 100 |

In these classes it was observed that the class time management was very poor. According to the data above item number 21, showed that the condition of the three selected secondary schools were not favorable to practicing writing in using process approach in addressing the demands of teaching process writing, for example, there is no enough space to organizing writing activities in group and pair. The observation data indicated that the classrooms were not suitable to arrange students to pair and group activities. According to the data gained from the above table the classroom seats were not movable for arranging circular group work.

Based on the data of the observation under item number 24, there was no appropriate class size to teach writing tasks. The class size was almost 60 in average. Therefore, teachers were in a great complaint to practice teaching writing approach. Thus, the teachers couldn't organize pair and group works in writing activities.

### **4.3 Analyses of teachers' interview**

The interview was intended to get relevant information in addition to questionnaires and class room observation. Five questions were prepared and presented for all English teachers of three selected Secondary Schools are aimed at obtaining the necessary data regarding their overall

practice of teaching process writing and to identify factors affecting the teaching process writing. The results are discussed and interpreted below.

1 Do you think that School facilities like seats, numbers of students, etc are suitable for practicing teaching writing using process approach? All of the eight English Language teachers responded the classroom is not suitable to implement the process approach to writing. Teachers complained about the classroom facilities. They reported that the large class size is not manageable to teach writing. They also complained that the large classrooms sizes hampered the effective implementation of process approach. Immovable seats hamper arranging circular group work to use collaborative learning means that using pair or group works.

2 Do you encourage your students to work collaboratively and give feed back to each other paragraph? How do you suggest them to improve the contents, organization and vocabulary of their paragraph?

T<sub>1</sub> T<sub>2</sub> T<sub>5</sub> T<sub>6</sub> explained that they organize the students to work individually, in pairs and in groups depending up on the contents of writing lesson. Furthermore, T<sub>3</sub> T<sub>4</sub> T<sub>7</sub> elaborated that they instructed the students to do activities and encouraged them to exchange their activities with their partners to be able to provide one another peer feedbacks. They added that they encourage them to read references to improve the contents, the vocabulary and the organizations of their writing tasks. T<sub>8</sub> on the other hand explained that he gave them opportunities to give each other feedbacks, but the students were very shy and reluctant to give peer feedback. T<sub>4</sub> and T<sub>5</sub> also replied that students do not try to give peer feedback for the fact that they depend upon their L<sub>1</sub> and unable to do the instruction using classroom medium.

As indicated in the observation session and the data from students questionnaire 4(50%) of the teachers responded agree to organized to collaborate in group during the writing lessons and about, 4(50%) of teachers replied strongly agree to encourage them to group work independently. Majority of the teachers replied that their students are organized and encouraged. Teachers help them regarding contents, organized and vocabulary of their writing activities by providing pre explanations.

The researcher also noted out in relation to his observation and concluded that teachers did not provide the students opportunities to work in pairs and try to give peer feedbacks. He criticized that English teachers should not undermine the equal importance of pair work.

Teachers had to use pair work as equally important as group work. Most importantly pair work gives space than group work in that students seating in the same chair can work together by avoiding some inconveniences that might happen in group works.

3 What are the major impacts / problems that hinder the practice of teaching writing skills using approach?

In response to the question above, respondents T1, T2 and T5 stated the teaching of writing in their Schools is affected by their students poor back ground knowledge on writing. Other factors that faced in teaching writing is that students are reluctant to learn writing skills. They always focus on vocabulary and grammar for the reason that most of the School tests and national examinations focus up on them. They also explained the language problem of their students that almost all the students adhere to their mother tongue than struggle their tasks of writing in the target language. Moreover, the response, of the majority of the teachers showed that large class size is a severe factor that affected teaching writing in Secondary Schools.

They also mentioned that it is difficult to address each student while dealing with his or her written works due to large class size. According to the response given by two of respondents, namely T4 and T7, the other factor that affected teaching of writing in Secondary Schools are shortage of reading /reference materials/ books.

Depending on the response of the teacher to the above question, the other factor that affected the teaching of the process writing in Secondary Schools is related to teacher, for example, respondents T3, 4 and T8 stated that, teachers lack of adequate experience in teaching writing skills, students lack of teacher method of evaluation and feedback, lack of encouragement and motivation hampered the students in the Secondary School in general and the process writing in particular.

4 Do you motivate your learners to compare and contrast their writing activities with each other read and discuss their paragraph while making meaningful communication?

Majority of teachers respondents' T<sub>3</sub> T<sub>4</sub> T<sub>6</sub> T<sub>7</sub> T<sub>8</sub> replied that they motivate the learner effectively to stand and read their practice of paragraph writing activities to their activities to their partners to compare and contrast whereas, teacher respondents T<sub>2</sub> and T<sub>5</sub> replied that they rarely motivate their learners in participating in paragraph writing activities and share their works rarely in the EFL class room . But T<sub>1</sub> responded that he never motivated his students in practicing paragraph writing works effectively and to stand and read their writing activities with their partners to compare and contrast their works. However, teachers' interview data contradicts with observation data in which teachers were not observed encouraging the learners.

5 Do you believe that the teaching of process writing in your school is satisfactory to enhance the learners writing ability?

T<sub>5</sub> explained that the teaching of process writing in their schools was satisfactory to enhance the learners writing ability. This respondent compared and contrasted his school with other schools and showed that his school follows a good position in developing the students writing ability.

T<sub>3</sub>, T<sub>7</sub> Showed that the teachers' methods of motivation is high in teaching writing in their schools and they helped their students to promote their writing ability. Never the less, majority of teachers T<sub>2</sub>, T<sub>4</sub>, T<sub>6</sub>, T<sub>7</sub> showed that the teaching of process writing in their schools were not satisfactory to develop their learners writing ability. Moreover, T<sub>1</sub> revealed that teaching writing was not as expected. In addition the teachers' method of motivation or teaching hampers the students writing ability.

## **CHAPTER FIVE**

## **Summary, conclusions and Recommendations**

This chapter consists of the summary, conclusion and recommendation of the research result. After the conclusion, some possible recommendations are given. The present study as mentioned in previous chapters, was intended to investigate perception, practice and challenges of teaching writing using process approach. To achieve the objectives of the study, three types data gathering instruments (questionnaire, class room observation interview) were used.

### **5.1. Summary**

The present study focused on investigating perceptions practice and challenges of teaching writing skills using process approach in grade nine in the three selected secondary schools. In order to achieve this purposes ,the following research questions were posed:

1. How do English teachers perceive process approach to writing?
2. Do the English teachers teach writing skills using the process approach in EFL class room?
3. What are potential factor that affect the practice of teaching writing skills while employing the process approach in the EFL class room?

The first research question was intended to analyze the students' perception to word learning writing in three selected secondary schools. The overall findings indicated that majority of the students who are learning, writing skills in three selected secondary schools were perceived writing is more challenging and demanding language skills. Besides, the data which is gained from students' questionnaire revealed that the perceptions of the learners in the preferences of personal, to peer or small or large group leaning promote their writing skills.

Since writing is a social activities which requires collaboration or cooperation of different persons, using group and pair works is very important. However, the data indicated that the classroom is not suitable to use group and pair works.

The data revealed that teachers do not motivate and encourage their students to practice writing inside and outside the classroom. Data from observation and questionnaire clearly indicated that teachers do not properly implement the stages of writing and they rarely give corrective feedbacks. Moreover, English teachers teach writing skills using the process approach in EFL class room? The data which is gained through out class room observation and teachers' interview showed that majority of the English teachers' in the three selected secondary schools did not implement the practice of teaching writing using the process approach.

Besides, the findings of classroom observation and teachers' interview revealed that on the practice of teaching process approach in secondary schools showed that majority of 7(87.5%) of grade 9 English teachers did not encourage and motivated their students to their first draft, second draft and the final writing. There is no practice of self and peer feedback. The teachers practice on providing feedback on the students' effective paragraph writing activities were very low.

None of the observed teachers' were seen encouraging his/ her learner exchange written feedback on each other with in a group; none of the observed teachers' encouraged the students' interaction in the classroom writing activities. The result showed that the learners were active listeners of the teachers lecture and were not participated in pair work activities in using process approach.

The third research question was aimed at factors that affect the practice of teaching writing skills while employing the process approach in the EFL class room. Since writing in general and process approach of writing in particular is a complex, recursive and creative process that requires the development of an efficient composing process. It demands schemata and skills on the side of both the teachers and the learners.

The result of the teachers' questionnaire and the interview showed that their teaching writing is strongly impeded by the number of factors. These are teachers' lack of in service training such as seminars, workshops and summer courses or pre service training, teachers' lack of adequate experience, teachers' lack of discussions with others, students lack of prior knowledge, large class size (which is beyond 60 in class ) greatly hindered teachers to manage the class well and

arrange and facilitate pair and group work, immovable seats or fixed are not suitable enough to practice different writing actives like pair works and group works , lack of reference materials ,mother tongue interference , lack of motivation to practice writing, poor reading habit, in sufficient vocabulary , the fear of making mistakes.

## **5.2. Conclusions**

Based on the findings of the study, the following conclusions are reached: Majority of the three selected secondary schools students' perception on learning process writing area possessed not favorable believe towards writing means that their perception on learning process writing found to be less. Besides, the finding stated that the three selected secondary school students' are not aware of the importance of learning writing and they perceive that learning writing through process approach is difficulty. The data which were gained through questionnaires, class room observation, and the interview showed that the majority of the grade 9 English language teachers did not practice the duty of providing encouragements and giving feed back; participating in collaborative works such as peer feedback, doing in group or in pair; letting them in to brain storm, introducing the main topic or objective or writing tasks etc.

Besides, all of the three selected secondary schools grade 9 English teachers explained the challenges they faced when they teaching writing using process approach. Like large number of students, students lack of awareness in process writing, students poor understanding of feedback, insufficient time for practicing writing activities. Moreover, lack of reading habits, lack of support from school administration regarding the writing skills, lack of experience, lack of training in writing skills are the factors that severally hampered the teaching of writing through the process approach. Furthermore, the findings of the study also showed that less attention was given to writing skill. English teachers' in the three selected secondary schools considered providing writing feedback as tiresome and time consuming activity

## **5.3 Recommendations**

Based on the finding and conclusions of the study, the following recommendations were given:

As the study indicated the secondary schools students generally have not positive or favorable perceptions towards learning writing. Besides, they perceive writing as more challenging not easy and enjoyable to learn. However, the teachers' recommendations or methods of teaching would change the student's perception on difficulty of the writing. The grade 9 English teachers' in the three selected secondary schools introduce the topic of writing skills and objective in the English classroom.

- English teachers should encourage and motivate their students' to follow stages of process writing, typically the skills to write first draft, revise their first draft, to give and receive peer feedback.
- It is better to suggest that motivates students of English language to start the writing from brain storming followed by first drafting should be viewed as wisdom of writing and should be frequently practiced.
- Teacher of secondary schools should be aware of the advantages of feedback and the ways it is used. It is true that the students are highly interested in marks but feedback and comments reinforce students to improve their writing level so teachers should give feedbacks and comments on students writing. Therefore, teachers should train students on how to give self and peer feedback.
- English teachers should advise their students to read discuss, compare and contrast their works with other classmates, and to develop an arguments to define the structure of their writing.
- Secondary schools should facilitate the provision of trainings for English language teachers on the effective teaching of writing skills through process approach. This would undoubtedly makes the teachers get acquainted with the changing nature of the teaching methodology.
- Secondary school administrators should think of reducing the large class size so as students can work in pairs and groups.

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**DILLA UNIVERSISTY**

**COLLEGE OF SOSIAL SCIENCES AND HUMANITIES SCHOOL OF LANGUAGES  
AND COMMUNICATION STUDIES**

**GRADUATE PROGRAM**

**Dear students:**

The purpose of this questionnaire is to gather the data which would be analyzed and incorporated into my M.A thesis. The major objective of this questionnaire is to assess the teachers' practices on teaching writing in process approach and factors that affect the teaching of writing in secondary schools. Thus, your willingness to provide genuine and accurate response determines the quality of the ultimate findings of this research.

Note that any information you give to each item of the questionnaire is kept confidential. For this reason, you are not required to write your name

I thank for your cooperation

Endrias Ashebo

**DATA PRESENTATION, ANALYSIS AND DISCUSSION**

This chapter deals with the analysis and interpretation of the data obtained through questionnaire class room observation check list and interview .in doing so the data collected through the questionnaire class room observation were presented with the help of table

**Respondent back ground information**

| Name of school                         | Sex |     | Age   | Qualification |
|----------------------------------------|-----|-----|-------|---------------|
|                                        | M   | F   |       |               |
| Lenda secondary and preparatory school | 190 | 110 | 15-20 | Students      |





|   |                                                                                                                                   |  |  |  |  |  |  |  |  |  |  |
|---|-----------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|
|   | the teaching of writing skill.                                                                                                    |  |  |  |  |  |  |  |  |  |  |
| 7 | “Traditional view on teachers and learners role is not compatible with teaching process oriented view or current view of writing. |  |  |  |  |  |  |  |  |  |  |
| 8 | The number of periods or the time which allotted to teaching writing in using process approach.                                   |  |  |  |  |  |  |  |  |  |  |
| 9 | Shortage of reference materials impeded on teaching writing using process approach.                                               |  |  |  |  |  |  |  |  |  |  |

### **Analysis of Teachers Class room observation**

The researcher prepared a class room check list. The observation check list was meant to obtain the required data about teachers practice of teaching writing skills using process approach .The researcher primarily discussed with the school administrators grade nine English teachers of the selected secondary schools. So as to explain them the purpose of the study and the prerequisites of the class room observation.

The researcher arranged the period in which each sample teachers practice could be observed and the skill on which the observation takes place and the need for co-observers. After all the researchers conducted his actual class room observation is prescheduled conventionally with each schools English teachers.

The researcher used photo camera and observation check list to record the teachers’ practice in the class rooms. Eight teachers, each three times, writing classes were observed. The descriptions, discussions and interpretations of the observation session are presented as below.

**Table 1 Practice Related To The Writing Topic And Objective Of Process Approach.**

| No | Lists of activities/ points to be observations.      | Cumulative of three observations |   |     |   |       |   |
|----|------------------------------------------------------|----------------------------------|---|-----|---|-------|---|
|    |                                                      | Yes                              |   | No  |   | Total |   |
| A  | Practice related to the writing topic and objective. | Fre                              | % | Fre | % | Fre   | % |

|    |                                                                                                      |   |  |   |  |   |  |
|----|------------------------------------------------------------------------------------------------------|---|--|---|--|---|--|
|    |                                                                                                      | q |  | q |  | q |  |
| 1  | Does the teachers introducing the topic and objective of writings tasks?                             |   |  |   |  |   |  |
| 2  | Does the teachers brain storm the students in paragraph writing activities?                          |   |  |   |  |   |  |
| 3  | Are the students made to plan for the writing task they are going to do?                             |   |  |   |  |   |  |
| B  | Practice related stages of process approach.                                                         |   |  |   |  |   |  |
| 4  | Does the teachers arouse and motivate the students to follow the stages of process writing?          |   |  |   |  |   |  |
| 5  | Does the teachers ask the students to the practice paragraph writing activities?                     |   |  |   |  |   |  |
| 6  | Does the teachers encourage the students writing strategies?                                         |   |  |   |  |   |  |
| 7  | Does the teachers teach the students writing strategies?                                             |   |  |   |  |   |  |
| 8  | Does the teachers motivate the students to provide feedback?                                         |   |  |   |  |   |  |
| C  | Practice related to the writing cooperation or collaboration in PA                                   |   |  |   |  |   |  |
| 9  | Does the teacher provide to write effective paragraph ?                                              |   |  |   |  |   |  |
| 10 | Does the teacher motivate his/her students to exchange written feedback with each other in peer      |   |  |   |  |   |  |
| 11 | Does the teacher encourage his/her students exchange written feedback on each other with in a group? |   |  |   |  |   |  |
| 12 | Does the teacher encourage student to student interaction in the classroom in the process approach?  |   |  |   |  |   |  |
| 13 | Does the teacher encourage the learners to work in pair?                                             |   |  |   |  |   |  |
| 14 | Does the teacher encourage the students to write independently?                                      |   |  |   |  |   |  |
| 15 | Does the teacher implement process oriented or learners-centered approach?                           |   |  |   |  |   |  |
| 16 | Does the teacher encourage some students to read their work for the class as a sample?               |   |  |   |  |   |  |
| D  | Practice related to evaluation and feedback on written works using                                   |   |  |   |  |   |  |

|    |                                                                                                  |  |  |  |  |  |  |
|----|--------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
|    | process approach                                                                                 |  |  |  |  |  |  |
| 17 | Does the teacher give general comments to students as whole ?                                    |  |  |  |  |  |  |
| 18 | Does the teacher evaluate the students final product / paragraph or essay?                       |  |  |  |  |  |  |
| 19 | Does the teacher give the students feedback on their final version product / paragraph or essay? |  |  |  |  |  |  |
| 20 | Does the teacher provide the learners enough time to complete their tasks of writing?            |  |  |  |  |  |  |
| E  | Practice Related to classroom condition during writing PA                                        |  |  |  |  |  |  |
| 21 | Is there enough space to organize writing activities in pair or in group?                        |  |  |  |  |  |  |
| 22 | Is seats movable?                                                                                |  |  |  |  |  |  |
| 23 | Is there class lay arranged to practice writing and learn from one another?                      |  |  |  |  |  |  |
| 24 | Is there class size appropriate to teach writing tasks?                                          |  |  |  |  |  |  |

## INTERVIEW FOR TEACHERS

**DILLA UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

## **INTERVIEW FOR GRADE NINE ENGLISH TEACHERS**

Practice of teaching writing skills using process approach

- 1 Do you think the school facilities like seats, number of students etc are suitable for practicing teaching writing using process approach ?
2. Do you encourage your students to work collaboratively and give feedback to each other paragraph or essay? How do you suggest them to improve the contents, organization and a vocabulary of their paragraph or essay?
- 3 What are the major impact\problems that hinders the practice of teaching writing skills using process approach?
4. Do you motivate your learners to compare and contrast their writing activities with each other read and discuss their paragraph writing while making meaningful communication?
5. Do you believe that the teaching of process writing in your school is satisfactory to enhance the learners writing ability?