

**A STUDY ON ADAMA HIGH SCHOOL STUDENTS AT
SENTENCE WRITING ABILITY GRADE 9 IN FOCUS**

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This is to certify that the thesis prepared by Amberber Bekele entitled: A Study on Adama High School Students at sentence writing ability Grade Nine in focus; and submitted in partial fulfillment of the requirement for the degree of Master of Arts in TEFL (Teaching English as a Foreign Language) complies with the regulations of the university and meets the accepted standards with respect to Originality and quality.

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Abstract

The purpose of this study was to assess why grade 9 Students unable to constructing Sentences and how they able to construct sentences. The study employed a descriptive case study method. For this study the data were collected by using questionnaires, interview, and test. The data were collected from 93 grade nine students who were selected randomly, and 12 English teachers were chosen purposefully. The research was conducted in Adama Secondary School. Then, the data were analyzed quantitatively and qualitatively.

The findings of the study showed, Students couldn't construct even simple sentences because of the following factors. Lack of background knowledge on writing skill, not had willingness to practice the given writing activities. For this reason majority Of grade nine students had problems of constructing sentences. Besides, they couldn't identify complete and incomplete sentences. The students also couldn't change active to passive form of sentences; they couldn't use the appropriate tenses in their sentences, they couldn't utilize the coordinative conjunctions in their own sentences etc.

The conclusion made from the study was that Grade 9 students had great problems to construct sentences. Therefore, it is recommended that learners and teachers play great role for writing skill. Teachers encourage students to exercise writing, and follow up their works in detail by providing feedbacks. So teachers should play their role effectively and implement the writing activities as much as possible. In the same way students also should give attention to the writing activity.

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CHAPTER ONE

1.1.Introduction: Background of the Study

In this chapter the basic aspects that could give essential information on the general nature of the study are presented. To this end, background of the study, some highlights pertaining to what the problem is about, the objectives, importance, scope, and limitation are covered.

English language has an enormous importance in the world. It has become a common global language in education, industry, communication, and trade. The growing importance of English language as an international language is observed in all countries of the world. Among these countries Ethiopia is the state which recognized the growing importance of teaching English as a foreign language. So it is taught at all levels of the schools, starting from kindergarten up to university level.

However, all the importance and the position of English language in the country's educational system, still it has a limitation. On the other hand, teaching English foreign language within its four skills are very complex process especially the writing skill.

Robert A. Day (1995:41) describes, "Scientific writing is the transmission of a clear signal to a recipient. The word of the signal should be as clear and simple and well ordered as possible." This indicates writing could not convey the actual messages unless as simple as the Recipients to comprehend it easily. Most of the time written letters may be reached distantly from the sender. Therefore, practical writing needs both a clear purpose and specific audiences.

According to Byrne (1988:13) "writing requires the mastery of grammatical devices, conceptual and judgmental elements. And writing has some complexities which are classified into linguistic, cognitive and psychological problems."

Concerning the psychological problems, it is important that writing is a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.

Among the linguistic problems, Byrne (1991) mentioned that the absence of items used in the Spoken.

Repetition, backtracks, ungrammatical utterances, dependence on the reaction of the other people. Consequently, the writer has to run the conversation only by him or herself and has to be careful in the choice and order of sentences to make the text clear.

The other problem is linguistic problems; Byrne (1991) mentioned that the absence of items used in the Spoken discourse, e.g. repetition, backtracks, ungrammatical utterances, dependence on the reaction of the other people. Another problem might be the organization of text which has to be clear and highly explicit in order to understand the meaning. (Byrne 1991).

From the above point of view, the researcher perceives that there is a complexity of writing in Adama high School Students related to linguistic problems. This means if students have language inefficiency, their writing ability becomes poor. The other complexity of students' writing ability that was mentioned above is related to cognitive functioning. It affects helping students to acquire knowledge by the use of reasoning, intuition, or perception. And also students' psychological problems can affect the mental process (Byrne, 1991).

As the researcher's observation and from his experience, most students couldn't construct even simple sentences, they couldn't read and understand the meaning of the written sentences, and they couldn't communicate with their teachers and other language users in English. Unless students write simple sentences, no one expects that they can write a paragraph and an essay. So the source of the writing problems may exist in either the teachers' way of teaching or learners' effort towards practicing writing activities.

Scholars give common suggestions on how writing needs persistent practices. **Lila Fink** (1983: 12) confirms "All of us find writing difficult. Even professional writers complain that they must write, rewrite and rewrite again before they are satisfied with their work. The more practice you have the more comfortable you become with writing." As Tariku (2013) indicated that a well developed writing skill is an important for learners both in its academic importance and as a means of communication. According to teachers point of view, this can be possible if learners learn writing effectively with the help of effective teachers, teaching technique, and that implemented in the classroom.

Statement of the problem

Now a days, the English language is a medium of instruction in all Ethiopian Secondary and tertiary education. Hence, students, especially in high school are expected to use the language skills in their classes or in their school compound. But, in the actual Ethiopian high school context, students have limitations in all English language skills. Related to this, the researcher has observed how ADAMA HIGH SCHOOL Grade nine Students are poor in all language skills. But the researcher attempts to study only writing skill, especially focusing on sentence construction. Effective sentences need to be concise and fluent. To write good sentences takes careful study and, regular practices. Regarding the above points, the challenges are being seen on students' academic performance, and also being seen in all subjects or disciplines. For this reason, it becomes a serious problem on the outcomes of the teaching and learning process.

Different scholars like **(Byrne, 1991; Pincas, 1989; and White, 1989)** have claimed that writing is a difficult skill, and more challenging skill as compared to other skills by its nature. These authors said that the ability to write well is not a naturally acquired skill; therefore, it has to be taught. Rather, they claim it is a skill, which needs more effort, extended time and a good teacher to manage and properly guide the learners during the practice session. Hence, in Adama High School, the above essential points were not seen. The actual problems may touch both students and teachers those who teach in EFL class. As the researcher's perception some teachers' background knowledge on writing skill is in questioned, and has impacts on students performance. Understanding, some teachers might not give due attention to the writing skill, because lack of their background knowledge. On the other hand, large class size affects performing writing activities. In Adama High School a large number of students learn in one class. This is not convenient to practice writing skill. So it has little chance to develop. Considering Students' performance, the researcher has been observing the problems of the learners, for more than ten years in his teaching experience at the same school. The majority of the students need to write sentences and a paragraph, but they couldn't do that. In addition to this, the researcher has also observed the students' written task which had too many mistakes related to grammar, spelling, punctuation, and capitalization. All these may be caused the problems of writing. These problems are also reflected on their tests' or exams' result.

Roseli, S. (2014) describes that one of the biggest challenges those teachers have faced in the classroom has to do with writing. Usually students do not want to write, because they have never been encouraged to do it or to enjoy it. It's worth remembering that most people never write anything of any length in their daily lives, or anything using a pen and paper, or without using a spell checker. But this is often what we ask our students to do in English.

Writing, like all other aspects of language, is communicative. In real life, we may write e-mails, lists, notes, cover letters, reports, curricula, assignments, or essays. All of these writing tasks have a communicative purpose and a target audience. In the English classroom, writing often lacks that communicative purpose.

According to (Belay, 2001 as cited in Brehanu, 2015:8) "Learners at school must master the academic writing which was needed in writing essays and paragraphs or assignments for exam." Based on the above quoted sentences, Grade nine students are expected to write at least a paragraph. In contrast, the majority of Grade nine students of Adama Secondary School face the difficulties of writing in EFL class. With this regard the researcher tried to investigate the problems.

1.3. Objective of the study

1.3.1 General Objective

The general objective of the study is to assess students constructing sentences in English.

1.3.2 Specific objective

The specific objectives are derived from the above general one and are formulated based on the writing sentences, and investigate the challenges that Grade 9 students faced.

1. Identify the students' problem to construct appropriate sentences in English
2. Search out the essential inputs that help students to construct meaningful sentences.
3. Select and provide the better way of way of teaching according to the learners' capability.

1.4. Research Questions

In order to achieve the above stated objectives effectively, the investigation attempts to focus on the following specific Research Questions.

1. What were the cause's students unable to construct sentences?
2. To what extent students practiced writing during EFL class?
3. How could students sort phrases from simple sentences, and simple sentences from compound sentences?
4. what are the ways that teachers help students to write effective sentences?

1.5. Significance of the study

In Ethiopia, English serves as a medium of instruction in most High Schools, Colleges and Universities. All Students' success in learning other subjects is likely to be dependent on their mastery of the language skills of which knowledge of writing is an important one. Therefore, the findings of this research is hoped to benefit students, teachers, and syllabus designers. Students can be benefited from the research findings to construct appropriate sentences. And teachers can be benefited from the findings to choose the better way of teaching techniques. From this research findings, Syllabus designers also utilize the feed backs that come from the school while they prepare Syllabus and teaching materials. So as writing is a basic skill, it is the one that students must learn to enhance their writing capacity to write sound sentences. Learning how to write sound sentences is an important skill that takes persistent practices. This study also gives some useful information to English teachers to make necessary changes to improve teaching writing skill in EFL class. In addition to this the study may serve as a springboard for those who want to conduct further research on the same area, and also other researchers could use it as a source of reference

1.6. Scope of the study

The research is limited to one School that is Adama High School. It is found in Oromya

Region, Eastern Shoa Zone, at Adama town. This study is also restricted to Grade nine students who are attending in 2015/16 academic year. The reason why the writer focused on this grade level is that Grade 9 students are the threshold of the secondary education, and will stay at least two consecutive years. So it is good to observe the coming changes. 93 Students and 12 English language teachers were included in the research process. Concerning the topic, the researcher will focus only in students' writing ability at Sentence level.

1.7. Limitations of the study

As it has been mentioned above the study concerned the causes that grade 9 students unable to construct sentences in English. In conducting the study the following limitations were faced by the researcher.

-Due to shortage of time; the study was conducted in one School. Conclusions obtained from such narrow study area may not be generalized in the context of other High Schools, and the researcher will focus only the writing ability at Sentence level.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the reviewing literature. Related to this the views of experts in the field of writing were given due attention to affirm the certainty of the research. Besides to that, the chapter embodies information obtained from different books and thesis to support the research. Under this chapter the Meanings, Nature of writing and sentences, Major types of sentences, Challenges and Difficulties students face in writing sentences, the role of teachers and students during the teaching learning process and other essential points that are related to the topic were treated.

2.1 Writing and its Nature

2.1.1. What is writing?

Writing is one of the four language skills that learners need to develop thoroughly. Writing means putting letters or symbols to reproduce in a written form of words which has been meaningful to the reader. **Pincas**, (1992: 125) claims that “writing is a system of graphic symbols, i. e, letters or combination of letters which relate the sounds, which we produce while speaking”. So writing can be defined as the combination of graphic symbols or letters which gives a meaningful sense for the reader. These words are arranged in to the form of sentence. Besides the definition of writing is given by different scholars, in various grammar books, which sentences are defined widely and deeply. The following definitions are taken from some scholars’ grammar books.” The sentence is the smallest unit of connected speech. It is a collection of words, which makes an absolute sense. (**Giles**, 2004:66). According to this writer, any combination of words cannot give us a meaning full sentence unless to use and follow the grammatical rule of the language.

Richard and Rodgers(2001) defines this term from ‘real-world’ perspective as “an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter etc.”

Nunan (1989:10) defines the term as “An activity or action, which is carried out as the result of processing or understanding language. For example, drawing a map while listening to a tape, listening to an instruction and performing a command, can be used.

The common point between the above two definitions are, both imply that writing involves as communicative language if it is written.

According to **Oshima& Hogue** (1981:121) “A sentence is a group of words that you use to communicate your ideas in writing or in speech. It is a complete, independent unit of thought and consists of two main parts: a subject and a predicate. Writing is a form of communication which helps the learners to express their feeling, confidence and in general their ability in written mode. Writing may be the work of individual, personal and social.” It reminds, through writing it is possible to exchange messages and form good relations among people like other means of communication.

Britannica concise Encyclopedia (2001:2034) states, “Writing is a system of human visual communication using signs or symbols associated by convection with units of language meanings or sounds and recorded on materials such as paper, stone, or clay.” From this explanation the researcher can understand that writing is a unique nature which makes communication of ideas among people by the means of using signs or symbols, and it also needs the writing devices like paper.

The Concise Oxford Dictionary and the King (1926) defines “A Sentence is ‘a series of words in connected speech or writing, forming the grammatically complete expression of a single thought. A sentence must contain a subject and a verb that directly relates to the subject.’” More formally this definition is expressed as a subject and a predicate, where predicate refers to what is said about the subject.

2.2. Purpose of Writing

A well defined purpose helps to bridge the gap between audience and content because if someone has firm intension to convey messages to somewhere or to someone, he/she

should put his/her thoughts on paper clearly without making confusion to the reader. Wollaston (1988:1) explains “Writing as the bridge between people and information ...and it’s a convenient means for communicating information.” According to the above statements, the researcher can understand that writing has extensive benefits like transmitting ideas, knowledge, information etc. to the recipients. It helps to convey ideas appropriately. (ArinaN.1995.17 cited in Samuel Johansson 2015) “What is written without effort is in general read without pleasure.” So in order to maximize the learners’ writing ability, it needs their daily practices to get satisfaction on their works.

Tsegaye, S. (2006) States

The purpose of writing is to communicate, transfer thought, and express feelings to another Person. Because the writer feels the need to communicate, it does not follow that the reader feels the same need to be communicated with. The writer must therefore express himself not only accurately and correctly, but in a manner that is best calculated to catch the reader’s attention and interest, and systematically make the process of Communication.

According to the above suggestion, if any writer needs to convey messages to the reader, they may not consider the readers. Sometimes the reader may not understand what the writer’s intention is. This happens because of the writer’s not asking himself who is the reader. So writers always give special attention to readers according to their ages, educational status, maturities and the like...

2.3. Nature of writing

Pincas(1989) states, “writing is an integral part of everyday human being activities”. The ability to write in a second and foreign language is considered as a necessary skill for ‘speaking’ of a foreign language as much as for everyone using their own first language. Besides, Nauru (1996), note that writing is one of the most important skills for students in learning English for academic purpose. It is also worth mentioning that many exams are taken in writing form and consequently students are evaluated according to writing performances.

Therefore, teachers should use appropriate teaching techniques and practices to help students improve their writing skills. In line with this, Richard and Rodgers (2001) add that a well-developed writing skill is important for learners both in its academic role and as a means of communication in a community.

According to their view, this can be possible if learners learn writing effectively with the help of effective teachers, teaching techniques and if ample practice is made in the classroom. When we write, we use graphic symbols that are letter or combination of letters which relate to the sounds we make “(Byrne, 1979). However, one does not just use graphic symbols for the sake of using them. The symbols which are used need to be arranged properly to form words and then sentences with a view to communicate our ideas in an organized way. As to the meaning and nature of writing,

So far, as the teaching of writing is concerned, the teacher should keep this nature of writing in mind. Writing always has become difficult to teach or to learn because it involves a different kind of mental process which includes the sub-skills like-drafting, editing, revising, organizing etc.(McDonough and Show 1993) Moreover, writing is very complex cognitive activity in which the writer is required to show control of a number of variable at the same time. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuations, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts (Bell and Burnaby cited in Nunan, 1989).

According to White, R. (1989) in recent years, three different views on the nature of writing have emerged. There are the product approach, the process and the communicative one. The product approach to composition, i.e. it is concerned with what students produce. For example, the letter, essay, story and so on.

On the other hand, teachers who subscribe to the approach to writing perceive the act of composition from a very different viewpoint focusing as much on the meaning where by the completed text was created as on the end product itself (Byrne, 1991). Communicative approach unlike the other two focuses on the purpose and audience of writing Raime, Brumfit and

Johanson, and Widdowson cited in (Hailemariam, 2012) According to the same authors, this approach concentrates on getting learners to do things with language. On the other hand, Sentence is an arrangement of words that makes complete sense. It must be meaningful. It must be acceptable to the speakers of the language. All types of writing may not convey thoughts unless they put words, clauses etc. properly. SkyMarsen(2003:1) points out “writing is a skill that is acquired through conscious and persistent efforts. It is not an instinctive skill that we are born with.” It indicates that writing is not an easy task. It has its own processes, the difficulty starts from sentence construction and choosing words that directly touch the actual time and place. Among the four main language skills, writing needs due attention highly because once we write in correct way and send to somebody who lives far, that will not have a chance to correct soon as speaking and listening skills.

The followings are example of sentences which have meaning differences between sentence types.

1. a/ Mary buys a sport car.

b/ Does Mary buy a sport car?

c/ Mary, buy a sport car!

The common sense conclusion is that these sentences share a common element, something like a picture of Mary buying a sport car that is asserted in the first sentence, questioned in the second, and commanded in the third. This intuition has been expressed by Frege(1979) has been turned into a doctrine by Stenius(1967) and can called the standard theory nowadays. So sentences must be constructed correctly with the messages that they have.

Byrne,(1979). Describes that “When we write we use graphic symbols that are letter or combination of letters which relate to the sounds we make when we speak.” The symbols which are used need to be arranged properly to form words and then to form the sentences with a view to communicate our ideas in an organized way. According to White (1981) cited in Tariku (2013) the meaning and nature of writing discussed briefly as follows:

Writing is a natural activity. All physically and mentally normal people learn to speak a Language. Yet all people have to be taught how to write. This is a crucial

difference between the spoken and written forms of language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stored and referred back to at any time. It is permanent in comparison with the ephemera 'here one minute and gone the next' character of spoken language – even of spoken language that is recorded on tape or disk.

For this situation, the teacher should keep this nature of writing in mind. Writing is a process that involves at least four distinct steps: prewriting, drafting, revising and editing. It is known as a recursive process.

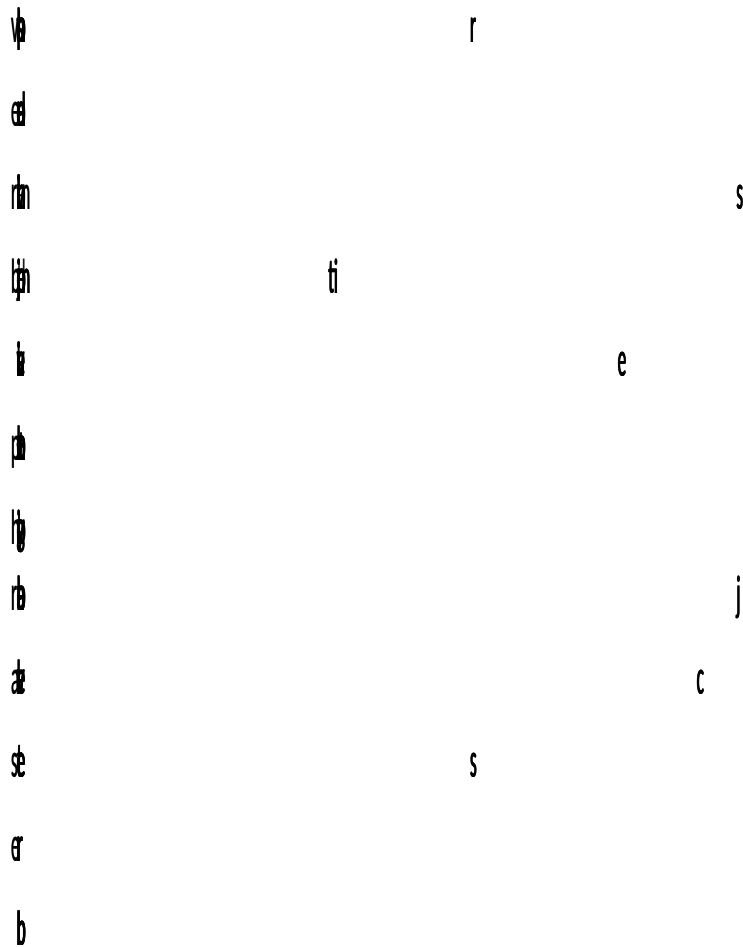
At sentence level, these including control of content, format, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and text.

2.4. Overview of Sentence elements

Kate (2003) suggests “writing is a process of exploring one’s thought and learning from the act of writing itself from what thought are. Writing is the whole process which goes through different steps. It is also a tool for learning and teaching. To develop writing skill it takes a lengthy of time.” In addition, Harmer (1991:53) describes “Writing is as convection of text formation manifested by handwriting and giving attention to spelling layout and punctuation” According to him, writing needs due attention to letters in the words, words in the sentences to convey the actual message. So comprehending the actual combination of letters and words has more value to construct meaningful sentences.

According to Stevenson, M. (1987:4) The basic and traditional recognition of clause elements consider the subject and the predicate, which is further divided. This predicate can be broken down into a verb phrase and completer, which is represented by objects, complements (Subject and Object predicative) and adverbials. The following chart shows the components of sentences that enable to construct meaningful sentence.

The following chart is the structure of sentence



In order for a statement to be grammatically correct, the subject and verb must both be singular or plural. In other words, the subject and verb must agree with one another in their tense. If the subject is in plural form, the verb should also be in plural form (and vice versa).

example of correct and incorrect sentences.

Incorrect example: “The group of students are complaining about grades.”

The main subject in this sentence is “group,” which is singular. The main verb is “are complaining”, which is plural.

Correct examples: “The group of students is complaining about grades.”

Based on the above description, Students might not have considered the pattern of sentences. Due to this situation, the problems of constructing sentences were seen.

2.4.1. Subject

The subject identifies the theme or topic of clause and precedes the verb phrase. Subject is present in all finite clauses and does not occur in imperative mood. Subject usually denotes certain semantic role, but it is frequently used also as a semantically empty subject, which functions only as an obligatory element to complete the sentence structure grammatically. (Biber, 1999:125)

2.4.2. Verb phrase

As it has been known a verb is the action word in a sentence. Verb expresses action, existence or occurrence. To find the verb in a sentence, identify what happened. If there is no identified action, the sentence is a fragment. Consider the two examples below:

“Many scientists, such as Einstein, think in strange ways.”

“Many scientists think in strange ways. Einstein, for example.”

The first example above has one complete sentence followed by a fragment. “Einstein, for example” is a fragment because there is no verb. “Einstein” serves as a subject (he is the one doing something), but the rest of the sentence does not express what action he is taking. The second example is a complete sentence. In this case, the sentence contains both a subject (Scientists) and a verb (think).

As Biber(1999:126) the verb phrase expresses a wide range of meanings, such as actions, sensations, or states of being. It is central in the clause because it is regularly found in medial position and the valiancy potential of the lexical verb determines the occurrence of other major clause elements. Namely objects and complements.

2.4.3. Complements

Complements give further information about another clause element, namely subject or object. Subject complement or subject predicative characterizes or identifies the referent of the subject and is used with copula verbs only. Object complement or object predictive characterizes the preceding object. (1999: 128)

2.4.4. Object

Objects identify who or what has been directly affected by the action of the verb. The direct object can be found with transitive verbs only and follows right after the verb phrase unless there is an intervening indirect object. I

ndirect object occurs with intransitive verbs only and is placed between verb phrase and direct object (1999:129)

Prepositional objects occur with prepositional verbs (e.g. talk about, rely on) and are normally placed after the verb phrase. Prepositional objects are similar to indirect objects in that they both require a mediating element-a preposition or a direct object; in some cases indirect objects have corresponding prepositional construction. The following examples are taken from p.130.

. He gave Carica a ring. (I O)

. He gave it to me. (P O)

2.4.5. Adverbials

Adverbials usually add extra information about the situation such as the time of an action, its location, or manner. They are typically optional and independent of the verb. They can be realized in a wide range of forms and are classified as follows: Circumstance adverbials, Answering questions when? How? Where?, how often? (1999:134)

Some examples :” I am going to quickly run to the store”. The adverb in the sentence (quickly) would be modifying the verb run.

“He swims well” the question < how > answers the manner of adverb.

“The children were playing upstairs” the question <where> answers the place of adverb.

“I always do my homework “the question <how often> answers frequency of adverb.

2.5. Sentence patterns

Sentence is one of the basic terms in grammar and yet its definition is complex. Crystal (1995) points out that every sentence is created according to a system of rules. Further, Sentences are the largest construction to which the rules of grammar apply.

Sentence structure in English is relatively fixed. Word order in sentences varies only little, therefore, Syntactic analysis stands for the main point in all over English grammar. The following overview of Sentence p

atterns is based on Longman Grammar of Spoken and Written English, Chapter 3.5(141-152) . All the examples used in this part come from the book, because they best illustrate the differences among all structures and provide information about possible confusions.

2.5.1. Subject-Verb phrase

This sentence pattern expresses the answer to “the question ‘What does/ did X do?’”(1999:14). It always contain intransitive verb and there can be an optional adverbial added as in:

.She went to Hospital until her husband arrived.

It is often difficult to draw a clear distinction between Subject-Verb phrase-Obligatory adverbial pattern and subject-verb (SV) pattern with an optional adverbial clauses conforming to subject-verb adverb (SVA) pattern typically answer questions asking when/where/how something happens or where something/ somebody is /was situated.

.The man was sitting on his chair.

2.5.2. Subject- Verb phrase-Subject predicative

Clauses following this pattern contain a copular verb and a subject predicative, which describes a certain property of the subject. According to (Biber et al 1999:145), this sentence structure may be characterizing (answering the question ‘what is /was X like?’), or identifying (answering the question’ which one is/was X?’)

.He remained anxious about the surgery and its outcome.(characterizing) –Answering ‘what.’

.Lion is the king of wild animals. (Identifying) –Answering ‘which’

2.5.3. Subject-Verb phrase- prepositional object

This pattern contains a two –place prepositional verb. It is necessary to mention certain characteristics which distinguish this pattern from clauses with adverbial prepositional phrases, as the two can be easily confused. First,(Biber et al 1999:148) suggests that the verb and the preposition can be replaced by one word with the same or similar meaning. This is obvious in the comparison of ‘look into’ in the two following sentences:

Meanwhile, a joint economic commission will look into (investigate) the ways of economic and industrial co-operation.

2.5.4. Other patterns

Other patterns are listed below together with their examples, which can be found in the texts of public speech.

Subject-Verb phrase- indirect object-direct object

Almaz has given Kebede History text book.

Subject-Verb phrase-direct object-indirect object

Almaz has given History text book to Lema.

Subject-Verb phrase- direct object- Object predicative

Clauses of this pattern contain complex transitive verbs which are often compatible with also the SVOd pattern.

But we shall always hope to find them strongly supporting their own freedom.

It is necessary to point out that the patterns mentioned above in the section, are considered to be the basic ones. Certain changes in the structure in terms of position of clause elements are

possible, and” patterns can always be extended with additional optional clause elements (Leech, 1982:84). They can be changed by insertion of an adverbial at any place (depending on the type of adverbial); sometimes also complements or objects can be marked as optional.

2.6. Nature of sentence

A Sentence is a Series of words in connected speech or writing, forming grammatically complete expression of a single thought. A sentence must contain a subject and a verb that directly relates to the subject, more formally this definition is expressed as a subject and a predicate where predicate refers to what is said about the subject.

Jerry, R. (1977) indicates, “Sentences have different natures to convey appropriate messages: Fragments and run-on sentences prevent clear presentation of ideas. It’s often easy to fix sentence fragments by adding the missing parts in order to create complete sentences. Run-on sentences can usually be corrected either by splitting the parts into separate sentences, or joining them with conjunction and proper punctuation”.

According to the writer, learning these methods of avoiding or recognizing/repairing fragments and run-on sentences is very important. Every writer starts with simple sentences, but a whole paragraph full of them soon becomes boring. One way of providing variety is to create compound sentences by linking independent clauses, or to create complex sentences with independent and dependent clauses. Learning all of these ways of presenting thoughts gives students the tools to express an endless variety of information or Common Sentence Errors: It is important for students to learn to recognize and correct common sentence errors. Avoiding sentence errors such as comma splicing, subject-verb disagreement, or lack of parallelism makes writing much clearer and more interesting. It makes readers to Communicate without confusion. So avoiding or repairing common sentence errors is a crucial part of writing in a clear, interesting way. Structure improving: Sentence Structure is an important skill for students to learn, as it helps make sure that a sentence will be fully understood. Sometimes the writer needs to repair sentence fragments, or else combine choppy statements into compound sentences in order to improve sentence structure. Proper sentence structure makes the flow of information more logical and easy to read. It will help the reader understand what the writer is trying to say while

helping to make the paragraph more interesting. Therefore, when people use language, they should know how to use. They don't just combine words randomly in order to construct sentences. They carefully choose the specific words consciously; they need to convey their ideas and combining them to create sentences which the receivers of the letter can understand it easily. It must be kept an arrangement of words that makes complete sense, and it should be meaningful and acceptable to the speakers of the language. They should put the actual word classes in the actual places to give meaningful sense. And they should start writing from simple sentences and then to compound and complex.

In line with the above chain Brington (1984:87) says that "Every sentence that you have ever spoken or heard, written or read is one of the five basic types of sentences like: Subject and Verb (S & V); Subject, Verb and Complement (S, V & C); Subject, Verb and Object (S, V & O); Subject, Verb, Indirect Object and Direct Object (S, V, Ind.O & D); Subject, Verb, Direct Object and Indirect Object (V, D.O and Ind.O)." Farther more Cunningham (1988:133) discusses the nature of sentence as follows: "The typical active sentence order is a subject followed by a predicate. Research shows that professional writers follow this pattern about 75 percent of the time."

Regarding this, in our actual usage we are familiar with using subject and predicate pattern to construct active sentence, so perceiving the pattern of the sentence is essential.

According to Richard (1995:1) "Good writing is the result of rewriting, and rewriting can be drudgery." The researcher understands that, writing always needs proof reading and correcting again and again with patiently to convey clear messages. If someone writes frequently, he/she can improve his/her writing ability; otherwise different problem can be seen in the sentences. To construct good sentences, the writer should use parallel structure; make sentence clear, fluency in sentences and the like.

Using parallel structure: Using parallel means to put items of equal importance in the same grammatical form. Using parallel structure in presenting items of similar importance ensures that sentences will have greater clarity, better flow and appropriate emphasis on key ideas.

Example: poor—.The store is 100 feet in length, 80 feet wide, and has a height of six stories.

Good—.The store is 100 feet in length, 80 feet wide, and six stories high.

Making sentence clear: It is crucial that a sentence conveys the meaning of ideas easily and immediately. Good writers strive to make sentences clear upon the first reading.

Example: Poor—.Trying to solve the problem, the instruction seemed unclear.

(The person doing the trying is not identified in the sentence.)

Good—.As I was trying to solve the problem, the instructions seemed unclear.

Fluency in Sentences: Fluent sentences use a variety of patterns. In using different word orders and sentence lengths, fluent sentences make clear connections between major and minor points. Good writers write sentences that have fluidity and connectedness, short sentences. When you write technical documents, you will discover that generally, you will write shorter sentences than those you write in essays. Yet, the sentence you do write in technical documents ought to have some variety in length and word order. These variations will make ideas clear and emphatic.

Example: Poor—.Brisk walking can be a healthy. You need good shoes. You need some guidance about how to walk properly.

Good—Walking can be healthy, but you need good shoes and guidance about how to walk properly.

2.7. Major types of sentences or clauses

Baum(1973: 167) classified simple sentences into four major syntactic classes as follow:

1. Statement: It is a sentence in which the subject is always present and generally precedes the verb.

Example, John will speak to the boss today.

2. Question: It is a sentence marked by one or more of these criteria.

a/ The placing of the operator immediately in front of the subject.

b/ The initial positioning of an interrogative or wh-element.

Ex. Who will speak to?

c/ Rising intonation.

Ex. Will you speak to the Boss?

3. Commands: It is a sentence which normally have no overt grammatical subject, and whose verb is in the imperative.

Ex. Speak to the Boss today!

On the other hand, Just as you ask questions, deliver information, make exclamations, or make a request in daily communications, the written word needs to reflect the same goals. For this reason the structural aspects of languages –the type of sentences- are divided into categories based on the purpose and form of the sentence. One of the ways to create interesting writing is to use all four types of sentences: declarative, imperative, interrogative, and exclamatory. Whether the writer tells the reader to remember information, presents it in a straightforward way, or asks questions, this variety of expression helps the paragraph stand out. Learning to identify the various sentence types can help a writer keep the reader interested.

2.7.1. Declarative Sentence.

It expresses a statement and ends with a period. The declarative is considered to be the basic form of the clause, containing subject and finite verb phrase.

In basic word order of declarative clause, subject precedes verb phrase and other elements.
(Leech, et al, 1982:79)

2.7.2. Imperative Sentence

An imperative sentence tells or asks someone to do something. It usually ends with a period but may end with an exclamation point. According to Leech, the imperative mood is used to make request or give orders. It differs markedly from preceding moods in that it usually has no subject,

and verb phrase is in the base form, while, the verb phrases in declarative and interrogative clauses are finite and marked by tense, aspect or modality.

2.7.3. Interrogative Sentence

An interrogative sentence asks a question and ends with a question. The interrogative mood is most commonly used to ask questions (Leech et al, 1982: 81). Basically, two main kinds of interrogative closes are distinguished: the Yes- no interrogative and Wh- interrogative. The first one tries to find out whether a statement is true or false, while the second one “asks about one of the clause elements ... using Wh-word” and seeks for missing information.

2.7.4. Exclamatory Sentence

An exclamatory sentence shows or expresses strong feeling or emotion and it always ends in an exclamation mark (!). So it's pretty easy to spot them. Use exclamatory sentences to portray emotion but take care to use them sparingly. Otherwise, your writing will lack sincerity.

2.8. Basic types of Sentence Structure

There are four types of Sentences: Simple, Compound, Complex, and Compound Complex. All these types of sentences help to make writing interesting. Every writer starts with simple sentences, but a whole paragraph full of them soon becomes boring. One way of providing variety is to create compound sentences by linking independent clauses, or to create complex sentences with independent and dependent clauses. Learning all of these ways of presenting thoughts gives students the tools to express an endless variety of information

2.8.1. Simple Sentence:

It contains a Subject and a verb. It expresses a single complete thought that can stand on its own.

Example: 1. The baby cried for food. There is a Subject and a verb that expresses a complete Thought

2. Ato Kebede's young daughter has completed Grade ten and has taken National exam.

A Simple sentence does not necessarily have to be short. It can have objectives. In this case, there are two verbs "has completed" and "has taken." However, the sentence expresses one complete thought and therefore is a simple sentence.

3. Kebede and Alemu met at school and discussed. Although there are two subjects and two verbs, it is still a simple sentence because both verbs share the same subject and express one complete thought

2.8.2. Compound Sentences

A compound sentence has two independent clauses. An independent clause is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought.

‘Basically, a compound contains two simple sentences. These independent clauses are joined by a conjunction (for, and, nor, but, or, yet, so)

Example: The thief had stolen clothes, **so** he ran once he saw the police.

The teacher spoke to them in English, **but** the Students replied in Amharic.

The man refuses to eat chocolate, **nor** to eat ice-cream.

I love an apple, **for** it is tasty.

Abebe must go with us, **or** he has to work at home.

My father harvested a lot of teff, **and** he wanted to sell to the rural community with minimum price.

The weather was cold, **yet** bright and sunny.

2.8.3. Complex sentences

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence. A complex sentence always

has a subordinate (as, because, since, after, although, when) or relative pronouns (who, that, which).

Example: 1. After watching TV in the house, Bekele went to bed.

The independent clause is “Bekele went to bed” the subordinating clause before it is dependent on the main, independent clause. If one were to say” after watching TV in the house,” it would be an incomplete thought.

2. The boy has got a Gold medal that made up of pure Gold.

The subject is “The boy” and the verb is “has got.” The first part of the sentence “The boy has got a Gold medal “is an independent clause that expresses a complete thought. The following “That made up of pure Gold” is a relative clause that describes which types of Gold medal.

2.8.4. Compound –Complex Sentences

A Compound –Complex Sentences has two independent clauses and at least one dependent clause.

Example: 1. After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.

If we remove the independent clause: after the two soccer players lost their game, “We have a compound sentence. The independent clause makes this sentence compound

2.9. Process of writing sentences

Richards, J.(1985) states that “Writing process was mostly learned with environment of constant criticism and repeated failure. Sometimes the grammatical structure of a sentence makes it ambiguous. This is the case the writer often ends up saying one thing but meaning another.” Hence, writing skill cannot achieved without coherence between words, sentences or paragraphs which are arranged in a particular order and linked together in a meaningful way. If one of the elements that to make a sentence is missed, it doesn’t give the actual meaning.

Swenson (1991:6) states about the process of writing complete sentences as follows:

Think of what you are going to write before simply putting your thoughts down on

Paper. Begin by assembling the words in your mind. When you have a first sentence

in your head, immediately get it on paper or type it in to your computer. Make it a complete thought not random bits and pieces. When you write down your sentence, add sentence two, three, four and so on. This process may sound slow and painful, but once you have the first sentence down, the others usually flow naturally and easily.

As Swenson's suggestion, when someone who is going to write, he/she will have thoughts in mind. Then, follow the procedure or steps of writing like thinking, planning, drafting, writing and the like.... to write meaningful sentences.

2.10. What makes writing sentences difficult?

There are four main problems that prevent people from writing complete, grammatically correct sentences. These problems include ;(a) Sentence fragment; (b) the run-on sentence; (c) lack of subject- verb and pronoun- reference agreement; and (4) lack of parallel structure.

A. Sentence Fragments- A fragment is a sentence which is not complete, and therefore not grammatically correct. Sentence fragments are problematic because they are disjointed and confusing to the reader. There are three main causes of fragments: (a) a missing Subject; (b) a missing verb; (c) "danger" words which are not finished.

There are three ways to check for sentence completeness:

1. Find the Subject. A subject is a noun or pronoun about which something is written. To find the subject of a sentence, identify who or what is doing the action. If there is no subject, the sentence is a fragment. Consider the two examples below.

"The student felt nervous before the speech."

"Thought about leaving the room."

The first sentence above is complete, because it contains both a subject and a verb. The subject of this sentence is the student. The sentence contains a subject which answers the question, "who or what felt nervous?"

The second sentence is a fragment, because there is no identifiable subject. The sentence does not contain a subject which answers the question, “who or what thought about leaving?” To correct the second sentence, one could write, “He thought about leaving the room.”

The first sentence above is complete, because it contains both a subject and a verb. The subject of this sentence is the student. The sentence contains a subject which answers the question, “who or what felt nervous?” The second sentence is a fragment, because there is no identifiable subject. The sentence doesn’t contain a subject which answers the question, “who or what thought about leaving?” To correct the second sentence, one could write: “He thought about leaving the room.”

In every description of writing, scholars seem to agree on the fact that writing is a complex process. When we construct a sentence, we consider the elements of sentence like punctuation, mechanics, suitable words and the like.

Different scholars like (Byrne, 1991; Picas, 1989; and White, 1989) claimed, writing skill is a difficult and more challenging skill as compared to other skills by its nature. These authors said that the ability to write well is not a naturally acquired skill; therefore, it has to be taught. Rather, they claim it is a skill, which needs more effort, extended time and a good teacher to manage and properly guide the learners during the practice session.

The following points are some of the factors that affect to write the meaningful sentences.

2.10.1. The Problems of students when converting from talking to writing

Most problems are created by speech interference with writing, by the difficulty of using language to express critical thinking in writing, and by the linked problems of comprehension and expression that students experience when progressing from reading to writing. Lewes, M. (1986) describes:-

“From Talking to Writing,” meets head-on the difficulties many students experience in moving from conversational speech to writing. Into writing helps students realize how and why convectional writing differs from the way most of us speak. For instance,

writers typically need to give their readers more information than speakers need to give their listeners. Readers can't ask writers to explain themselves more fully, and they can't rely on writers' gestures or facial expressions to aid them. The writer must learn to anticipate the reader's needs and to take special measures to meet them.

2.10.2. Lack of Students' Motivation to Write

Learners need continuous motivation from their teachers to improve and succeed writing ability.

Accordingly, (Harmer, 2006 as cited in Brehanu S. 2015) "People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study. They 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".

This implies that motivation is highly related to achievement. Especially for the students' and teachers' motivation makes the work very easy and pleasant. Learners fear about their writing but, teachers must motivate their students'. The majority of the learners' fear making mistakes when they practice writing skill in EFL class. Sometimes students' do not show their hand writing for their friends'. But, teachers should motivate their students' make work more enjoyable.

Writing needs every day exercises to be meaningful and conveys the actual messages. This is the most important tip (helping hint) to improve students' writing skill in English. Start by thinking of a theme, for example, they could start writing a diary of something that happens to them every day, they can write a few lines of a story each day or they could write emails to their friends in English. This might be difficult at first but the more they continue, the easier it will become and they might even end up enjoying it.

On the other hand, in every description of writing, scholars seem to agree on the fact that writing is a complex process. When we construct a sentence, we consider the elements of sentence like Grammar, punctuation, mechanics, and suitable words and so on.

2.10.3. Grammar usage problems

In teaching and learning process the following different grammar usage problems can be seen. These are deductive grammar instruction, inductive grammar instruction, and the recently introduced approach- integrated approach.

2.10.3.1. Deductive Grammar instruction

Thornberry, (1997) states, “Deductive grammar teaching refers to the presentation of grammar rules explicitly. In other words, the teacher explains how a particular sentence or phrase is formed by stating the rules.” It refers to those instructional strategies used to raise learners’ ‘conscious awareness of the form or structure of the target language.

The limitation of deductive way of grammar teaching is that draw students’ attention only grammatical forms and linguistic forms. They forget to give attention to meaning. Widdowson, (1978) indicate, “Deductive way of Grammar teaching is not appropriate as it enhances the development of usage rather than the use.” According to this scholar, this kind of teaching does not foster the development of learners’ communicative competence.

2.10.3.2. Inductive grammar teaching

Inductive grammar teaching, on the other hand, refers to the teaching of grammar instruction without stating the grammar rules explicitly. Students exposed to a number of examples which could be in the form of reading text, dialogue or conversation which embody the new grammatical form or rule. Then, Students are asked to explore the new linguistic form presented in the given text by means of searching common features revealed in the text. We make the students to arrive at the rule of the language by themselves from the presented tasks or texts. But learners may not follow this inductive learning approach appropriately when they use the language.

2.10.3.3. Integrated Grammar Teaching Approach

The main purpose of teaching grammar is to help students develop their communicative competence. However, becoming totally dependent on inductive or deductive approaches is not an appropriate way of grammar teaching because integrating approach has many advantages than either approach.

The first advantage of integrative approach is that it is appropriate for non homogeneous class

room setting and for students with different learning style and strategies. As we know common class in school are full of heterogeneous students in talent as well as learning styles. Some students can learn better if they are taught grammar rules deductively followed by contextualized communicative exercises to enhance the actual use of the structure they have learned. Other may learn grammar better subconsciously if they are motivated to discuss using the language to arrive at the rule. Hence, sometimes this approach may not given due attention to identify Students and their learning style from the teacher side.

According to (Spada& Light brown 2008), The second advantage of integrative approach may be it is better for faster language acquisition, higher levels of accurate oral or written language production, and longer retention of form. However, many scholars proposed that integration meaning, use and form is better than structural approach to have effective communication competency in L2 learners.

2.10.3.4. Punctuation problem

With regard to punctuation marks, Swenson (1991:43) spells out that “Punctuation marks are the traffic signals of writing. The flash signs to the reader ‘Stop’ pause, ‘pay attention’ Each little mark provides the reader with specific information.”On the other hand mechanics refers to the general rule for capitalizing words of a capital letter if a specific person, place or thing is named.

Addressing the readers, Swenson suggests that any writer should choose and write sentences according to the age and grade level of the readers because readers are those who are in different level of educational status and maturities. The other factor that affects the reader is not considering the reader and sentence length.

Arun-on sentence is one which actually contains two (or more) complete sentences without the proper punctuation to create separate sentences. There are two common forms of the run-on: (1) The comma splice “in which a comma is inserted between two complete sentences where a period should actually be used.(2) a lack of punctuation where a semi-colon or period is needed.

In correct example of the comma splice:

John is a musician; he plays the guitar for a living.

In the above example, the two sentences are incorrectly joined by a comma thus “splicing” two complete sentences together into one run-on sentence. To correct this run-on’s, the comma should be replaced by a period, this creating two separate sentences, as shown below:

Correct example:

John is a musician. He plays the guitar for a living.

Adrian B. Sanford (1979:182) supposes about how to avoid mixing structures in a sentence; “When you structure the beginning of your sentence in a certain way, your reader expects that structure to continue until the end of the sentence. If you change the structure in the middle, it will confuse your reader.” This is true that such kind of mistakes is seen in some better students who attempt constructing sentences. The teacher has got related problems that he couldn’t understand what the students want to say in his/her writing unless he asks orally in their mother tongue.

2.10.3.5. Lack of Adequate Techniques of Teaching

Brehanu (2015) wrote that teachers’ main activity is choosing the best classroom technique to teach EFL writing skill. Any decision teacher’s make- such as providing students with a first sentence or not, or correcting all errors or only a selecting few-is a decision about teaching technique. Selecting these techniques depend on their suitability with class, students’ levels, and the approach underlying the curriculum and teaching.

As some scholars, like Richard and Hyland cited in Desalegn (2001) indicated that a well developed writing skill is important for learners both in its academic importance and as a means of communicating. According to their view, this can be possible if learners learn writing effectively with the help of effective teachers, teaching techniques, and particularly if ample activity is made in the classroom.

Therefore, teachers should be able to use appropriate teaching techniques and practices, so that Students progress in their writing skill. In line with this, Richard and Rogers (2001) added that a well- developed writing skill is important for learners both in its academic role and as means of communication.

2.10.3.6. Difficulty related to Words

Words are very important to those who need to communicate either in writing or speaking. Sometimes visual information is presented in pictures, photos, diagrams, maps and time lines. But Key words are presented in simple lists and are accompanied by correct English

pronunciations that students can hear using RealAudio. The Words quiz tests students' ability to identify visual images using new vocabulary. Concerning to words, Lindsay, D. (1984) describes that, it is better to use words with precisely and economically to construct sentences. And use the exact words 'as simple as the subject permits. Many students have a tendency to write in a good way and use many more words than are really necessary in order to tell their reader what they want to say. Many students use flowery language and more words than necessary to say what they want. From this explanation we learn that learners should use words wisely and economically.

2.10.3.7. Difficulty related to Sentence

A sentence is useful for students who are learning to work with English grammar rules and sentence construction. This level expands on topics introduced in Words, providing additional words and information. Visual information is presented in pictures and photos, accompanied by narrated sentences that can also be heard using RealAudio. The Sentences quiz tests students' understanding of vocabulary, basic grammar rules and sentence construction.

2.10.3.8. Difficulty related to Paragraph

A paragraph is designed for more advanced students who are learning to write paragraphs and essays. This information is presented in essay format with accompanying notes that show the student how an essay can be organized. Each essay expands on information presented in Words and Sentences. Fowler, (1965) describes "A paragraph is essentially a unit of thought, not of length. Each paragraph should be homogeneous in content and should treat the content in logical and sequential order. A good way to check that your prose flows logically is to summarize the point of each paragraph with a single sentence or phrase." According to Fowler, if you follow the principle that a paragraph is homogeneous in content, it should be easy to summarize the guts of it in a phrase or sentence and the readers can understand it easily.

2.11. Roles of teachers and students on writing sentences

Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as social and interpersonal relationships between the participants (Richards, and Rodgers, 2001).

The following section presents and discusses the roles of students and teachers, which are inherent in the writing tasks:

2.11. 1. The teacher's role towards teaching writing sentences

The teacher has a great role to shape students to write appropriate sentences in all language skills. He should always motivate students to write again and again, even if they make errors while they practice. Moreover, the teacher becomes a judge of the finished product. (Tribble, 1997: 20) also said that "teachers see errors as something that they must correct and eliminate given the importance accurate language has". In fact, for some teachers, the most important is a readable accurate piece of writing since language competence is the aim of this approach. In addition, learners are given writing models to construct sentences, develop paragraphs, and sentences out of these models. Therefore, Writing English has three levels of difficulty regarding to Word, Sentence and Paragraph that the teacher give correction when students make errors.

Therefore, to develop the learners writing skill, teachers can give several attempts that can be done by learners. Ersoz, A. (2007) stated, After matching the sentences, the students write a story using the verb tense given in the sentences. As a follow-up, pairs of children can compare their stories and see the differences and similarities between them. In the next class the teacher can show how to correct errors by writing any mistakes (anonymously) on the board and asking students to correct them.

Hyland (2003:12) puts the following point regarding the role of language teachers in the teaching of writing skill.

"The teacher's role is to guide students through the writing process, avoiding

An emphasis on form to help them develop strategies for generating and refining ideas....encouraging brainstorming and outlining, requiring multiple drafts, giving extensive feedback, seeking text level revision, facilitating peer responses, and delay surface correction until the final editing."

In this approach of teaching writing skill, the delivery of an in-depth input by the teacher is insignificant. Rather, as stated by Byrne (1988), in employing the process approach, teacher's primary role is to facilitate the learners' writing.

According to Karen, K. (2012) Effective teacher should fulfill the following characteristics.

- *Teacher designs learning opportunities that allow students to participate in*

Empowering activities in which they understand that learning is a process

and mistakes are a natural part of the learning;

- *Teacher links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations;*
- *Teacher incorporates students' experiences, interests and real-life situations in instruction. Selects and utilizes a variety of instruction; Technology that supports student learning;*
- *Teacher effectively incorporates 21st century Learning skills that prepare students to meet future challenges.*
- *Teacher works with other teachers to make connections between and among disciplines.*

Based on the above teachers' role, learners can be benefited from doing several activities that provided by diligent teachers. As it was mentioned in the explanation, teachers' support is very essential to empower students with several activities.

Richards and Rodgers (1986), states that learner roles are closely related to the functions and status of the teacher. They point out that some methods are totally teacher dependent while others view the teacher as a catalyst, consult or guide. They point out those teachers' roles are related to the following issues:

The types of functions teachers are expected to fulfill, e.g. whether that of practice director, counselor or model. The degree of control the teacher has over how learning takes place. The degree to which the teacher is responsible for content. The interactional patterns that develop between teachers and learners.

(Richard and Rodgers, 1986:24)

However, in the communicative classroom in particular, the teacher has three main roles. The first is to act as facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner (Littlewoods, 1981). In the writing tasks too, the role of the teachers are to facilitate, encourage, and organize and sometimes to help the learners at every writing step. Moreover, Hyland (2003) writes the following point regarding the role of

language teachers in the teaching of writing skill.

The teacher's role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting and refining ideas...encouraging brainstorming and outlining, requiring multiple drafts, giving extensive feedback, seeking text level revisions, facilitating peer responses, and delay surface correction until the final editing.

In this approach of teaching writing skill, the delivery of an in-depth input by the teacher is insignificant. Rather, as stated by Byrne(1998), in employing the process approach, teacher's primary role is to facilitate the learners' writing. Regarding this, the same scholar also points out that teachers are responsible to enhance collaborative writing in which students share and comment each other's written compositions share and comment each other's written compositions in pairs and groups.

2.11.2. The Students' role towards learning writing skill.

Nunan (1989) lists the different learner roles which are implied by the different methodological approaches.... In language teaching, learners have an active and negative role.

To have active role, Students should always practice writing and should begin with simple Sentences in order to improve their extensive writing ability. As Karen, states students should accept responsibility for his/her own learning. They actively participate and are authentically engaged, and collaborates/teams with other students. Students exhibit a sense of accomplishment and confidence. They also take educational risks in class. In addition to that they practice and engage in safe, responsible and ethical use of technology.

According to these scholars, Students commitment towards exercising to write is crucial because confidence comes from day to day practicing.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

To get reasonable information about the learners, different data collection procedures were employed. As mentioned under the ‘Objective of the study’ the main purpose of this study is to describe the type of sentences and know how grade 9 students implemented. In order to achieve this objective, a descriptive case study research design is chosen.

According to Nunan,(1992) Case study is a ‘hybrid’ that generally utilizes a range of methods /approaches for collecting and analyzing data, rather than being restricted to a single procedure. Therefore, this study utilized mixed approach both qualitative and quantitative. Qualitative is chosen to discuss the data collected from the writing tasks and from the interview using words. Quantitative is chosen in order to analyze the questionnaire using to analyze the competence of the learners.

3.2. Description of the setting

The study was conducted in Adama town of Oromiya in Adama high school. It is located at the south-Eastern part of the center of the town/ post-office/. The study was held in the 2015/16 academic year. The school was chosen for its proximity to the researcher. Again Grade nine students were selected because they are on the threshold of the secondary education when writing and reading abilities in English are highly required.

3.3. Target population

After identifying the major source of data, the next major task in this study was identifying the population and the participants. Therefore, Grade 9 students and English language teachers of Adama Secondary School were identified as the population of the study. This is because they are directly related to the study. These students and teachers were used as the context for this Descriptive Research. The targeted class was Grade nine students who were attending in 2015/16 academic year. This Grade was chosen to the researcher because they are on the threshold of the secondary education, so they stay at least two consecutive years. And all English language teachers were assigned to be part of the research because they are highly concerned for the

teaching learning process. Concerning to the topic the researcher focused only students' writing ability among other language skills like Speaking, Listening, Reading and other micro skills.

3.4. Sample size and sampling techniques

Currently Adama high school accommodates totally around 2600 students in both grade 9&10, and there are around 130 staff members. Among these students 1400 students are grade nine. The researcher took 93 Grade 9 Students and 12 English language teachers. English Language teachers were taken with purposive sampling technique because they are a few and help to substantiate the work with reliable information. Students were taken with simple random sampling to avoid bias in gender and performance of students in writing ability. To determine sample size of the study the researcher used the following formula which was developed by Yemane(1967).

$$n = \frac{N}{1 + N(a^2)} \dots \dots \dots \text{where } n: \text{sample size}$$

N: total population

a^2 : acceptable error

The sample size of this study will be

$$\begin{aligned} n &= \frac{N}{1 + N(a^2)} \\ &= \frac{1400}{1 + 1400(0.10 * 0.10)} \\ &= 93 \text{ students} + 12 \text{ teachers} \end{aligned}$$

Total sample size of the study will be 105.

3.4. Data Gathering Instruments

3.4.1. Questionnaire:

A questionnaire is a research instrument consisting of series of questions and other prompts for the purpose of gathering information from respondents. This instrument was used by researcher; the questionnaire was unstructured. It has different parts towards practicing sentence writing skill

in EFL class. In addition, respondents were expected to reply the extent of their agreement by using yes or no alternatives. Multiple choice items also adopted and provided to the respondents. Twelve close and four open ended questions were administered and distributed to students and as well as to English language teachers. The questionnaires were prepared in Amharic and Afan-Oromo language for students to answer the questions freely without language barriers.

3.4.2. Interview:

In any research, Interview is very important instrument to comprehend causes how and why things happen. By using interview, the researcher attempted to get more reliable information about Grade 9 students on writing issue. And it helped to investigate what problems they faced during writing sentences. Therefore Semi-structured interview was designed in a way that enables the researcher to obtain data on their belief about the practice of writing sentences.

On the interview at least six English language teachers were interviewed to get some substantiate information about the students' writing problems. The interview focused on the effectiveness of the instructional process of the teaching of writing skill at sentence level. To lead the interview, four open ended questions related to the writing skills areas were prepared and addressed.

3.4.3. Test

A Test is a series of questions, problems, or practical tasks to gauge somebody's knowledge, ability, or experience. So this Instrument helps to cross check the students' response in the questionnaire. The content of the test includes the following items: True/False, Choosing, Matching, and converting active to pas

3.5. Data Analysis:

Questionnaires were given to respondents personally, and they completed, and returned to the researcher. After the data has been collected, it was analyzed, tallied, counted and discussed descriptively. The researcher used both Quantitative and Qualitative method of data analysis to assess the respondents' response. Regarding to quantitative method, descriptive statistics and percentages were used or employed. Unstructured questions will be treated under Qualitative data collection.

CHAPTER FOUR

Data Analysis and Presentation

4.1. Background of the respondents and general description of the collected data

This chapter is concerned with the analysis of data gathered on the assessment of writing Sentence ability of Adama High School Grade nine Students in focus.

Identifying the Students competency related to Sentence was the first and important activity conducted in this study. In order to do that, Questionnaires and interviews were prepared and given to English teachers and students. According to the identification, there are a total of 12 language teachers and 93 students were selected. Therefore, for teachers' 16 questionnaires and 7 interview questions were prepared for gathering information. For Students, one test which contains 18 different types of questions related to Sentence, and 17 questionnaires were delivered and collected and analyzed.

Firstly, the researcher attempted to analyze the teachers, personal information and their responses for the given questionnaires and interviews as follow:

Table 4.1. General characteristics of respondents' data

Sex	Teacher Respondents No. of		Qualification		Teaching Experience in years								Teachers' age									
			English (BA)																			
			Major	%	Minor	%	1-5	%	6-10	%	11-20	%	> 20	%	20-29	%	30-39	%	40-50	%	>50	
M	10	83	8	66.7	2	16.6	4	33.3	-	-	1	8.3	5	41.6	4	33.3	1	8.3	-	-	-	5.41
F	2	17	2	16.7	-	-	-	-	1	8.3	-	-	1	-	-	-	1	8.3	-	-	-	1.83

Total	12	100	10	83.4	2	16.6	4	33.3	1	8.3	1	8.3	6	41.6	4	33.3	2	16.6	-	-	6.41
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This section focuses on the actual analysis of the components of English teachers who were engaged in the research. As it is indicated in table 1 above there were 12 English teachers and 93 Students who were engaged in the data collection through providing the relevant information. Among 12 teachers 10 (83%) of them were male, and 2(17%) were female. All teachers have first degree. Among them 1 (8%) teacher has first degree in Amharic and minor in English. 7(58%) of them had more than 10 years service in teaching. This implies that the experienced teachers could tutor the new employed teachers because they contribute their stored experiences for Teaching –Learning process in school.

The number of Students who participated in the research is 93. The majority (52%) of the learners' age was 16 to 18. This indicates us as they are matured to perceive the entire given lessons. Among these Students, 38 (41 %) were males and 55 (59 %) were females. An average the class size of Grade nine was 40 to 45 students. So relatively this number is good for teachers to follow up the learners' daily activity.

4.2. Analysis of Teachers' Responses to the question

4.2.1. Teachers' opinion on Students writing ability

Teachers are expected to know their Students' performance through daily activities. So they can give their opinions what their Students writing ability looks like.

Table 2. Teachers' opinion on Students writing ability

Items	Alternatives	Respondents	%
What is your opinion about your students writing skill?	Very good	-	-
	Good	1	8.3
	Poor	11	91.7
	I don't know	-	

	Total	12	100
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As it is shown in Table two above, Majority (91.7%) of respondents' opinion towards Students

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writing Skill was poor because Grade nine Students are expected to construct Sentences in English; but they were not efficient to do. As Nunan (1989) suggestions that put in chapter two, learners should have an active and negative role towards decoding the lesson that transform an encoded message into an understandabl form. So,teachers mustprovoke students to do more to overcome their weak sides of writing Sentences.

Table- 3.How students are motivated to practice writing

Items	Alternatives	Respondents	%
Do you motivate your students to practice writing activities in class?	Yes	5	48
	No	7	52
	Total	12	100

Actually, students need encouragement for all their activities that can be done in class. Specially, the writing activity can be developed through continues exercises and asked highly devotion from those who engaged on this issues.

As it can be seen table- 3, 5(42%) of the respondents replied that motivated Students to practice writing .And the majority 7 (58%) of the respondents response was 'no', that means teachers didn't motivate Students to be encouraged writing. Harmer, 2006 as cited in Brehanu S. 2015) "*People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study. This encouragement may help Students to do more*".

Table- 4. Conducting language skills in EFL class

<i>Items</i>	<i>Alternatives</i>	<i>Respondents</i>	<i>Percentage</i>
<i>From the following macro skills which one is more conducted in your class?</i>	<i>Listening</i>	3	25
	<i>Speaking</i>	--	--
	<i>Reading</i>	9	75
	<i>Writing</i>	--	--
	<i>Total</i>	12	100

As it can be seen in Table-4 above, all skills were not treated in class equally. According to the respondents, 75% of the class activities were focused on reading skill, and the rest 25% focused on Listening skill. That means when the teacher reads the students listen. This makes Students passive. Other skills (writing and speaking) were not given due attention by the teacher to exercise in class. For this purpose, it is true that students are not efficient in writing and speaking skill/. Unless students write and speak to express themselves soundly, they couldn't communicate with others efficiently. This process does not help students to achieve their major goals.

Table-5. Identifying the difficulty skill to teach in EFL class

<i>Items</i>	<i>Alternatives</i>	<i>Respondents</i>	<i>Percentage</i>
<i>In your opinion which one is the most difficult skill to teach in your class?</i>	<i>Listening</i>	-	-
	<i>Speaking</i>	4	33.3 %
	<i>Reading</i>	-	-
	<i>Writing</i>	8	66.7 %
	<i>Total</i>	12	100 %

According to Table -5, it can be seen easily that the majority (66.7%) of respondent teachers' opinion were similar. They suggest that students have got difficulty on writing activity compare

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to other skills. Among the rest of the skills, the difficulty of Speaking followed secondly. Its difficulty was 33.3%.As the respondent teachers point of view, the rest Listening and Reading skills were not the challenge of the learners.

While analyzing the above data, the researcher has found out that students may not have background knowledge on writing and speaking skills. This limitation might come from their previous classes due to either ineffective way of teaching or weakness of students themselves, that not giving attention to the writing and speaking skills.

Table-6. Identifying the difficult skill to learn

Items	Alternatives	Respondent s	%
From the following skills which one do you think is the most difficult for students to learn?	Listening	2	16.7
	Speaking	4	33.3
	Reading	—	—
	Writing	6	50
	Total	12	100

The response in Table- 6 above shows that Students faced challenges almost in all skills. Among these skills the most difficult for students to learn was writing. According to the data, 50% of the respondents realized that writing was difficult to comprehend and get success. And 33.3% of the other difficulty, next to writing was speaking skill; and then followed Listening by 16.7%.

Actually in this Grade level, the students should write acceptable sentences, but they couldn't do it. In order to capacitate, the students 'performance, the dedicated teachers should be needed to help the students all rounded personality. Students also give due attention to the writing skill by practicing Capacity of the students to write sentence the role of Students in conducting writing

tasks, they must be given different tasks to Students to perform in class and at home. This may encourage Students to practice writing and avoiding the difficulty of writing ability.

Table-7. Types of teaching approach to construct Sentences

Items	Alternatives	Respondents	Percentage
In your teaching Grammar which approach do you use more to construct sentence?	Deductive	6	50 %
	Inductive	2	16.7 %
	Integrated	4	33.3 %
	Total	12	100 %

Table-7 shows that (50%) of the respondents use deductive approach for teaching Grammar to alleviate the challenges to construct sentences. That means first they describe or explain the pattern or the rule and then go to the details by using different examples. Therefore, according to the collected data 33.3% of the respondents use both deductive and inductive (integrated) teaching approach. As Spada and Light Brown (2008) suggested integrative approach is better to faster written language production and retention of form. This means conducting form and use at the same given time.

Table-8, Feeling of Students to practice writing

Items	Alternatives	Respondents	%
Are Students interested when they practice writing?	Yes	2	16.7
	No	10	83.3
	Total	12	100

Based on the above data, the researcher wanted to know how students felt to practice writing. Time for writing practice can help students gain confidence in their writing abilities. By its

nature, writing is often a solo activity, done silently. To have interest, students should give their attention for practicing writing activity. Related to this the above Table showed us, majority of

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the respondent teachers (83.3%) replied that their students didn't have interest to exercise writing; that means only 16.7% of the respondent teachers answered as students had interest to practice writing.

Table 9: Frequency of students' practicing writing

Items	Alternatives	Respondents	Percentage
If your answer is "yes" how often do they practice?	Every day	-	-
	Sometimes	-	-
	Rarely	2	16.7 %
	Total	2	100 %

According to Tables 8, those (16.7%) who had interest to practice writing were not often practiced; According to the respondents' answer, even if a few students had been practicing, their efforts were not satisfactory. This implies that there were no extensive efforts from learners' side, and there were no reasonable contribution of teachers to motivate students to practice writing tasks. In order to develop the students' writing skill, teachers encourage and motivate students to practice writing by setting an exciting mood, creating a risk-free environment and the like.

Table- 10. Facing difficulties when Students write Sentences

Items	Alternatives	Respondents	Percentage
Do your students face difficulties when they write in EFL class?	Yes	10	83.3 %
	No	2	16.7 %
	Total	12	100 %

Like all learning problems, difficulties in writing can be devastating to students' education and self-esteem. In their given test, the researcher could see their challenges when they construct sentences individually. Among the problems that have been seen, students couldn't put subject

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and verb in the actual place. In order to construct a statement to be grammatically correct, the subject and verb must agree with one another in their tense. If the subject is plural form, the verb should also be in plural form (and vice versa). To ensure subject –verb agreement, identify the main subject and verb in the sentence, then check to see if they are both plural and singular. So based on these facts, the response of teachers showed us almost all students had difficulties on writing sentences. Based on the data, 83.3% of the respondent replied as they had difficulties of writing.

Table-11, possible causes not construct sound sentences

Items	Alternatives	Respondents	%
What are the causes of difficulties that students face?	Lack of learners' interest	10	83.3
	Lack of learners' practice	2	16.7
	Total	12	100

According to Table- 11, the researcher attempted to analyze the causes of difficulties from the collecting data which are seen in the above table. Therefore, According to this table, 83.3% of respondents were agreed their Students faced writing challenges in EFL class; due to lack of students' interest. Only 16.7% of the respondents replied the challenge was due to students' limitation of practicing. Depend on the given responses if the difficulties come from lack of learners' interest, it is too hard to induce the writing ability and develop their writing skill. So this data indicates that teachers should provoke Students to raise their feeling to have interest of writing.

Table-12. Assessing Students' writing activities

Items	Alternatives	Respondents	Percentage
Do you assess your students' writing activities in your English period?	Yes	5	41.7 %
	No	7	58.3 %
	Total	12	100 %

Writing assessment is useful primarily as a means of improving teaching and learning. The primary purpose of any assessment should govern its design, its implementation, and the generation and dissemination of its results. Additionally, assessment must be contextualized in terms of why, where, and for what purpose it is being undertaken; this context must also be clear to the students being assessed.

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, and evaluating their activities to resume the next course of study. Having these in mind, most of the respondent teachers affirmed not making continues follow up their students' writing activities.

Table- 13. How often teachers assess their Students writing activities?

Items	Alternatives	Respondents	Percentage
If your response is "yes" how often?	In every day English class	2	16.7 %
	Once in a week	1	8.3 %
	Once in a month	1	8.3 %
	Once in a semester	1	8.3 %
	Total	5	41.7 %

According to Ellis(1997), a teacher might have different reasons to evaluate or assess. He/ She

may want to try out a new kind of activity and be interested in discovering how effective this innovation is in his/her classroom. On the other occasion, they may want to experiment.

Nunan (1989 and 2004) add that tasks can also be evaluated for effectiveness in their design and implementation. Based on this fact, among a few numbers of teachers 5(41.7%) those who observed and checked the students writing activities, only 2(16. 7%)of students writing tasks were assessed and checked in everyday EFL classes. The rest 3(25%) were checked once in a week, in a month, and once in a semester to give value for their exercise book. This indicates writing activities were not given due attention by English classroom teachers of the school.

Table-14. On which part of the sentence the assessment focused?

Items	Alternatives	Respondents	Percentage
In question 12, if your answer is “yes” your assessment focused on students	Hand writing	5	41.6 %
	Spelling	-	
	Punctuation	-	
	Meaning making	-	
	All	-	
	Total	5	41.6 %

As it is indicated in Table- 14 above, the whole 5(41%) of the respondent teachers replied that they checked the students writing activities focused only their hand writings. The rest spelling, punctuation, grammar and the like were ignored. For this reason, Grade 9 students who were learning in Adama high school couldn’t afford to write even simple sentences.

Table-15. Identifying the types of Sentences

Items	Alternatives	Respondents	Percentage
Do your students identify types of sentences (simple, compound and complex)	Yes	3	25 %
	No	9	75 %
	Total	12	100 %

Table-15, displays that 25% of the respondents replied that their students could identify the types of Sentences. But the majority (75%) of respondents admitted that their students couldn't

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identify them. This is the majority students' common weakness in writing sentences. Becoming aware of three general types of sentences-simple, compound and complex can help learners to construct different sentences. Based on the above data, the researcher can conclude that most of the Students do not have promising knowledge of writing Sentences because writing begins with these types of Sentences.

Table-16, Teachers' measure Students to identify types of Sentences

Items	Alternatives	Respondents	Percentage
If your answer is "No" what is your measure to capacitate your students to identify types of sentences?	Teaching grammar rules	1	16.7 %
	Making more discussion in class	1	16.7 %
	Giving various exercises	8	75.6 %
	Total	12	100 %

Table-16, shows that teachers take constructive measures to enhance the Students' competence to identify the types of Sentences. So according to the respondents 16.7% suggested teaching Grammar rules. The majority (75%) respondents suggested that in order to capacitate learners to be effective, teachers should commit to provide various exercises to students to be efficient to identify and construct different types of Sentences.

4.2.2. Data from Teachers' Interview

4.2.2.1. Assessing students' background

First of all, among 12 English teachers 6 of them were selected purposefully for the interview, based on their teaching experience. In this study Teachers' interview comprised 7 questions. According to assessing students' background, teachers were asked whether students have good

background on writing skill or not. The response to this question, among six teachers four of them said that they didn't have good background towards writing. They also added that some

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students couldn't identify even the word classes and their positions in a sentence. In addition, some of the respondents added in primary school, the students were discouraged to study and enhance their language competency; because in English period more of the teachers used their native language rather than English. However, one interviewee said that majority of the students had satisfactory in writing competency, but when they came to high school they ignored all their previous activities. His reason for this was that students were not motivated and willing to practice such writing activities.

This implies that students who were attending in Elementary school couldn't get sufficient attention from their language teachers.

4.2.2.2. Students major problems during writing sentences in EFL class

Secondly, the teachers were asked about the major problems that Students faced while they were writing Sentences. According to the given response, most of the problems were seen on Grammar, Spelling, and Punctuation.

4.2.2.3. Effect of large class size on practicing writing sentences in EFL class

During the interviews, the teachers were asked if large class size has impacts on practicing writing Sentences. As response to this question, all interviewed teachers agreed that large class size had impacts because teachers couldn't control and cross check their writing activities effectively. As a solution the respondents' suggested, In order to alleviate the impacts, the teachers make Students in pair or in group to exchange their work and cross check their writing activities by themselves.

4.2.2.4. Ways of minimizing the problems in large class size

The teachers were asked if they had their own experiences to solve the writing problems in large class size. Based on the question, they said that the pair/group work writing activities is the better

solution to minimize the problems, and it enables the learners to practice some of the social skills like self confidence, tolerance, listening to each other and the like.

4.2.2.5. Teachers' experience to make students to write good sentences

In the interviews, the teachers were asked if they had good experiences to capacitate learners to write better sentences. With regard to this, almost all teachers said that they had experiences, but they didn't attempt any more rather than applying the instruction from the students text book. Their reason for this was that efficient period was not given to English language in a year.

4.2.2.6. Sources of problems unable to construct Sentence types

The teachers were asked the sources of the problems that students didn't construct simple, compound, and complex sentences. In response to this question, two of the teachers replied that students were not giving due attention for the writing skill because of their lack of language competency. The rest four teachers replied nearly the same responses that the Elementary school teachers were not teaching effectively due to their own English language problems.

4.2.2.7. The teachers' Grammar teaching approach to help students to construct sentences

Finally, the interviewees were asked which approach was used in grammar teaching. In response to this question, the interviewees said that most of the time they had been utilizing deductive approach (First teach rules and then examples), because respondents believe that from general to specific way of teaching approach is so simple to induce the contents of the given lesson.

4.3. Results of the Students' Questionnaires

One of the instruments that employed in this evaluative research was Questionnaires.

The purpose of employing this tool was to gather information, which was important for the goal of this study.

In order to investigate Students' attitude towards writing Sentences, a Questionnaire and test were prepared and administered for 93 selected Students. The items in the Questionnaire were 19 in number and the number of test was 18 questions, and they were grouped under four categories.

The results of the findings and the analysis are as follows:

Sex	No. of respondents	%	Respondents' age					
			13-15	%	16-18	%	>18	%
Male	38	41	33	35	48	52	12	13
Female	55	59						
Total	93	100						

Table-17, General characteristics of Students data

Table-17 shows Grade 9 Student who were engaged while the research was conducting in Adama High School. The table describes the participant students' age and sex. Among 93 students, 38(41%) were male and 55 (59%) were female. On the other side this data reflect that in Adama High School the number of female Students exceed male Students. As it is seen in the table the respondent Students' age are different. 33 (35%) respondents are between 13 and 15, 48(52%) Students are more than 18. And 12 (13%) of the Students are more than 18 years old. Based on the above information, the Students are matured to understand and conduct the given writing activities.

Table-18, How much writing skill is given due attention as compared to other skills?

Items	Alternatives	Respondents	%
Is writing skill given equal chance as other	Yes	27	29

language skills in EFL class?	No	66	71
	Total	93	100

Table- 18 displays that how English teachers give due attention to the writing skill. Based on the respondents data to this issue, only 27(29%) agreed as writing skill has been given equal chance with other language skill. But the majority 66(71%) respondents' response is not given equal

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chance. They give better attention for other skills rather than writing. From Students' response, the researcher can comprehend writing skill was forgotten and Students were enforced to ignore the skill.

Table -19, How often writing activities are conducted in EFL class

Items	Alternative	Respondents	%
If your answer is "yes" how often do you practice writing in EFL class?	Always	5	19
	Sometimes	10	37
	Rarely	12	44
	Total	27	100

Table-19, shows us, how often Students practice writing activities. Among Students who agreed practicing writing were, (44%) of answered they practice rarely; others who were practicing sometimes were (37%), and the rest only 19% of the respondents replied as they exercised always. From these information, one can understand that learning without continues exercising is not effective. To assert this fact, Sky Marson (2003:1) pointed out, 'writing is a skill that is acquired through conscious and persistent efforts'; so without practicing, no one expect perfection.

Table-20, Difficulties in writing Sentences

Items	Alternatives	Respondents	%
Do you get difficulties when you practice writing sentences?	Yes	70	75
	No	23	25

	Total	93	100
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The above Table- 20 describes that the difficulties of writing sentences that faced learners of Grade 9 students of Adama Secondary School. Actually anybody agreed that good writing does not exist without good sentences. Such difficulties were seen in their given test. So, based on the

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above data, 75% of the respondent students accepted as they had writing problems. The rest a few (25%) of the respondents replied as they didn't have problems in writing; but this was not affirmed by the given test.

Table-21, Causes of difficulties

Items	Alternatives	Respondent s	%
If your answer is “yes” what are the causes of the difficulties in your view?	Lack of teacher’s giving attention to the writing skill	11	12
	Students’ lack of interest to practice writing	35	38
	Both are problems	47	50
	Total	93	100

Table- 21, showed, the causes of difficulties to construct sentences. Among the expected area of difficulties 47(50%) of the respondents suggested both lack of Students interest to practice writing in EFL class and not teachers giving attention to the writing skill. Therefore, if absence of interest from learners side and no giving due attention from teacher’s side, the problems couldn’t be avoided or minimized. In the previous chapter Birhanu (2015) suggested how much motivating Students is important, learners who really want to learn will succeed whatever circumstance in which they study.

Table-22, Teachers’ commitment to follow up Students’ writing activities

Items	Alternatives	Respondents	%
Does your English teacher check your writing activities in EFL class regularly?	Yes	63	68
	No	30	32
	Total	93	100

The purpose of investigating students' attitude towards the practice of the writing activities was to reveal their knowledge towards doing writing tasks in helping them improve their own writing abilities.

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The response in Table-22 above, show that more than half(68%), of the students confirmed that most of the writing tasks were seen by their teacher, and while 32% of them disagreed to these issues.

Table-23, Teachers' commitment to Correct Students' mistake while they were writing Sentences

Items	Alternatives	Respondents	%
If your answer the previous question is "Yes" does your teacher give the actual response to each mistake that you make?	Yes	10	15
	No	53	85
	Total	63	100

As it is indicated in the previous Table- 22, actually the Students need highly follow up to enhance their writing activities. So they had been doing; but in Table-23 above, the majority(85%) of the respondents agreed that even if teachers made follow up their students' exercise tasks, they hadn't given corrections for their each mistakes which were done by learners. Among the whole respondents only 15% agreed as teachers gave correction to the students' mistakes.

Table-24, Identifying the word classes of English language

Items	Alternatives	Respondents	%
Can you identify the language word classes In a Sentence?	Yes	23	25
	No	70	75
	Total	100	100

Table-25, Writing Sentences by using the word classes

Items	Alternative	Respondent s	%
If your answer is “Yes” can you write your own sentences by using some of the word class in their actual places?	Yes	10	43
	No	13	57
	Total	23	100

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As it is indicated in Table 24 and 25 above, Students were asked if they could identify the word classes and their positions to write Sentences with their own words. But as it is mentioned in the table, 75% of the respondents replied as they couldn't identify. Only 25% of the respondents suggested as they could identify the word classes. Among these respondents 57% could not construct Sentences by using their own words with using different word classes.

Table-26, Main problems in writing Sentences

Items	Alternatives	Respondents	%
What are the core problems in your writing sentences?	Lack of vocabulary	20	22
	Tense problem	25	27
	Lack of practicing	30	32
	Lack of background knowledge	18	19
	Total	93	100

As it can be observed on Table-26, majority (32%) of the problems that Students faced during writing Sentences were lack of Students practicing. On the other hand, the second (27%) of the challenges were tense problems. And thirdly 22% of the respondents' problems were lack of vocabulary. Lack of the learners' background took 19%. All these together highly influenced on Students competency towards writing meaningful Sentences.

Table-27, Identifying Sentence Structure

Items	Alternatives	Respondents	%
Can you identifying and write simple ,compound and complex sentences?	Yes	40	43
	No	53	57

	Total	93	100
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According to Table -27, majority 57% couldn't identify and write Sentences with their own words. Only 43% of the respondents replied as they could identify and write the above given types of Sentences. This may have impacts on other disciplines to read and comprehend.

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Table-28,How did Students answer the given tests that related to Sentence structure

Items	Alternative	Respondents	%
If your answer in question "27" is "No" how do you answer the tests related to sentences	Copying from others	20	37.7
	By guessing	33	62.3
	Total	53	100

Table-28 exhibits that 62.3% of the pupils made known that they got pass mark by copying from their friends, and 37.7% of the pupils replied answers by guessing.

Items	Alternative	Respondents	%
Which one is the most difficult sentence types to construct(simple, compound, complex and compound complex)?	Simple sentences		
	Compound sentence		
	Complex sentence	11	11.8
	Compound& complex	20	21.5
	All	62	66.7
	Total	93	100

From the analysis someone can deduce that the majority of Grade 9 Students face the problem of language competence. Hence, they require an integrated help from teachers to bring change in the academic performance of learners.

Table-29, The most difficult activity to construct Sentence types:-

From data shown in Table 29, someone can observe that 66.7% of Students had problems of all Simple, Compound and Complex Sentences problem. 21.5% of the Students spelled out they had

the problem of Complex Sentences. 11.8% of Students spelled out the problem to construct compound sentences.

Table-30 The impact of inability of writing sentences on other disciplines

Items	Alternatives	Respondents	%
Unable to write sentences have negative impacts to read and understand other disciplines like history, Geography and the like.	Strongly agree	24	25.8
	Agree	22	23.7
	Undecided	31	33.3
	Disagree	16	17.2
	Total	93	100

Table-30, shows that 25.8% of the respondents expressed their strong agreement. In such a way that inability to comprehend and construct Sentences has impacts in other lessons. 23.7% stated their normal agreement. 33.3% of the respondents couldn't able to decide. On the contrary, 17.2% of the respondents clearly stated their disagreement. From the data the researcher can perceive as it has impact on other disciplines to read and understand because 49.5% believe as it has impacts to learn other lessons.

Table- 31, identifying Co-coordinative conjunctions (FANBOYS)

Items	Alternative	Respondents	%
Can you identify co-coordinative conjunctions that help to join two independent clauses?	Yes	66	71
	No	27	29
	Total	93	100

According to Table-31, 71% of the respondents were able to identify the coordinative conjunctions that help to join the two independent clauses. Only 29% of the respondents couldn't identify these conjunctions.

Table -32, Students utilizing coordinative conjunctions with their own sentences

Items	Alternative	Respondents	%
If your answer is “Yes” can you use all of them with your own sentences if necessary	Yes, I can use all	28	30
	I can use some of them	49	53
	I can use a few of them	16	17
	Total	93	100

Table -32 shows, how Students utilize coordinative conjunctions with their own Sentences. As it is clearly seen on the table, 30% of respondents can utilize the whole types of coordinative conjunctions in their own Sentences. The majority 53% of the respondents can use some of them. The rest 17% of respondents can use a few of them. Even if some students identify the type of coordinative conjunctions, the majority of Grade Nine Students face the problem of utilizing coordinative conjunctions in their Sentences. This implies Students are not efficient to construct appropriate Sentences.

Table- 33, Identifying Complete and in complete Sentences

Items	Alternative	Respondents	%
Can you identify complete and incomplete sentences	Yes	66	71
	No	27	29
	Total	93	100

According to Table-33, 71% of the respondents were able to identify whether the sentence is complete or incomplete. The rest 29% of the respondents couldn't identify them. This implies that some students are in challenge to write meaningful sentences.

Table -34, Utilizing coordinative conjunctions with Students' own Sentences

Items	Alternative	Respondents	%
If your answer is "Yes" can you use all of them with your own sentences if necessary	Yes, I can use all	28	30
	I can use some of them	49	53
	I can use a few of them	16	17
	Total	93	100

As it is clearly seen table-34, it is directly related with table-31. because both tables show about how they identify and utilize coordinative conjunctions in their own Sentences. Therefore, 30% of respondents can utilize all types of coordinative conjunctions in their own Sentences. The majority 53% of the respondents can use some of them. The rest 17% of respondents can use a few of them.

From the above data description, even if some students identify the type of coordinative conjunctions the majority of Grade Nine Students faced the problem of utilizing coordinative conjunctions when they write Sentences. This implies Students are not efficient to write Sentences.

Table- 35, Identifying Complete and in complete Sentences

Items	Alternatives	Respondent s	%
Can you identify complete and incomplete sentences	Yes	39	42
	No	54	58
	Total	93	100

According to Table-35, it can be easily seen that 39(41%) of the respondents replied that they could identify complete and incomplete Sentences. Whereas, 54(58%)replied thatcould't identify them.

Table- 36.Rearranging the jumbled (Disordered) words in a Sentence

Items	Alternative	Respondents	%
Can you rearrange the jumped (disordered) words in a sentence?	Yes	22	24
	No	71	76
	Total	93	100

The responses in Table-36 above show that more than three- fourth (76%) of the respondents confirmed that, most of the jumbled (disordered) words in Sentences cannot be rearranged by Students. Only 24% of them replied as they could rearrange the disordered words in a Sentence.

With this regard, Students need practicing and teacher's continues effort to minimize their inability to construct sound Sentences.

4.4. A Test to cross check Students' claim about their performance

As to the active role of the Students in conducting the writing tasks, different types of Sentence tasks were designed and given to respondents in the form of test.

As it has been mentioned in the review of literature Section, learners are required to play an active role in the language learning process, as itwas identified the various roles of students by (Richard and Rodgers, 2001). In this evaluative study, these roles of Students were investigated in order to reveal how they are effective by replying the following test items related to sentences.

The first question was related to identifying the kinds of sentences which are Exclamatory, Descriptive, Interrogative and Imperative. According to the collected data, 45(48%) respondents replied the correct answer, but 48(52%) of didn't answer. Therefore, this shows the Students' weak side regarding to constructing Sentence.

The second question was focused on Sentence types that require the students to identify Simple, Compound, Complex and Compound complex Sentences. Among the whole respondents, only

16(17%) could answer the actual responses. The rest 77(83%) of the respondents couldn't answer.

The third question that was given to the selected learners was Grammar parts. Among 93

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respondents only 16(17%) tried the correct answer. But the majority 77(83%) couldn't reply the answers correctly.

The last types of questions were also related to Sentences that focus on how they change active to passive. On this part 11(12%) of the respondents attempt a few questions. But 82(88%) of the respondents answer were too far to the correct answers.

By analyzing the above findings, it can be concluded that the majority of Grade 9 Students are inefficient to construct Sentences. On the researchers' observation, the problems were not only constructing Sentences but also identifying Sentence types. Therefore, in the questionnaire Students performance were seen to be poor.

4.5. Findings of the research

Based on the findings of the study, the following conclusions are made. Most grade nine students do not have writing back ground to express them through writing.

- Regarding to English teachers' opinion, Students' writing performance was poor.
- One of the problems was lack of teachers' motivation to encourage Students to practice writing in the actual class.
- According to the collected data, more time was given for reading and listening activities respectively, rather than writing.
- To this, Sky Marsen, (2003) suggested that writing is a skill that acquired through conscious and persistent efforts. But in the findings of the study the reality was vice-versa.
- According to the teaching approach, most teachers used deductive approach to teach grammar.
- A few respondents used both deductive and inductive (integrated) teaching approach.

- But Scholars like Spada and Light Brown (2008) suggested that integrated approach is the selected one because in class there are individual differences to perceive the given lesson.
- The large class-size made difficult for teachers to follow up the students' daily activities.
- This leads the learners passive to attend the lesson effectively.

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- In the writing tasks, the role of the teachers and learners are great.
- But the result of the investigation showed that both didn't give attention to the writing skill.
- In general, Grade nine students had been faced several problems that unable to write meaningful sentences.
- The result of this study identified seven major writing problems in their given test. These are: Punctuation and Capitalization problems, unclear writing, weak organization, tense problem, preposition errors, spelling and vocabulary problems

CHAPTER FIVE

5.1. Conclusions

The main purpose of this study was to examine how far Grade Nine Students can construct Sentences. This study was done to identify the level of students' ability of writing sentences and to know the factors which affect learners' writing ability. To realize the objectives, questionnaire, test and interview were used as instruments to collect data for the research. The researcher used questionnaires for both teachers and students which are related to the objectives of the research. Interview also provided for teachers to get supplementary information about the learners' writing ability. Test was given to Students that help to cross check the responses of their questionnaires. According to the findings of the study, the following conclusions are made.

Most of the students do not have back ground experience in expressing themselves in English through writing. This is because they were not exposed to writing at early ages and didn't get adequate skilled teachers who devoted themselves to help students.

- Regarding to English teachers' opinion, Students' writing performance was poor. The teachers' suggestion was realized by Students' responses that were given in their questionnaire and test. One of the problems was lack of teachers' motivation to encourage Students to practice writing in the actual class.
- Besides, the respondents believed that writing skill was difficult to teach. So, most of the English periods were given to other skills rather than writing. According to the collected data, more time was given for reading and listening activities respectively. But no one responded that writing skill was exercised in class. This can be the main factor that Students are unable to construct Sentences at their Grade level. (Arina, 1995 cited in Samuel Johansson, 2015) said "what is written without effort is in general read without pleasure" to this, Sky Marsen, (2003)

suggested that writing is a skill that is acquired through conscious and persistent efforts. But in the findings of the study the reality was vice-versa.

- According to the findings, more of teachers used deductive approach to teach grammar that helps to construct sentences. A few numbers of respondents used both deductive and inductive (integrated) teaching approach. But Scholars like Spada and Light Brown (2008) suggested that integrated approach is the selected one because in class there are individual differences to perceive the given lesson.

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On the bases of the data from the three tools, students are found to be unable to identify and use coordinating conjunctions, and construct different types of sentences. Hence, students basically need to acquaint with the formation of sentences to identify and use the actual types of sentences that give meaningful to the readers.

- Eventually, students were given some choices from Grammar parts which contain different items. Among the respondents only 17% of the exam takers answered correctly, but the majority 83% of the respondents couldn't give the correct answer. For example, the learners were provided the question that to change from active to passive. This shows Grade nine Students couldn't afford their level. They are needed due attention. So students face grammar problem, especially tense problem.
- The large class-size made difficult to carryout follow up their exercises. This leads the learners not to be attentive.

The role of the teachers and learners in the writing tasks are great. But the result of the investigation shows that both didn't give attention to the writing skill.

In general, Grade nine students had got several problems that to write meaningful sentences. Regarding to the problems of writing sentences, Hailemariam (2012) studied the problems that students faced in writing. He identified the difficulty level of the writing tasks and the cause of students' writing problems. The result of his study identified seven major writing problems, namely: Punctuation and Capitalization problems, unclear writing, weak organization, tense problem, preposition errors, spelling and vocabulary problems.

With regard to evaluation of this writing skill, the researcher has found tense problems and the above mentioned problems.

5.2. Recommendations

Improving sentence structure is an important skill for students to learn, as it helps make sure that a sentence will be fully understood. Sometimes the writer needs to repair sentence fragments, or else combine choppy statements into compound sentences in order to improve sentence structure. Proper sentence structure makes the flow of information more logical and easy to read. It will help the reader understand what the writer is trying to say while helping to make the paragraph more interesting.

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It is also important for students to learn to recognize and to correct common sentence errors. Avoiding sentence errors such as comma splicing, subject-verb disagreement, or lack of parallelism makes writing much clearer and more interesting. Communicating ideas to a reader without confusion due to sentence errors is always the goal. So avoiding or repairing common sentence errors is a crucial part of writing in a clear, interesting way

- The followings are some of the possible solutions to students to alleviate the writing sentences.
Students should be motivated by their teacher to practice writing in every day EFL class.
- To encourage learners, teachers should provide several writing activities and give values to their efforts.
- Students are needed persistent follow up their works by the teacher.
- To be efficient in writing, students should know the word classes and utilize them effectively. And teachers provide several examples.
- Students must have sufficient vocabulary and utilize them.
- Students should be encouraged and advised to be aware of the importance of simple Sentences.
- Teachers need sustainable and progressive training to implement group work writing for large class room management.
- The other stakeholders like parents, School board members, School management and the like work cooperatively to capacitate students writing ability.

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APPENDICES

APPENDIX-1

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

ENGLISH LANGUAGE DEPARTMENT

Questionnaire to English Teacher

Dear teacher,

This questionnaire is designed to collect information on the Students' writing Sentences ability in EFL class in grade nine (9) at ADAMA HIGH SCHOOL. The questionnaire is one of the instruments which the researcher uses to gather the necessary data for his MA thesis in the Students' writing ability in English. Thus, the researcher kindly requests you to give the actual answers of the Questions on the provided place as genuinely as possible.

Your contribution is highly important for the success of the study. The researcher would like to assure you that all the response you give will be kept confidential. Your name is not necessary in this information.

Thank you in advance for your cooperation!

Part 1: Personal Information

Direction 1: Please give information about yourself for each of the categories below. Put a tick (☑) mark in the appropriate box where necessary.

1. Age: A) 20-29 ☐ B) 30-39 ☐ C) 40-49 ☐ D) 50 and above ☐

3. Sex: A) Male ☐ B) Female ☐

4. Field of study: Major _____ Minor _____

5. Qualification: a) MA ☐ b) BA ☐ c) Diploma ☐

6. Total years of teaching experience at high school level:

A/ 1-5 ☐ B/ 6-10 years ☐ C/ 11-20 years ☐ D/ More than 20 years ☐

7. Your teaching load in period per week

A) 10-15 ☐ B) 16_20 ☐ C) 21_30 ☐

8. Average number of students in a class A) 40 and less than ☐ B) 41_45 ☐

C) 46-50 ☐ D) 51-60 ☐ E) above 60 ☐

Part 2: Indicate your beliefs about the practice of teaching and learning of writing skill in English language in grade nine where you teach. Put a thick (☒) in the appropriate box.

1. What is your opinion about your students' writing skill?

A. Very good ☐ B. good ☐ C. poor ☐ D.I do not know ☐

2. Do you motivate your students to practice writing skill in the class?

A, Yes ☐ B, No ☐

3. If “Yes” what do you think they like to write: A, letters ☐ B, diaries ☐

C, performing the writing exercises in the text ☐

4. From the following macro skills which one is more conducted in your class?

A listening ☐ B, speaking ☐ C. reading ☐ D, writing ☐

5. In your opinion which one is the most difficult skill to teach in your class?

A, Listening ☐ B, speaking ☐ C. Reading ☐ D. Writing ☐

6. From the following skills which one do you think the most difficult for the students?

A. Listening ☐ B. Speaking ☐ C. Reading ☐ D. Writing ☐

7. Which approach do you use when you teach Grammar to construct Sentences?

A. Deductive ☐ B. Inductive ☐ C. Integrated ☐

8. Do students are interested when they practice writing? A. Yes ☐ B. No ☐

9. If “yes” how often do they practice? A. Every day ☐ B. sometimes ☐ C. Rarely ☐

10. Do your students find difficulties when they write in EFL? A. Yes ☐ B. No ☐

11. If “yes” the difficulties come due to:

A. Lack of learners’ interest ☐ B. Lack of learner’s practice ☐

12. Do you assess your students writing skill? A. Yes B. No

13. If your answer is (Yes) how often?

A. In every day English class B. Once in a week

C. Once in a month D. Once in a semester

14. If “yes” your assessment focuses on students:

A. Hand writing B. Spelling C. Punctuation D. Grammar E. All

15. Do your students identify the types of sentences (Simple, Compound, and Complex)?

A. Yes B. No

16. If your answer is “No” what will be your contribution to your students to identify the type of

sentences ? A. Teaching Grammar rules B. Making more discussion in class

C. Giving various exercises related to types of sentence

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ውድ ተማሪዎች

ይህ መጠይቅ የተዘጋጀው በአዳማ ሁለተኛ ደረጃ ት/ቤት የዘጠነኛ ክፍል ተማሪዎች በእንግሊዝኛ S”S ዓረፍተ ነገር የመጻፍ ችሎታቸው ምን ላይ እንዳለ ለማጥናት እና ያሉትን ተጨባጭ ችግሮች ለመለየት እንዲያስችል መረጃዎችን ለመሰብሰብ ነው። ስለዚህ አጥኝው የሁለተኛው ደግሪ ማ ≡ ያ ጥናታቸው በመሆኑ ለሚያካሂዱት ጥናት ተክክለኛነት ተማሪው የሚሰጠው ተጨባጭ የሆነ መረጃ ማግኘት ወሳኝነት አለው። በመሆኑም በቀረበው መጠይቅ መሠረት እውነት የሆነውን መረጃ ብቻ እንዲሠጡት በትህትና ይጠየቃል። የምትሰጡት መልስ በሚስጥር ይያዛል፤ ስማችሁን መጻፍ አያስፈልጋችሁም።

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ክፍል አንድ የመልስ ሰጪው አጭር የሂይወት ታሪክ መረጃ

መመሪያ አንድ ከመጠይቁ ፊት ለፊት ባለው ባዶ ሳጥን ውስጥ ይህን “ ዳ ” ምልክት አድርግ/ጊ/

1. እድሜ ህ/ 13-15 ለ/ 16-18 ሐ/ 18 በላይ

2. ጾታ ህ/ወንድ ለ/ሴት =

ክፍል ሁለት :- በእንግሊዝኛ S ን S ዓረፍተ ነገር የመጻፍ ችሎታ (ብቃትን እስመልክቶ በክፍል ውስጥ በተግባር ከሚከናወነው አብዝኃት በቀረቡት ምርጫዎች ፊት ለፊት ባዶ ሳጥኖች ውስጥ የምትስማማበትን ወይም የምትስማሚበትን መልስ ይህን “ ዳ ” ምልክት በማድረግ መልስ ስጥ/ጭ/

1. በእንግሊዝኛ S ን S ክፍል ግዜያት የጽሁፍ ክሂል ከሌሎች (ማንብብ፣ ምናግር፣ ማድምት) የ S ን S ክህሎች በተመሳሳይ እኩል በክፍል ውስጥ ይሰጣል?

ሀ/ አዎ ይሰጣል ☐ ለ/ አይሰጥም ☐

2. መልስህ ወይም መልስሽ “አዎ ይሰጣል” ከሆነ ለምን ያህል ጊዜ የጽሁፍ ልምምድ በክፍል ውስጥ ይደረጋል?

ሀ/ በየክፍለ ጊዜው ☐ ለ/ በሳምንት አንድ ጊዜ ☐ ሐ/ በወር አንድ ጊዜ ☐

3. አንድ ዐረፍተ ነገር ስትጽፍ/ፊ/ የሚያጋጥምህ/ሽ/ ችግር አለ?

ሀ/ አለ ☐ ለ/ የለም ☐

4. የሶስተኛው መጠይቅ መልስህ/ሽ/ “አለ” ከሆነ የችግሩ መንስዔ ምን ሊሆን ይችላል ብለህ/ሽ/ ትገምታለህ/ሽ/?

ሀ/ መምህሩ ለ ፎ ሁፍ ክሂል ተኩረት አለመስጠት ☐ ለ/ተማሪው ለጽሁፍ ልምምድ ፍላጎት ማጣት ☐

ሐ/ የሁለቱም ችግር መኖር ☐

5. መምህሩ በክፍል ውስጥ በሚደረገው የጽሁፍ ልምምድ ወቅት በመምህሩ/ቦ/ ክትትል ይደረጋል?

ሀ/ አዎ የደረጋል ☐ ለ/ አይደረግም ☐

6. አምስተኛው የመጠይቅ መልስህ/ሽ/ “አዎ ይደረጋል” ከሆነ ለሚታየው የጽሁፍ ግድፈት በመምህሩ/ቦ/ ማስተካከያ ይሰጣል?

ሀ/አዎ ይሰጣል ☐ ለ/ አይሰጥም ☐

7. እንተ/ቺ/ በአረፍተ ነገር ውስጥ የሚገኙትን የቃል ክፍሎች(ስም፣ግስ፣ ቅጽል፣መስተዋድድ፣ተውሳክ ግስ) መለየት ተችላለህ/ሽ/?

ሀ/አችላለሁ ☐ ለ/ አልችልም ☐

8. መልስህ/ሽ/ “እችላልሁ” ከሆነ የቃል ክፍሎችን በዐረፍተ ነገር ውስጥ በማስገባት መ ፳ ፍ ትችላልህ/ ፳፭ ?

፳ / እችላልሁ ☐ ለ/ አልችልም ☐

9. አንድ ዓ.ነገር ስትጽፍ/ፊ/ የሚገጥምህ/ሽ/ ዋናው ችግር ምንድነው ?

ሀ/ የቃላት እጥረት ☐ ለ/ ግሶችን በግዜ አጠቃቀም ያለማወቅ ☐ ችግር

ሐ/ ልምምድ አዘውትረ ያለማድረግ ችግር ☐

መ/ ከዚህ በፊት ባሉት ክፍሎች የ S ን S ውን አጠቃቀም ማወቅ በሚገባኝ መጠን ያለማወቅ ችግር ☐

10. በእንግሊዘኛ S ን S ቀላል ፤ ቅይጥና ውስብስብ ዐረፍተ ነገሮች መለየት ወይም ለየቶ መጻፍ ትችላለህ/ሽ/?

☐ ሀ/እችላለሁ ለ/አልችልም ☐

$$v/\lambda^{\frac{1}{2}}\gamma\lambda v \quad \equiv \quad \lambda/\lambda\delta^{\frac{1}{2}}\delta\sigma \quad \equiv$$

APPENDIX -2

INTERVIEW QUESTIONS FOR TEACHERS

1. What do you observe about your students' background on writing sentences?

2, what are the major problems that Students face while writing sentences in EFL class?

3, what is the impact of large class size to write sentences in EFL class?

4. In question (3), if the class size affects the students' writing ability in EFL class, how do you minimize the problems?

5, what is your experience to make your students to write good sentences in English?

6. If your students have got problems to construct simple, Compound, and complex sentences what do you think about the source of the problem?

7. From the following (deductive, inductive, integrated Grammar usage) which one is more applicable in your Grammar teaching? Why?

APPENDIX- 3

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

Questionnaires to Grade nine Students

Dear students

This questionnaire is designed to ADAMA HIGH SCHOOL Grade 9 students to collect information on the writing Sentences ability in EFL class. The questionnaire is one of the instruments which the researcher uses to gather the necessary data for his MA thesis on the students' writing sentences in EFL class. Thus, the researcher kindly requests you to give the real information in the given box. Your contribution is highly important for the success of the study. The researcher would like to assure you that all the response you give will be confidential. And no need of writing your name.

Thank you in advance for your cooperation.

Part 1 personal information

Direction One: You are politely requested to give information about yourself regarding to the English lesson on writing. For each of the following items below, Put a tick (☐) mark in the given box.

1. Respondent's Age: A, 13_15 ☐ B, 16__18 ☐ C, above 18 ☐

2, Sex: A, male ☐ B, female ☐

3. Section: _____

Part 2: Questionnaire on writing skill

Choose the actual student's performance on writing sentences in English language class. Put a thick (☐) mark in the appropriate box.

1. Is writing skill given equal chance as other language skill in EFL class? A. Yes ☐ B. no ☐

2. If your answer is "Yes" How often do you practice writing in EFL class?

A, always ☐ B, sometimes ☐ C, rarely ☐

3. Do you find difficulties when you practice writing sentences? A, yes ☐ B, No ☐

4. If "yes" what are the cause of the difficulties in your view?

A. lack of teacher's giving attention to the writing skill ☐

B. Students' lack of interest to practice writing ☐ C. Both are the problems- ☐

5. Does your teacher check your writing activities regularly in EFL class?

A. Yes ☐ B. No ☐

6. If your answer is “Yes” does he give correction to each error that you make?

A. Yes ☐ B. No ☐

7. Can you identify the language Word classes (Nouns, Verbs, Adjectives, Adverbs, and Prepositions) in Sentences? A. Yes ☐ B. No ☐

8. If your answer is “Yes” can you write your own sentences by using some of the word classes?

A. Yes ☐ B. No ☐

9. What are the core problems in your writing Sentence?

A. Lack of Vocabulary ☐ B. Tense problem ☐

C. Lack of practicing ☐ D. My background Grammar problem ☐

10. Can you identify and write Simple, Compound, and Complex Sentence?

A. Yes ☐ B. No ☐

11. If your answer is “No” how do you answer the exams related to sentences?

A. Copying from others ☐ B. By guessing ☐

12. Inability to comprehend and write sentences efficiently has impacts on other lessons

(ex. History, Geography, etc.) Which are given in Class.?

A. Strongly Agree ☐ B. Agree ☐ C. Undecided ☐ D. Disagree ☐

13. Can you identify all types of co-coordinative conjunctions that help to join two independent sentences? A. Yes ☐ B. No ☐

14. If your answer is “yes”, can you use all of them with your own sentences?

A. Yes, I can use all ☐ B. I can use some of them ☐ C. I can use a few of them ☐

15. Can you identify complete and incomplete sentences? A. Yes ☐ B. No ☐

16. If your answer is “Yes” can you complete with your own words?

A. Yes ☐ B. No ☐

17. Can you rearrange the jumbled words in a sentence? A. Yes ☐ B. No ☐

APPENDIX -4

Test to students to cross check their performance

The following questions will have been answered by Students that enable to know how far they comprehend at sentence level.

Direction one: Match the following kinds of Sentences

A B

- | | |
|--|---------------------------|
| 1. Please feed the baby with spoon | A. Exclamatory Sentence |
| 2. Why don't you get up early? | B. Declarative Sentence |
| 3. Lema wears a thick brown and white Coat | C. Interrogative Sentence |
| 4. What a huge dog that is! | D. Imperative Sentence |

Direction Two: Match the following Sentence type

A B

- | | |
|---|----------------------|
| _____ 1. The teacher spoke to her in English, but she responded In Amharic. | A. Compound Sentence |
| | B. Complex Sentence |

_____ 2. The baby cried for food C. Simple Sentence

_____ 3. After eating lunch at home, I went to the partyD. Compound complex Sentence

_____ 4. After the two soccer players lost game, they joined
their Other teammates' and they went to the movies.

Direction Three: Choose the correct answer for each question and underline the chosen Letter.

1. Last night Abera _____the first prize for his performance.

A. will get B. has gotten C. gotten D. got

2. Which of the following Sentences is in the passive voice?

A. Bekele will come tomorrow. B. Bekele had had his lunch. C. Abay Dam is being built.

3. Which of the following Sentences is in the active voice?

A. The cake was baked. B. She was baked nice cake. C. She has been baking the cake.

4. The snow _____to fall late yesterday afternoon.

A. began B. begun C. had began D. begins

Direction Four: Change the following active voice to passive

1. The clerk opens the mail. _____

2. The clerk opened the mail. _____

3. The clerk will open the mail. _____

4. The clerk has opened the mail. _____

5. The clerk had opened the mail. _____

6. The clerk will have opened the mail. _____

Appendix-5

Adaamaa Yuuniversity Saayinsii fi Tekinolojii

Kutaa Barnoota Seera fi Namummaatti Kutaa Barnoota Afaan Ingiliffaa Sagantaa Digiri 2ffa (MA) quubachuuf gaafiwwan qorannoo barreffamabarrotootaatiinkanguutamu.

Barattoota Jalatamtoota!

Gaafiin kun mana,
barnoota Adaamaa Sadarkaa 2ffa barattoota kutaa 9ffaatti Afaan Ingiliffaatti indandee tti himajjaarutib
arreessuu isaanimaalirraajiraachuusaani qorachuu fi
rakkowwan qabatamaakanta'an addaan baasuuf kandandee san ragaalee ittinsassaachuuf kanqopha
a'eedha.

Kanaafu qorataandigirii 2ffa isaa ittiinguutachuuf kanqoratu uwaanta'eef barataan raga
qabatamaa argachuun murteessamma qaba.. Yoota'uusbu'uurumaagaafichaatiin ragaadhugaa qabee
ssakanta'eakkaisaaf kennankabajaankangaafatuta'aa.

Raga ankannan hundii ciciidhaanni qabama, maqaakeessan barreessun hin barbaachisu.
Gargaarsaanaaf kangotanhundaaf dursee isiingalatee fadha.

Kutaatokko: Seenagabaabaadeebikennata/kennattu/

Qajeelffamatokko— Saanduqaaduwwagaaficha fulduraakan jirukeessatti mallattoo”---“ godhi.

1. Umrii- A/13—17 ☐ B/ 16__18 ☐ C/18__Oli ☐

2. Saalaa- A/Dhiira ☐ B/Dubbra ☐

Kutaa Lama- Dandeetti (ga’uumsaa) Afaaningiliffaatiin himabarreesuu/ ijaaruu/ ilaalchise, dareekeessaattigochaanraawwatamakanjiruhubachuuf/beekuuf/ Filannoowwan fulduraakanjiransanduqaawwanduwwaakeessaattikan waligaluukandandettuudeebi kemallattoo”___“ godhuudhaandeebisii.

1. Waytibarnoota Afaan Ingiliffaatti dandetti himabarreffachu ilaalchise.
Akkaataa dadeettia faanuwwan kanneen qixawalfakkatuun dare keessatti nu kennama?

A/ Eeyyeen ___ B/ Hinkennamu ___

2. Deebiinkee “Eeyyeennikannama”
Yoota’eyeroo hammamif shaakalaabarreeffamahimadareekeessattigodhame?

A/ Waytiisaatti ___ B/ Torbeetti al-tokko ___ C/ Ji’aatti al-tokko ___

3. Himatokkoyommuubarrees siturakkoonsi qunnamujira?

A/ Jira ___ B/ Hinjiru ___

4. Gaafi 3ffaa olitii fdeebiinkaanni jirakan jedu yoota’eka’uumsirakko kana maalta’udanda’a ajetteti ilmaamta ?

A/ Barsiisaandandetti barreeffamatiif xiyyeeffan kennudhaba ___

B/ Barataanshaakalaabarreeffachu irratti feedhidhabaachuu ___

C/ Rakkolachu jiraachuu ___

5. Barsiisaanyerooshaakalaabarrees suudareekeessattiyommuu godhamuhordoffigodha? A/

Ee! Godha ___ B/ Hingodhu ___

6. Gaafi 5ffaa olitii fdeebiinkeeee! Ni godhayoo jettehir’ina (dogongora)
barreeffamichakeessaakanjiruf/kanmul’atuuf/ barsiisch/ sirreeffamanikenna?

A/ Eenikenna ___ B/ Hinkennu ___

7. Atikutaale jechootahimakeessaakanjiran /Maqaa, Maqibsi, durduubee, Maxxantuu,
Xumura fi Xumibsi) addanbaasuudandetta A/ Nndanda’aa ___ B/ Hindanda’u ___

8. Deebiinkee” hindanda’u’ yoota’ekutaale jechoota (maqaa, xumura, maxxantu, maq-ibsiitu,
ibsaxumura) teessuma (bakke) himakeesaa qaban addaan baaftee beekuuf carraagiatigootumaal?

A/ Kitaabboolee seer- L uгаа Kanta’andubbisuudhaan ___

B/Kitaabaabarnootaakeeqofaakeessaakanjiran Seer-LugaawwanDubbisudhaan ☐

C/ YeroohundumabarsiisaaIngiliffaakiyyaagaafachuudhan ☐

D/ Hiriyootakiyyaawaliinmari'achuudhaan ☐

E/Armaanolitikkantuqamanhundafayyadamuudhaan ☐

F/ Carraaqiigonkumaraawwadhehinbeeku ☐

9. Himatokkoyommuubarreessiturakkooijoonsiqunnaamumaal?

A/ Hanqinajechoota ☐ B/ Rakkoittiinfayyadaamaxumurairrattingabu ☐

C/ Yeroohundashaakalaagochuudhabu ☐

D/ Kutaaleeduribaradheekandarbeekeessaattirakkoakkaataittifayyadamu- mmaLugaa (Afaanicha) hammabeekuqabuosoohinbeekinhafuukoo ☐

10. Afaan / Lugaa / ingiliffaakeessaahimootasalpha, makaa fi walxaxaakanta'anaddaanbaasuuYknaddaanbaasteebarreessuudandeesa? ☐

A/ Non danda'aa ☐ B/ Hindanda'u ☐

11. Gaafi10ffaatiifdeebiinkoo“ hindanda'u “ Yoota'eyerooqormaatagaafiwwanhimawajjinwal-qabatanisiifkandhihaatanakkamittideebista?

A/ Deebiormaahiriyootaabisooirraawaraabuudhaan ☐

B/ Deebitilmaamakennuudhaan ☐

12. Dandeettihimasirriinbarreessuudhabuun, barnootootakanneen(kanakkaseena, jioografii fi k.k.f) irrattidhiibbaaqaba?

A/ Baay'eeWaligala ☐ B/ Walii gala ☐

C/ Murteessuhindanda'u ☐ D/ Waliihingalu ☐

13. Afaan /Lugaa/ Ingiliffaakeessattijechootalemaawaliittikanqabsiisaanbeekta/beektu?

A/ Nan beeka ☐

B/ Hinbeeku ☐

14. Deebiingaafii 13tiif “nan beeka” Yoota’ ahimootakeessafayyadamudandeetta?

A/ Ee! Hundumafayyadamunidanda’aa ☐ B/ Muraasaaqofafayyadamu nan danda’aa ☐

C/ Baay’eexiqqaaqofafayyadamu nan dandaa’aa ☐

15. Himootaguutuu fi hi’inaqabanaddaanbaasuunidadeessa?

A/ Ee! Addaannanbaasaa ☐

B/ Addaanhinbaasuu ☐

16. Homatokkokeessaajechootaduradubaaisaaniikaneegnesirreessuunidadeessa

A/ Nan danda’aa ☐

B/ Hindand’uu ☐

x