



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**AN INVESTIGATION OF THE INFLUENCING FACTORS AFFECTING
STUDENTS' WRITING SKILL: THE CASE OF HAWAS PREPARATORY
SCHOOL**

BY

THOMAS MEKONEN DERESSA

SEPTEMBER, 2017

ADAMA, ETHIOPIA

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**ATHESIS SUBMITTED TO THE DEPARTEMENT OF ENGLISH IN
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DECLARATION

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

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ABSTRACT

The main objective of this study was to investigate the influencing factors affecting students' writing skill and how these factors affect the practices and development of learners' writing skill. The population of the study was all grade 11 students of Hawas preparatory school enrolled in 2009 E.C which are 1460 in number and all grade 11 English teachers of the school which are 7 in number. Out of the total population, 10 % (146) students were selected for the purpose of questionnaire using simple random sampling technique and all grade 11 English teachers were chosen for the purpose of interview. From the sample students, 10 students were again randomly chosen for the purpose of interview and five classes were randomly selected for the purpose of classroom observation. The study employed a descriptive research design involving mixed research method that incorporates both qualitative and quantitative forms. Accordingly, data were collected through multiple data collection instruments including classroom observation, students' questionnaire, students' and teachers' interview. In order to analyze the collected data; the study used both qualitative and quantitative methods of data analysis. The findings of the study reveal that many high school graduate students are not capable of expressing their ideas freely in writing as they lack the basic literacy skills to meet the growing demands of the high school curriculum. The findings of the study also indicate that writing problems of students seem to be caused by a number of prevailing factors such as lack of interest, less concentration on writing and the wrong perception of looking writing as the most difficult and least important skill among others. Moreover, the lack of adequate time to practice writing, the lack of appropriate techniques to teach or learn writing, and lack of teachers' help can be seen as causes for writing problems. Thus, based on the implications of these findings, the researcher recommended that students ought to use various techniques which are important for the development of writing skill and teachers should also motivate their students to use varieties of strategy and techniques to practice and develop writing skill so as to minimize the problem.

Key words: *writing, writing problems, factors, influencing factors.*

CHAPTER ONE

INTRODUCTION

This chapter deals with the preliminary research parts of the study such as background of the study, statement of the problem, objective of the study, research question, significance of the study, and scope of the study, limitation of the study, acronyms and abbreviations used in the study.

1.1 Background of the study

Language is an instrument that helps people to share and communicate their ideas, thought, feeling, opinion, emotion and other various life experiences. Human beings exchange their ideas and experiences through language and naturally identify themselves with people who speak the same languages. Some people can speak only one language and others can speak more than one language. Among the languages that serve as an international medium of communication is English and it is often considered as a lingua franca or a common language used by people of diverse backgrounds to communicate with one another with simplified grammar or forms.

Nowadays, English plays an important role in education and students are expected to use it effectively in schools where it is the medium of instruction. Learners face the task of mastering content area in subjects such as mathematics, social studies, science, and business which are taught in the target language (English). In such cases, English can help the students to deal successfully with their academic demands and to perform successfully in their disciplines and professional contexts (Adams & Keene, 2000). In the academic context, Dudley-Evans & St. John (1998) point out that students are required to produce specific writing genres such as essay, summary, critical review, research paper, and etc.

Writing is an extension of human language across time and space and most likely began because of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities. According to Carroll (1990), writing is the most important invention in human history which provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our

contemporaries, but also with future generations. It permits people from the near and far distance past to speak to us. In fact, writing originated from the need of saving cultural values and human's spiritual and it is the official element for the development of printed document, book and Internet.

Language teaching and learning, with its four basic skills, is a complex process especially the writing skill. Teachers usually follow a certain order when teaching language skills beginning with listening, speaking, reading, and then writing. According to Hedge (2000), adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and only 9% to writing. Writing skill is placed at the end of all and got less emphasis because it is thought to be a complex and difficult skill even for native speakers. The reason for writing to be the last acquired domain of language skill is that a more detailed and analyzed knowledge of a language is needed to write it than to understand it (Bialystok & Bryan, 1985). In the same way, Grabe & Kaplan (1996) claim that probably half of the world's population does not know how to write correctly and effectively and writing and learning to write has always been one of the most complex language skills. Nunan (1989) also agreed that it is easier to learn to speak than to write no matter if it is a first or second language. From this, we can understand that it is not easy to achieve success in writing since it requires hard work, lengthy steps, enough time, and more practice.

Mastering English as a foreign language (EFL) requires mastering the four skills and none of us would ignore their importance in the educational system. However, it is believed that writing skill is the most complex and difficult skill among others. Richards & Renandya (2003) stated there is no doubt that writing is the most difficult skill for second language learners and the poor performances in the writing skill wonder about how to organize ideas to get a coherent paragraph/essay, a well-structured piece of writing without mistakes, etc. Writing is one of the most important language skills needed for learners that allow them to develop the freedom of expressing oneself and to improve the overall intellectual and academic performance (Atkins, 1996). Being proficient in writing skill helps learner for different purposes. For example: writing allows the students to learn the kinds of personal, academic or professional writing which they will use in their daily lives. On the other hand, writing in English has a more purely pedagogical role. It reinforces the learning which goes on through a medium of the listening, speaking, and reading skills. In EFL classroom, the teacher aims at developing the four skills of

his/her learners' ability to understand to speak, to read, to listen, and to write. The ability to write occupies the last place in this order, but it does not mean that it is least important.

According to Raimes (1993), there are a number of reasons to include writing in a second or foreign language syllabus. One important reason is that writing allows learners to have a chance to adventure with the language/ to go beyond what they have learned. Hedge (1988) also stated that a good deal of writing in the English language classroom is undertaken as an aid to learning. For example, to consolidate the learning of new structures or vocabulary or to help students remember new items of language. Writing allows students to see their progress and get feedback from the teacher, and also allows teachers to monitor students and diagnose problems encountered. This shows that writing plays a predominant role in language learning. However, compared to speech, effective writing requires a number of things such as a high degree of organization in the development of ideas and information, a high degree of accuracy so that there is no ambiguity of meaning, the use of complex grammatical devices for focus and emphasis, and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers (ibid).

As previously stated, writing is the most difficult area of academics for EFL/ESL students, which is evident in their scores and their class room performances. Living in a language oriented society, all students need to be proficient writers, but achieving this goal is particularly daunting for students who are learning English as their EFL/ESL language. In line with this, the present study attempted to identify the influencing factors behind writing problems of grade 11 students in the case of Hawas preparatory school where the problem attracts the researchers' attention while working in the school.

1.2 Statement of the problem

The process of learning English is slow and progressive and it could be viewed as a series of challenges in the teaching learning process. This process consists of the development of both productive and receptive skills. Writing is one of the productive skills of language that permits learners to perform in communicative aspects such as oral presentations, written studies and reports among others. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others. In addition, writing is one of the most important skills in studying English because it is not only an academic skill, but it is also an important skill that translates into any career fields. However, unlike speaking, listening, and sometimes reading, writing is not well practiced outside the class, so what is learned inside the class has little chance to be practiced outside. According to the experiences of some foreign language learners, most difficulties of language are found in the productive skills (writing and speaking) and especially many students at high school are not aware of the importance of writing skill. Also, it has been a common complaint often heard in Ethiopian high schools that students are incapable of expressing themselves in a clear, correct and comprehensible manner in writing.

Writing is a fundamental component of language and one obstacle standing in the way of the success of EFL students is writing. When a child writes, thoughts and knowledge are blended together creating a unique meaning (Jones, Reutzel, & Fargo, 2010). Consequently, students identify the skill of writing, as more difficult than listening and reading (Berman & Cheng, 2010). Furthermore, writing is the skill that most students are least proficient in when acquiring a new language (Nesamalar, Saratha&Teh, 2001). Mastering writing is the most difficult for first and second language learners. It is a complicated process since it involves a series of forward and back ward movements between the writer's ideas and the written text(Harris & Cunningham,1994), and requires a high level of language control(Murcia& Olshtain,2000). Additionally, writing process is a form of problem solving which involves generating ideas, planning , goal setting, monitoring, and evaluating what has been composed(White& Arndt, 1991). In fact, writing is still deemed to be an arduous task for most first and foreign language learners (Ingels, 2006). It has been found that most language learners at all levels believe that writing is one of the difficult language skills to master or sophisticated skill as compared with other skills.

Understanding students' writing problems is crucial for improving the quality of FL/L2 writing. Abdel Latif (2007) views that for FL/L2 writing to be developed, the factors (like linguistic competence and writing strategies) affecting its process and the product should be examined. Different studies also show that mastering language skills is very difficult for second or foreign language learners and to write effectively in English (Abbad, 1988; Rababah, 2005; Zughoul and Taminian, 1984). A number of previous studies investigated FL/L2 writing problems and the factors influencing FL/L2 writing quality. Examples of the research areas such previous studies investigated include linguistic competence and its relation to EFL/ESL writing (Abdel Latif, 2007; Mojica, 2010); EFL/ESL students' problems with cohesion (Ahmed, 2010; Al- Jarf, 2001; Dastjerdi & Samian, 2011). Furthermore, Nigussei Legesse (2015) conducted study on classroom factors affecting the practices and development of students' writing skill.

Though writing is widely used as a means of communication in the class room, medium of instruction in secondary schools, higher institutions and have so far paramount advantages in the research studies, grade 11 students of Hawas preparatory have great writing difficulties and shows poor writing performance in English. In line with this, the concern of this study was to investigate the influencing factors behind English writing problems of students and the need to conduct this study stems from the researcher's personal interest in the field of education motivated by an experience of Teaching English as Foreign Language (TEFL). The researcher witnessed that the majority of the learners face writing difficulties in English in the identified school. The researchers' personal observations are also backed by other colleagues' point of view working in the same department of the school that some English teachers have been upset by the mediocre performance of the learners especially when dealing with exams that require writing skill. Moreover, most students of the school fail to write what they need for their academic purpose such as letter writing, report writing, writing short story and so on. Therefore, the present study attempted to get insight in to the influencing factors behind writing problems of grade 11 students in the case of Hawas preparatory school and to examine how these factors affect the practices and development of students' writing skill.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the present study is to investigate the influencing factors behind writing problems of grade 11 students with particular reference to Hawas Preparatory School.

1.3.2 Specific objectives

The present study has the following specific objectives:

1. To identify the influencing factors behind writing problems of EFL learners.
2. To examine how these factors affect the practices and development of learners' writing skill.
3. To find out teachers' and learners' coping strategies that help them to minimize writing problems.

1.4 Research questions

The present study aims to answer the following research questions:

1. What are the influencing factors behind writing problems of EFL learners'?
2. How do these factors affect the practices and development of the learners' writing skill?
3. What coping strategies should English teachers and EFL learners employ to minimize the problem?

1.5 Significance of the study

The findings of this study are expected to have the following significances. Most importantly, the study helps the learners in improving their writing skill by indicating them some remedial measures to overcome the problem. In addition, the study assist teachers in solving class room factors affecting the practices and development of students' writing skill. Moreover, the findings of the research can be a useful foundation for curriculum designers for designing how to teach writing and it helps as a reference for other researchers who are interested to conduct further study on this area.

1.6 Scope of the study

This study was delimited to address the influencing factors behind writing problems of EFL learners. Therefore, its conceptual scope was confined to identifying the influencing factors behind writing problems of grade 11 students. The research area is delimited to Hawas preparatory school, which is found in Boku Shanen kebele, Adama city administration, East Shoa zone of Oromia Regional state.

1.7 Limitation of the study

This study is believed to have certain constraints. Primarily, the study is limited to only one school and one grade level due to the lack of time and financial constraints. As a result, the researcher couldn't incorporate more schools and more grade levels. The researcher also encounter lack of reference materials and internet accesses in order to find recent references related to the study. Therefore, some of the used literature references are out dated.

1.8 Abbreviations and acronyms used in the study

EFL- English as Foreign Language

ESL- English as Second Language

FL- Foreign Language

L2- Second Language

TEFL- Teaching English as Foreign Language

L1- First Language

UEE- University Entrance Examination

KG- Kindergarten

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter an attempted has been made to review some related literatures about the issue under investigation. Therefore, an intention is made to review the theoretical aspect of writing such as definition of writing, nature of writing, rational behind writing, importance of writing, teaching writing, approaches to teach writing, types of writing, factors behind learners' writing problems and finally the strategies used to minimize the writing problems were presented.

2.1 Definition of writing

Writing seems to have taken on different definitions for different groups of people in order to suit their different needs and purposes for writing. In its simplest form, writing may be just using graphic symbols or reproducing in written form something which has been heard or read. According to Widdowson (2001), writing is the use of visual medium to manifest the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usages. Thus, students must master the graphic system of language, its grammatical structure, and select the appropriate vocabulary (mechanisms of writing) related to the subject matter. However, they fail to do so for writing is the most difficult and complex skill, and also because it is an act of discovery. Another definition was given by Crystal (1999) who stated that writing is not a merely mechanical task, a simple matter of putting speech down on paper. Rather it is an exploration in the use of the graphic potential of a language -a creative process- an act of discovery.

Writing is a form of expression and communication which enables learners to communicate ideas, feelings, and different attitudes in a written mode. Writing can be an individual, a personnel, and social endeavor. As it is stated by Miller (2001, as cited in Richards & Renandya, 2003) even though writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with people. Being an expression and a social endeavor, Pincas (1992) goes to claim that writing is a system of graphic symbols, i.e., letters or combinations of letters which relate to the sounds we produce while speaking. Also writing can be defined as much more than the production of these symbols, just as speech is more than the production of sounds. For that, the graphic symbols

have to be arranged or combined according to some conventions to form words, and words to form sentences, and sentences to form paragraphs and essays.

Accordingly, writing is not making a lengthy list of words, as inventories of items of a shopping list. Although this shopping list may not seem to provide an example of sophisticated writing, it tells us something about the writing process (Harmer, 2007a). Harmer also defined writing as a process-that is, the stages the writer goes through in order to produce something in its final form. This process may, of course, be affected by the content of the writing, the type of writing, and the medium it is written in..., and this process has four main elements: planning, drafting, editing, and final draft. This idea is supported by Richards and Schmidt (2002) where it is stated that writing is viewed as a result of complex processes of planning, drafting, reviewing and revising. That is to say, the final product is the result of various operations. According to Hedge (2000), Writing is the result of employing strategies to manage the composing process . . . it involves a number of activities: setting goals, generating information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. Writing cannot be achieved if there is no coherence between the words or the sentences which are arranged in a particular order and linked together in certain ways and above all, holding a meaning. In this respect, learners at schools (universities) must master the academic writing which was needed in writing essays and paragraphs or other assignments for exams (Bailey, 2003). Moreover, writing in a foreign language is the ability to use language and its graphic representation productively in an ordinary writing situation. Writing in a foreign language means that the ability to use structures, the lexical items, and their conventional representation in ordinary matter-of-fact writing (Lado, 2000).

Furthermore, writing is a whole process which goes through different steps. It is not merely limited to express thoughts via written symbols, but also a tool of learning (Kate & Guy, 2003). Writing is a process of exploring one's thoughts and learning from the act of writing itself from what thoughts are. Being the most difficult and complex skill to be mastered by EFL students, Nunan (1989) pointed out that writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously. This means that, at the sentence level, the writer has to take into consideration many features such as content, sentence structure, vocabulary, punctuation and spelling. Beyond this level, i.e., the

sentence, the writer must be able to integrate information into coherent paragraphs and essays. In addition to its complexity, writing takes time and a lot of training to be mastered, i.e., only after years of training and practice at schools and universities few students, not all of them, are able to write correctly.

2.2 Nature of writing

Language skills are classified into two main categories: the productive skills (speaking and writing) and the receptive skills (reading and listening). However, their nature is not relevant to this division since listening and speaking are naturally acquired, while reading and writing must be learned at school and university. This is called literacy skill, i.e., the ability to read and write. Moreover, even if writing and speaking are belonging to the same category, they are sharply different as it is stated in this quotation “the productive skills of writing and speaking are different in many ways” (Harmer, 2007a, p. 246).

Richards’ (1990) viewpoint is that the nature and significance of writing has often been underestimated in language teaching, and in foreign language teaching, writing has often been synonymous with teaching grammar and sentence structure. Furthermore, in terms of complexity and difficulty many surveys proved that language production is difficult. Harmer (2007b) pointed out that there are a number of reasons why students find language production difficult where writing and learning to write has always been one of the most complex language skills. The complex nature of writing resides in the stages of the process we go through when writing, the lack of knowledge in the subject matter, etc. Moreover, it can be related to psychological, linguistic, and cognitive factors; this applies to writing in L1, L2, and FL. Besides its complexity, its difficulty, and its importance, writing is a dynamic process which allows writers to work with words and ideas no matter if these are right or wrong. This idea is supported by Zamel (1992) who described writing as a meaning-making, purposeful, evolving, recursive, dialogic, tentative, fluid, exploratory process. More importantly, writing is a process of discovery, i.e., a way to help learners to learn or to discover how to compose a piece of writing. Grabe and Kaplan (1996) think of writing as a technology, i.e., a set of skills which must be practiced and learned through practice. On the other hand, Bell and Burnaby (1984, as cited in Nunan, 1989) had a similar point to Tribble (1997). They pointed out that writing is a very complex cognitive activity in which writers must show control over content, format, sentence, structure, vocabulary, punctuation, spelling and letter formation, i.e., control at the

sentence level. Besides, writers must be able to structure and integrate information cohesively and coherently within paragraphs and texts.

According to White and Arndt (1991), writing is also a problem-solving activity developing in progress. It means that writing doesn't come naturally or automatically, but through cognitive efforts, training, instruction and practice. Even if it is a problem-solving, writing involves processes such as generating ideas, a voice to write, planning, goal-setting, monitoring and evaluating what is to be written and what has been written as well as the right language used by the writer. The nature of writing can be determined according to language transfer, i.e., to what extent L1 can affect students' written productions in English? In this respect, it was proved that writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or third language (Friedlander, 1997). Also, the writing of L1, L2, and FL, Edelsky (1982, as cited in Friedlander, 1997) indicated that writing knowledge transfers across languages. This transfer was independent of language proficiency as it stated in Jones and Tetroe's study (1987, as cited in Friedlander, 1997) that weaker writers' failure to use writing strategies in English was based on their failure to use these strategies in their first language. Also, the nature of writing can be linked to the nature of writers themselves such as students or people in general. And sometimes students/people are protective of their thoughts and; therefore, they prefer to keep them hidden in their minds, and many great ideas and observations are never born because their creators won't express them. Accordingly for those writers writing is nothing more than thought on paper (Stark 2005).

In short, the nature of writing requires that we write for an audience (reader) whose task is to decode what the writer has encoded previously. It is worth mentioning that, in contrast to speaker-listener relationship situation, in writing there is no interchanging participant and it is impossible to measure the effect of the message on the reader, but it is possible to determine the reasons that push us to write and these reasons are different from one writer to another.

2. 3 Rational behind writing

In everyday life the amount of writing we do is minimal, i.e., in our daily routine we may write down a telephone message, a shopping list, an invitation, etc. Accordingly, Harmer (2007a) stated that because writing is used for a wide variety of purposes, it is produced in many different forms. The shopping list and the telephone message are a type of writing that many

people do, as a matter of course. Furthermore, our writing is usually addressed to family members, colleagues and friends. Nevertheless, in terms of frequency, McDonough and Shaw (1993) argued that most people talk and listen far more than they actually write.

Thus, it is evident that if people have few real worlds' reasons to write, they have even fewer to do so in second or foreign language. This seems to show that writing is most of the time done for educational purposes and it may be the case. As Hedge (2000) stated that as far as writing in the English classroom is concerned these purposes are to enhance learning and consolidate structures and vocabulary.

Raimes (1994) had the same point of view as Hedge's (2000), but draws attention to other important reasons: First, learners can go beyond what they have learned by taking risks with the language; they can use structures or words they have not seen yet no matter if these are right or wrong. Second, writing may give learners a sense of involvement with the new language because as they express their ideas, they also use their eyes, hands, and brain which is relevant for learning. Third, as learners think what to write about and how to express their ideas, they find out new ways to write and express them; they also discover the need to get the right words and sentences. This let us see that writing is a cognitive activity because of the close relationship between thinking and writing. This means that one of the educational purposes of getting learners to write is to get them to think in order to express, order, and communicate their ideas effectively. Nonetheless, Hedge (2005) argued that successful writing goes beyond producing clear and accurate sentences since learners must be aided to write and express their ideas in the most appropriate and creative way. White and Arndt (1991) go on to claim that the teacher's aim is to make writing a creative and stimulating process so that students do not feel intimidated and frustrated by the complexity of writing. Also, the teacher has to clarify to the students what relation can be done between writing and the other skills, and how they can benefit from this relation.

2. 4 Importance of writing

Learning a foreign language entails learning to write it and many foreign students are least proficient in coping with the writing system. Only a minority feels compelled to use it in some formal situations because it is a difficult skill to acquire. Writing provides an importance mean to personal self-expression (Mc Arthur, et al., 2008). Its importance lies in its power as it is

stated by Arthur, et al. (2008). The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically because it can reduce depression, lower blood pressure, and boost the immune system. In this respect, we should not neglect the importance of the writing skill in Teaching English as a foreign language because it expresses social relationships which exist due to the individuals' creation via discourse, but these relationships are not only discourse.

According to Hyland (2003), writing is one of the main ways that we create a coherent social reality through engaging with others. Also, the practice of writing can provide different learning styles especially for those who find it difficult to learn through the oral skill, for such students writing is likely an aid to retention. It means that students feel more secure and relaxed in writing at distance rather than feeling compelled to deal with immediate communication through oral practice. Moreover, writing provides varieties in FL classrooms through the assigned activities such as punctuation and grammar, to supply different writing models. Furthermore, writing is used in formal and informal testing. For instance, oral ability cannot often be tested through the oral skill as it might seem impossible regarding the large number of students and time allocated. Thus, writing can supply oral testing. These considerations suggest that we can make good use of writing as an integrated skill to learning English as it complements the leaning skills and serves as a reinforcement of the language learnt orally. However, some learners of English do not agree with the importance assigned to the writing skill. Regarding this, Doff (1995) stated that if we think only of long-term needs, writing is probably the least important of the four skills for many students, they are more likely to need to listen to, read and speak English than to write it. Their need for writing is most likely to be for study purposes and also as an examination skill.

Most contexts of life (school, the workplace, and the community) call for some levels of the writing skill, and each context makes overlapping, but not identical demands. Proficient writers can adapt their writing flexibly to the context in which it takes place. It is a skill that draws on sub-skills and processes such as handwriting and spelling, a rich knowledge of vocabulary, mastery of the conventions of punctuation, capitalization, word usage, and grammar; and the use of strategies such as planning, evaluating, and revising text. All are necessary for the production of coherently organized essays containing well developed and pertinent ideas, supporting examples, and appropriate detail. This role can be characterized as "learning to

write”. Moreover, writing is a means to extend and deepen students’ knowledge; it acts as a tool for learning subject matter. This role is called “writing to learn”. In fact, the roles of learning to write and writing to learn are interdependent.

In the school setting, writing plays two distinct but complementary roles. First, it is a skill draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goal, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening student’s knowledge; it acts as a tool for learning subject matter (Key, 2000; Shanahan, 2004; Sperling& Freedman, 2001). Because these roles are closely linked, it is recommended that language arts/ teachers have to use content – area texts to teach reading and writing skills and that content – area helps the teachers to provide instruction and practice in discipline – specific reading and writing. Writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also an important skill in studying English, which need great investment from the students. Many students in high school do not know the importance of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill. For example, students study writing skill from low to high, from basic to advance. At grade 10, students mainly study writing one paragraph or a small part in essay. This provides students with some background knowledge before studying writing tasks at 11th grade. Similarly, writing tasks in 11th grade will prepare students essential skill to help them write well at higher level of 12th grade. Writing of 11th grade plays an important role because it prepares needed things for students such as: grammar points, content, vocabulary and especially helps them to know how to write a paragraph or essay before they study carefully in 12th grade.

Nowadays, writing is also the key to success in college and university and almost all college or university required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams. Good at writing can help students get a good job. That’s why at present, many foreign companies need people with high writing skill level to help them makes contracts or documents in English.

2.5 Teaching writing

Writing can be taught in different forms of activities. These are: Controlled writing activities, Guided writing activities, and Free Writing activities. Pincas (1982) states that controlled writing activities focus on accuracy of the form. According to this approach, students make mistakes in writing if they are left free. If there is no control, the writing they produce would be a full of errors and they could not be able to progress in writing correct sentence and paragraph. Controlled writing activities are given to students with the teacher being controlling power looking for all the activities the students performs. The teacher has the authority who gives every instruction and the material to be written and the students are expected to do the orders of the teacher. For example: changing questions to statement, present to past, singular to plural, combining isolated sentences, making sentence out of fragment, and etc.

In guided writing activities, the control of the teacher is less when compared to the former type. It intermediate between controlled and free writing. According to Pincas (1982), Guided writing stands as a bridge between controlled and free writing. It includes any writing for which students are given assistance such as a model to follow, an outline to expand, writing parallel passage, completing half side dialogue, transformation of sentences. Example: active to passive. A free writing activity refers to an advanced stage of writing, in which the aim is to develop a good writing skill without the control of teachers and instructions. Topics and some situations may be presented by the teacher and students are expected to produce their own writing.

2.6 Approaches to teach writing

There are two major approaches to teach writing: the product and the process approaches. The product approach to writing focuses on the finished products of the writing work rather than the process. Nunan (1989) states that the product approach to writing focuses on the end results of the act of composition, that is the letter, essay story and so on. The writing teacher who uses the this approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on.

The product approach is an orientation whose primary focus is the end result of what students produce. Formal accuracy and correctness in grammar, spelling, use of vocabulary, convention of layout etc. are given the utmost priority. According to Byrne (1988), the product approach of writing is an accuracy oriented approach that focuses on the control of mistakes in order to

eliminate them from written works. As Raimes (1983), in the product approach of teaching writing students are given sentences to copy and manipulate grammatically and correctly with very limited opportunity of making mistakes. Hedge (1988) suggested some points which students should include in the product approach of writing. These include: Getting the right grammar, having a range of vocabulary, punctuating meaningfully, using the conventions of layout correctly, Spelling accuracy, using a range of sentence structures, linking ideas and information across sentences to develop a topic, developing and organizing the content clearly and convincingly.

The process approach to writing focuses on the composing process of writing instead of on the written final products. Encouraging students to have a sense of purpose and audience, while writing about a certain topic, is the major task of teachers who teach in line with the process approach. Hedge (1988) stated that good writers appear to go through certain processes which lead to successful pieces of written work. She has proposed the following steps that good writers follow in the process approach of writing.

- The writers start with an overall plan in their head.
- They think about what they want to say and who are they writing for.
- They then draft out sections of the writing and as they work on them, they constantly reviewing, revising and editing their work.

2.7 Types of writing

Paragraphs and essays can be written in different types or styles. A writer will choose a type depending on what he/she wishes to accomplish, what sort of material is to be discussed, and what kind of effect he/she wants to have on the reader. Generally speaking, there are four types of writing; though normally these types are mixed together.

Firstly, exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture. The second kind is argumentation or persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and

procedural rules in both artificial and real world setting. Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

Description is also one of four rhetorical modes (also known as modes of discourse). It is also the fiction – writing mode for transmitting a mental image or the particulars of a story. The purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes. Fiction is a form of narrative, fiction – writing also has distinct forms of expression, or modes, each with its own purposes and convention. Finally, Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others.

2.8 Factors behind learners' writing problems

This section is exhaustively devoted to explain the influencing factors that hinder the learners not to write correctly, including the learner as a source of writing difficulties, the nature of writing process, lack of motivation, inadequate time, and lack of practice, teachers' feedback, lack of reading, the influence of the first language, and so on.

2.8.1 Learner as a source of writing difficulties

The ability to write well is not a naturally acquired skill; it is usually learned. It must be practiced and learned through experience. This means that, taking time over writing and doing a lot of reading are absolutely essential part of writing. But, learners fail to appreciate writing as a skill, i.e., how to be a skillful writer or how to write a correct paragraph /essay. They write the way they speak. Thus, learners usually face many problems in expressing themselves systematically and logically, either in the mother tongue or foreign language due to their own failure and lack of commitment in using the language.

2.8.2 The Nature of Writing Process

Writing is a complex process that requires the mastery of grammatical devices, conceptual thinking and judgmental (have purpose and activating) elements (Byrne 1988, Heaton 1990). Byrne (1988) classifies the writing complexities into psychological, linguistic and cognitive problems. Grabe and Kaplan (1996) think that since writing does not come naturally but rather gained through continuous effort and much practice, it becomes a complex skill. Norish (1993) states in written medium, information has to be transmitted without any aid from sources other than the language itself. It seems to follow from this that more attention is needed to be paid to the language as a code in short to the grammatical and lexical system than is the case with speech. Therefore, one has to practice more to be proficient in writing as it needs a sophisticated knowledge of the language to transmit a meaningful message for an audience.

In addition, Ur (1996) stated that much higher standard of language are normally demanded in writing than in speech: more careful construction, more precise and varied vocabulary, and more correctness of expressions in general. Ur further stated that writing is a mess business which requires passing through a number of untidy drafts before reaching a final version.

2.8.3 Lack of Learners' Motivation

According to Zamel (1997), the writing class should take into account the learners' purposes for writing. Writing tasks can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants. Davies (1998) thinks that learners will be encouraged to write if writing tasks motivate them and keep them interested. According to Leki (1991), the desire on the part of the writer to communicate something is very important because it is much more difficult for students to write about something they have no interest in. Silva (1997) in Thomson (2003) believes that it is both 'reasonable and motivating' to allow students to choose their own topics and that when students are allowed this freedom, their work is more successful. Similarly, Hudelson (1989) in Thomson (2003) found out that the quality of writing was better when students were allowed to make decisions about their topics.

In addition, Pincas (1982) thinks that for all ages and levels, motivation is increased if writing is placed in a realistic context. Byrne (1988) believes that most of writers write less well if they are obliged to write about something that they do not want to write about.

2.8.4 Lack of adequate time

Hedge (1988) stated that the idea of time needs to be given attention because writing activities by nature have different stages which need ample time. Learners need time for gathering ideas, organizing their ideas, writing drafts, proof reading and re-writing. Colions and Gethen (1980) in Kroll (1990) have observed that much of writing stems from a number of constraints that must be satisfied and coordinated at various “structural levels,” that is over all text structure, paragraph structure, sentence structure and word structure. They argued that the attempt to coordinate all these requirements is a staggering job, thus the amount of time allotted to produce a wiring might affect the level of mastery of the above- mentioned items.

In line with this, White and Arndt (1991) in Italo (1999) stated that time is needed to incubate, sift and shape ideas. Of all the skills, writing is one which most benefits from time. In the process approach to teaching writing, the quality of students’ written work can be affected by the amount of time that they are allowed. Similarly, Raimes (1983) thinks that time is a crucial element in the writing process and an element that distinguish writing from speaking. Time may also be a key factor in producing a text with full of control over organization and coherence.

In addition, many students and teachers feel that writing under time pressure is a very unnatural situation and perhaps cannot lead them to produce compositions that are truly representative of their capabilities (Kroll, 1990).

2.8.5 Lack of practice

According to Davies (1998), writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience. Grabe and Kaplan (1996) believe that writing does not come naturally but rather gained through continuous effort and much practice. In addition, learners must take the responsibility for their learning if meaningful learning is to take place. He also adds that the best ways to learn any skill would be to practice it. To become a good driver, the best way is to drive. Similarly, to become a proficient writer, the best way is again to writing a lot. Furthermore, Hedge (1988:11) states that “my own experience tells me that in order to become a good writer; a student needs to write a lot”.

2.8.6 Teacher's feedback

Zamel (1985) stated that teacher's feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators. Similarly, Byrne (1988) thinks that if we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeeded in doing. This might help students writers to appreciate receiving comments and use them in their revisions. Similarly, Edge (1989) in Ancker (2000) believes that when teachers decide to correct their students, they have to be sure that they are using correction positively to support learning. Ferris (1995) thinks that teachers should not abandon constructive criticisms but should place it side by side with comments of encouragements. Ellis (1994) in Lipp and Ockay (1997) said that students' motivation is closely linked to language acquisition. To motivate students, the writing teacher should include comments of praise and encouragement in their written feedback. If teachers see their students' response as the end of the interaction, then students will stop there. If, however, the response includes specific direction on what to do next, there is a chance for application of principles (Lees, 1979). On correction errors, Norish (1983) states that when considering correction of errors as the stage of more or less free writing, it is a useful and stimulating exercise for the students to check their work in groups or pairs. This saves the teachers' time and encourages communication among the students.

However, in general and in most cases, the teachers' feedback is unclear, inaccurate and unbalanced. As a result, the feedback given does not help students develop their writing skill (Cohen and Cavalcanti, 1990). Zamel (1985) also found out that the written responses given by teachers were vague and abstract which do not help students revise their writing. In addition to this, the corrections EFL teachers made were related to surface level problems, that is, focusing on spelling, tense and punctuation forgetting content and organization of the writing that affect meaning and communication (Zamel, 1985; Cited in Alamirew, 2005).

2.8.7 Lack of reading

Reading is a useful tool to improve students writing for it is the study of what is written. Some reports by Krashen (1984, as cited in Harmer 2006a) compared classes that did more reading than writing allowing the conclusion that the reading group showed more progress than the writing ones in the writing test. That is, even if the two skills are separated, for reading is a

passive activity while writing is a productive one, they are nonetheless complementary and can be closely developed. Byrne (1991) argued reading, of course, can be the goal in itself and in any case is likely to be a more important one than writing, but the two skills can and should be developed in close collaboration. In this respect, many surveys are done to confirm the existence of the relationship between reading and writing. The findings proved that really there exists a relationship between them.

In the same vein, (Eisterhold, 1997) stated better writers tends to be better readers, better writers read more than poor writers, and finally better readers tend to produce more syntactically writing than poorer reader. This means that, the question in second or foreign language learning concerns the directionality of the skills transfer. The most obvious direction is from reading to writing, although some studies (Kroll, 1997; Sadek, 2007; etc.) Show that writing activities can be useful for improving reading comprehension and retention of information in particular. Furthermore, reading in the classroom is understood as the appropriate input for the acquisition of writing skills for it is generally assumed that reading passages will somehow function as primary models for which writing can be learned or at least inferred. Accordingly, it is reading that gives the writer they feel for the look and texture of reader based prose. That is why Raimes (1994) emphasized the use of reading technique when teaching writing to the students because reading can do far more in the teachings of writing than simply provide subject matter for discussion and for comprehension topic. This means that, when the students read, they engage actively with the new language and culture, in our case it is English which they have little occasion to speak or hear spoken face to face. The more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language (Raimes, 1994). In other words, reading is a pre-condition for writing because it plays an important role in its development. One cannot improve writing if he/she does not read frequently. In any case these two skills go hand-in-hand, and one cannot function without manipulating the second. We often read to get the information we need to include in our writing.

2.8.8 The influence of First Language

In addition to the lack of both reading and interest in writing, students face another obstacle that hinders their abilities to write correctly. This problem is the main concern of many researchers such as Harmer, (2006b); Kroll, (1997); Sadek (2007); Stark, (2005); etc. Generally, foreign language teachers emphasize the need for EFL writers to think and write as far as possible in English. Friedlander (1997) thinks that writers do any of their work in their first language. It means that this way of writing will inhibit acquisition of English due to transfer of structures and vocabulary from first language in an incorrect way. However, Friedlander's (1997) study indicated that writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or third language (Friedlander, 1997). Regarding the writing of first, second, or third language, Edelsky (1982, as cited in Fiedlander, 1997) indicated that writing knowledge transfers across languages. This means, students' writers use their strategies and knowledge acquired by their L1 to aid and helps their L2 or FL writing.

Also, Jones and Tetroe (1987, as cited in Friedlander, 1997) claimed that writers transferred both good and weak writing Skill from their first language to English. They added weaker writers' failure to use writing strategies in English was based on their failure to use these strategies in their first language. In other words, students' writers who have never acquired strategies in their first language could not transfer them to their second or third language. In contrast, many other studies indicate that, it is not necessary to be good writers in L1 to be so in L2, or third language writing. Carson, Carrell, Silberstein, Kroll, & Kuehan, (1990) concluded that the acquisition of L2 literacy skills by adults already literate in their first language is a complex phenomenon involving multiple variables.

2.8.9 Lack of appropriate approach to teach writing

The teaching of writing in EFL classes has witnessed important changes in the last twenty years; strongly influenced by research insights from mother tongue contexts, resulting in pedagogic shifts. For many years the teaching of writing in any context was largely ignored forever tested but seldom taught. Thus, the focus was on what the students produce, not on how to do it.

Raimes (1994) stressed the importance of how to teach writing not what to teach and drew attention to the Controlled-to-Free Approach, the Free-Writing Approach, the Paragraph-Pattern Approach, the Communicative Approach, the Grammar Syntax-Organization Approach, etc.

Raimes (1994) also agreed that there is no one answers to the question of how to teach writing in EFL classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles. This may be due to the fact that writing is a process of exploring one's thought and learning from the act of writing itself what these thoughts are. It includes different features such as syntax, content, grammar, mechanics, organization, word choice, purpose, audience, and the writers' process-which are required and necessary in writing any topic such as Linguistic, Literature, Civilization, and others). Accordingly, teachers have developed many approaches to the teaching of writing. Before the 1960s, writing was a neglected skill in the English as a second language (ESL) and EFL. Raimes (1994) identified various approaches to teaching writing. These are:

I. Controlled-to-Free Approach

According to Raimes (1994), it is the approach that stresses three features mentioned: grammar, syntax, and mechanics; it emphasizes accuracy rather than fluency or originality. Finally, it is a sequential approach, i.e., students deal with writing according to the following steps: sentence exercises, paragraphs to copy or manipulate grammatically, and after these students are allowed to write controlled composition with the help of the of the teacher's intervention to correct the errors. And once the students reach a certain level of proficiency, they are encouraged to write free composition.

II. Free Writing Approach

In this approach, teachers are expected to stress content and fluency. When the students are engaged in writing, they do not have to worry about form. Once the ideas are on paper, grammatical accuracy, organization and the rest will gradually follow. Concern for audience and content are seen as important in this approach especially where free- writings often revolve around subjects that the students are interested in, and make the basis for other more focused tasks (Raimes, 1994). Contrary to the Controlled -to- Free Approach, the role of the teacher is limited to reading the students' productions and sometimes making comments on the expressed ideas. In other words, the piece of writing should not be corrected, but possibly read aloud and the content commented upon.

III. Paragraph-Pattern Approach

Unlike the previous approaches, the Paragraph-Pattern Approach stresses another feature. It is organization of language rather than accuracy of grammar or fluency of content. The paragraphs, the sentences, the supporting ideas, cohesion, and unity are the most important points that are dealt with. Student's main task is to copy and analyze form of the model paragraphs. And sometimes, they imitate model passages. Moreover, students can be given scrambled sentences to be ordered into a coherent paragraph, to identify general statements, to find out the topic sentence, or they insert or delete sentences (Raimes, 1994).

IV. Grammar-Syntax-Organization Approach

Under this approach, teachers stress the need to work on more one feature. According to Raimes (1994), writing cannot be seen as composed of separate skills which are learned one by one. This means that students should pay attention to, simultaneously, organization and at the same time work on grammar and syntax which are necessary to carry out the writing tasks.

V. Communicative Approach

The main concerns of this approach when producing a piece of writing are its purpose and audience. Thus, students are encouraged to ask themselves two main questions: Why am I writing this? And who will read it? So, the purpose, i.e., the communicative function of the text can be grouped according to whether it is intended to entertain, inform, instruct, persuade, explain, argue a case, and so on (Harris,1993). In this approach, students are encouraged to behave like writers in real life which means that teachers must devise situations that permit them to write purposefully. In other words, students can write to each other in the classroom or use writing in role play situations.

VI. Product Approach

This point explores the product approach to writing succinctly given the small amount of information and attention it receives for being form-based. It is also compared to the process approach. So, the researcher shall mention some characteristics of this process to highlight features of the product approach. Generally speaking, the product approach to writing focuses on the end product. A particular feature of this approach is its attention to correctness. As it is reported by Nunan (1989), the teacher who adopts a product- approach makes sure that the end product is grammatically correct. McDonough and Shaw (1993) argued that it is a traditional

way to teach writing whose focuses are on accuracy and consolidation of grammar. Moreover, the teacher becomes a judge of the finished product. Tribble (1997) 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. Moreover, learners are given writing models to construct sentences, develop paragraphs, and sentences out of these models.

Nevertheless, Zamel (1992) stated that learning by imitating was thought to be appropriate at the sentence level, where the structure is somehow relevant. However, in a certain way, imitation does not match with the recent view of language and learning at the discourse level. Thus, it is this mismatch between rise to the process of composing as well as the realization that the final product is not produced at the first attempt, but after a long process and some drafts.

Attempts to understand the process underlying the production of a piece of writing led to the process approach. This latter makes teaching writing more explicit given the stages writers go through which help them communicate their ideas more effectively. The Product approach sees writing as strictly a solitary activity especially during exams. In this respect, (Zamel, 1992) claimed that students get very few opportunities to write, and when they do so there is still a tendency to look at texts as final products for evaluation. Therefore, this might make learners think that the purpose of writing is for evaluation rather than for communication.

According to Richards (1992, as cited in Sadek, 2007), the product approach leads to practice in the structure and organization of different kinds of paragraphs and texts. Accordingly, the main features of this approach are:

- Learners have specific writing needs, either for institutional writing or personal writing.
- The goals of a writing program are to teach students to be able to produce the kinds of written texts they will most frequently encounter in educational, institutional, and/or personal contexts. The writing program will focus on the patterns and forms used in different kinds of written text (e.g., differences between descriptive, narrative, expository, and persuasive writing, formats need to present information in an essay or report; different ways of organizing information in paragraphs).
- The grammatical patterns and grammatical rules used in different kinds of texts are presented in model composition, which are constructed to display the rules that learners should use in their own writing.

- Correct sentence structure is the main aspect of writing, grammatical skill receives considerable emphasis.
- Errors in writing are avoided by providing learners with models to follow by guiding and controlling what learners write to prevent them from making errors. Thus the primary emphasis is on providing practice in different kinds of texts.

VII. Process Approach

Writing has been associated with accuracy and traditional teaching, i.e., teachers ask students to write for language improvement and consolidation of grammar items then, the final product serves only for correcting aspects of the language. Nonetheless, more recent approaches to writing have stressed that learning to write does not involve asking learners something on a given topic without a purpose and audience in mind. Learning to write is a process which entails a series of steps writers go through to arrive at the final product. More specifically, the process approach has emerged as a reaction against the product approach where Silva (1993, as cited in Sadek, 2007) pointed out that this approach calls for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing process. Thus, the teachers' role is to help students to develop viable strategies for getting started. Those strategies are: finding the topics, generating ideas and information, focusing, and planning structure and procedure (Silva, 1993, cited in Sadek, 2007). This means that teachers should become facilitators rather than assessors helping students to develop those strategies mentioned above with easiness. For instance: drafting means writing several multiple drafts, revising means adding, deleting, modifying and rearranging ideas, and editing means looking at vocabulary, sentence structure, grammar, and mechanics. On the other hand, by collaborative we mean getting learners to interact with each other mainly for feedback as we stressed above so that writing is not seen as a solitary or isolated activity as it was usually thought of, but a more creative and dynamic one. In fact, the teacher's goal in the process approach is to present writing as a stimulating process (White & Arndt, 1991).

Hedge (2000) view process approach as the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and process which are neither easy nor spontaneous for many L2 writers. Regarding the characteristics of viewing writing as process, Grabe and Kaplan (1996) stated that the process approach encourages learners to:

- Write on relevant topics or topic learners find interesting rather than having the teacher who assigning the topic.
- Plan their writing having a purpose in mind and a context to base the written text on rather than write freely without having anything to say.
- Be creative and imaginative using pre-writing activities, different drafts and feedback rather than immediately putting pen to paper without previous planning and revision.
- Get feedback from real audience either from peers, small groups or the teacher through formative evaluation.
- Focus on content and personal expression rather than the final copy, grammar and usage.
- Look at writing as recursive rather than a linear process since repetition of activities and steps are relevant and necessary.
- Be aware of the writing process and the issues relevant to it such as audience, planning, etc., rather than teach students to write without a suitable method.

Accordingly the process approach is usually considered as a positive innovation which enables both teachers and students to interact more meaningfully with a purpose in mind when writing, i.e., why write? And to whom we write? Moreover, it is important to make student aware of how to get started by encouraging them to start think and produce ideas. Also, allowing time for the process is essential as well as feedback so that students can discover new ideas, sentences, words, etc. as they plan and work through the initial drafts. This shows that process writing is a way of creating, discovering, and extending meaning(Tsui,1996).Furthermore, another characteristic of using the process approach in writing is noted by Silva (1993, as cited in Sadek, 2007) as non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning.

2.8.10 Lack of adequate techniques to teach writing

The teachers' main task is choosing the best classroom technique and this should be a day-to-day business of every writing teacher. Any decision teachers 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. These issues are not confined to any one of the approaches outlined before.

Accordingly, Raimes (1994) proposed some basic questions that must be asked by any teacher during writing class. Among these: How can writing help my students learn their second or foreign language? How can I find enough topics?, How can I help to make the subject matter meaningful?, Who will read what my students write?, How are the students going to work together in the classroom?, How much time should I give my students for their writing?, What do I do about errors?, and so on.

2.8.11 Lack of teacher's corrective feedback and reinforcement

Teachers should intervene by motivating, provoking, supporting, and even suggesting or advising students, in addition to reacting, responding, and correcting. What is shared between these last three concepts is that, each of them needs a "feedback" that reinforces students to do better. As it is stated in (Language teaching and applied linguistics, 2002) Feedback is very important in the teaching a foreign language; in teaching, feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons. Many students find this type of feedback de motivating because of its emphasis on performance in relation to others. And this creates a kind of discrimination among those who always work and those who always participate. This can lead students to be more concerned with failure and avoidance rather than being motivated to master the writing skill. According to Harmer (2007), teachers' reaction to their students' work can be done in two ways: "correcting" and "responding".

By "correcting", it means correcting mistakes of a student's written performance on issues such as syntax, grammar, collocation, etc. When teachers' intervention is designed to help students edit and move to another new draft, responding is more appropriate than correcting. This means that our task, as teachers, is not to say what wrong or right, but to ask questions, make suggestions, and indicate where the student could improve his/her writing either in the content

or in the manner of his/her expression. This type of feedback will improve the students' level and they can take advantage of such help. This way of reaction to students' work, makes the teacher seen as evaluator/ examiner. Students are generally very interesting in numerical grades, but it is worth understanding where their weaknesses and strengths lie. Hence, teachers should "write at least a brief comment on their work where we mention task achievement (Harmer, 2007). These comments are motivating for the students if they are positive, i.e., the students will revise again their work and try harder in future.

In some cases, the overuse of red ink will frustrate students. As it is pointed by Harmer (2007) that most students find it very disporting if they get a piece of written work back and it is covered in red ink, underlining, and crossing out. This means that the teacher's over-correction is a problem that hinders student's writing. Even if some pieces of writing are completely full of mistakes, over correction can have a very de motivating effect. Thus, the teacher has to achieve and make a sort of balance between being accurate and truthful and treating students sensitively and sympathetically. Accordingly, to avoid all these troubles, Harmer (2007) suggested an appropriate and useful ways of correcting students' work, which he called "selective correction". In other words, the teachers do not have to correct everything, i.e., they should tell their students that they are going to only correct, for example, mistakes of punctuation, tenses, spelling, paragraph organization, etc.

In fact, our students write to get good marks in the exams and not for the sake of writing itself. For them writing is useful only if it brings good marks. However, it is worth mentioning that in addition to giving marks, teachers should write comments at the end of a piece of writing which will reinforce them to work hard to reach a certain writing level. When writing comments, teachers should use comments which praise, motivate, and encourage the students. Otherwise, students will despise writing because of the frustration they feel when they see only negative marks. As it is maintained by Harmer (2006) that correcting is important, but it can be time consuming and frustrating . . . correction is worth less if students just put their corrected writing away and never look at it again. That is, teachers should be aware that their students understand their problems committed in writing and then rewrite their pieces of writing again correctly since it is the main aim of that correction. Harmer (2006) also claim that in big classes, it is difficult for the teacher to make contact with the students and it is difficult for the students to

ask for and receive immediate attention . . . but despite this there are things which teachers can do such as the use of worksheets and the use of pair work and group work.

Black and William (1998, as cited in Mc Arthur, et al., 2008) argued strongly that teachers need to give feedback that gives each student a specific guidance on strengths and weaknesses. The implication for teachers of writing is that they must use feedback alongside challenging goals. In other words, receiving no feedback is a frustrating experience for learners preparing a final exam. Thus, students need to know how effective their writing is as they long for improvement.

2.8.12 Teachers' responses to students' writing productions

Teachers' reaction to students' writing productions can be done by correcting and evaluating issues of grammar and lexis rather than issues of text design and content. All this can be done when correcting exams' papers or student's assignments, as homework; even our students are accustomed with this type of feedback. In this respect, Harmer (2007) claimed that many students value this kind of correction extremely and feel uncomfortable when other kinds of feedbacks are offered. However, this type of reaction is done only during exams; it is not sufficient to enhance and improve students' level in the writing skill. Therefore, the question which deserves to be asked is the following, what about the rest of the year since exams are just for specific time?

To remedy students' poor achievement in writing, it is preferable for teachers to react by responding to written work as guiders, facilitators, or assistants than evaluators or judges. When responding to students' work, it means that the teachers react, to the content and the way the piece of writing is constructed, supportively by giving suggestions, asking questions, etc. and not grading the work or judging it as a finished product. Moreover, the teacher tell the students how well they are going so far; by making comments concerning the correct use of language and suggesting other ways to improve writing. In this respect, Raimes (1994) suggested that responding to student's writing is very much a part of the process of teaching writing. Responding to students' work is not that easy task, i.e., the teacher should know and practice the different ways that are used. Accordingly, Harmer (2007) suggested many ways to do this task, initiating on responding to "work-in progress". It means that when students are engaged in writing, teachers should visit and speak to students about their writing by asking many

questions such as “what a certain sentence means?”, or “why they have started in this particular way?”, or they give them some suggestions.

What is important in work-in-progress is that teachers have to think carefully about the way they give advice or suggestions, and remain as neutral as possible. By doing so, students will tremendously benefit from this individual attention from the teachers, but still teachers should approach this task with great sensitivity. However, this way of responding does not work with all students. In other words, there are some students who do not appreciate a teacher’s intervention especially in writing. This means that, the teacher should be aware about these special cases and treat them positively. Also, responding to students’ work can be done by writing comments, after handing the draft to the teacher. In such circumstances, the teacher should write comments that encourage, foster, and enthusiast the students to carry on their writing, giving impression that are appropriating the student’s text. Many teachers find it difficult to separate their roles as evaluator from that of coach.

In short, reacting, correcting and responding to students’ writing productions are appropriate in effective ways will minimize and encourage students to improve their writing. Also, feedback, whatever type is, is a useful tool in addition to grading students’ works, but if it is positive one. In sum, the factors behind students’ poor writing performances are countless. Considering that our students are not interested in reading which is the most appropriate input to improve their writing; they are not motivated to write, and even if they are engaged in writing, their purpose, in doing so, is just to get good marks. Students also suffer from language transfer; they usually use their L1 in thinking or writing in English, lack of appropriate approach and technique to teach writing, lack of teachers’ corrective feedback and reinforcement, and teachers’ responses to students’ writing productions also accounted for the students’ poor writing performance.

2.9 Strategies used to minimize writing problems

Students learn to learn by writing and they need regular opportunities to write in all subjects. A consistent approach to the writing process in all subject areas and explicit instruction on the writing process by the subject teacher helps students to become better writers. Model of good writing in the subject area, and feedback that is constructive and formative, are critical for students’ growth as writers. Students are sometimes confused by differences in writing requirements from subject to subject with in the same school. Although different subjects

require different types of writing assignments, all writing types can follow the same process. Teachers strive to support students with learning problems in their class room by developing a range of strategies to differentiate the curriculum. Sometimes it is not the curriculum that needs to be changed but the tools that the students use to produce their work.

By adopting a consistent writing process across all subject areas, teachers ease some of the stress associated with writing, and help students build confidence and skill as writers. The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. Therefore, effective writers cycle through these stages until they are satisfied that the writing achieve its purpose. It is not always easy to begin writing. Even professional writers sometimes suffer from what is called writer's block_ a sort of mental or emotional paralysis that prevents people from begging the writing process. This procrastination causes the anxiety to increase and you keep putting the paper off until the last possible minute. Parents and teachers have probably been telling their students not to procrastinate, but what if they are not sure how to start? The following techniques may help students to minimize the writing difficulties.

- **Understand your assignment:** read your instruction carefully and make sure you understand exactly what your instructor wants you to write and how he/ she wants that information presented (length, format, citation, style, etc.)
- **Free writing:** a blank page or computer screen can be intimidating and depressing. So fill it up with words without worrying about grammar, spelling or organization.
- **Talk it over:** One of the best ways to develop ideas for a paper is to talk about it with someone else. Friends and family may also be helpful to brainstorm ideas.
- **Using picture techniques:** Pictures can be a valuable resource that provides a shared experience for students in class, a common base that leads to a variety of language activities. Using pictures, all students after close observation of the material, will immediately need the appropriate vocabulary, idiom, sentence structure, words choice, etc. to discuss and translate what they see into graphic symbols. Also they provide for the use of a common vocabulary and common language forms. In addition, a picture can be used only for another task, also as ranging from fairly mechanic all controlled compositions, sentence commissioning exercises, sequencing of sentences to write dialogs, letters, reports, and essays. Finally, pictures use, in the classroom, stimulates students' attention and also create a concrete real world in the classroom. So, it is a valuable resource as claimed by Raimes (1994) as a shared experience in the classroom,

as a need for common language forms to use in the classroom, as a variety of tasks, and as a focus of interest for students.

- **Applying reading techniques:** Teachers must be aware that reading can be a useful tool to improve their students' poor writing. Hence, a short story, a newspaper, a letter, or a piece of student's writing can work the same way as a picture to provide shared content in the classroom. Reading can also create an information gap that paves the way to different communicative activities. When a teacher encourages his/her students to read, they engage with the new language and culture, new vocabulary, new ideas, and so on.

In the same way, Raimes (1994) stated that the more our students become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of the native speakers of the language the more they become good writers of the language. This technique includes many activities which fall into two broad categories: Students can work either with "the text" or "from the text". The former means that the students copy the writer's choice of specific linguistic and logical features such as cohesion links, punctuation, grammar, sentence arrangement, and organization. While the latter, from the text, means the students create a text of their own by summarizing, completing, speculating, or reacting. Therefore, this technique can help solve student's problems of writing if it is frequently used by the teacher.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

As stated earlier, the main objective of this study is to investigate the influencing factors behind writing problems of students in EFL context. So this chapter describes the research methods that were employed to achieve the intended objective of study. Therefore, it describes the research design, population of the study, sample and sampling technique, methods of data collection, procedures of data gathering, and methods of data analysis used in the entire study.

3.1 The research design

The study used descriptive research design involving a mixed research method that combines both qualitative and quantitative forms. The qualitative approach helps to get the participants' comments and explanations which are useful in developing the research findings and a holistic picture of understanding the problem, while quantitative approach is used to get a large number of data that helps for describing sampling respondents in order to synthesize numerous independent data pertaining to numerical analysis.

3.2 Population

The target population of this study were all grade 11 students of Hawas preparatory school students enrolled in 2009 academic year which are 1460 in number (725 males and 735 females) and all grade 11 English teachers which are 7 (6 males and 1 female) in number.

3.3 Sample and sampling techniques

The samples of students were selected for the purpose of questionnaire by simple random sampling method in which each element in the population have an equal chance of being selected. Therefore, out of the students' total population which is 1460, the researcher selected 10% (146) students for questionnaire and seven English teachers for the purpose of interview by an availability sampling method. Out of 146 students selected for the questionnaire, 10 students were again randomly chosen for the purpose of interview.

In the same way, five classes were randomly selected as subjects for the observation since the nature of the population is homogenous group.

3.4 Data Collection instruments

In order to obtain adequate information for the study, data were collected through multiple techniques including classroom observation, students' questionnaire, students' interview and teachers' interview. The researcher believes that these tools would be more effective in collecting relevant information from the respondents about the problem under investigation. Therefore, a combination of close and open ended questionnaire, semi structured interview and class room observations were carried out.

3.4.1 Classroom observation

The study used classroom observation as data collection instrument in order to assess the actual classroom problem in relation to learning and practices of writing skill. The researcher conducted fifteen class room observations over the selected five classes (three times each) during writing lessons and all the class observations were conducted based on the consent of the school and classroom teachers. To conduct class room observations, the researcher adapted three complementary class room observation check lists. These are: class room condition observation, classroom teacher activity observation and students' activity observation.

3.4.2 Questionnaire for the students

The researcher used questionnaire as data collection instrument in order to gather information about the student's perception, attitudes, and practices toward writing skill. The question types designed for this study were attitude or opinion- survey questionnaire that is used for measuring the attitude/perception of respondents. Therefore, the researcher adapted 16 items of both closed and open ended questions on the basis of the reviews of related literature, objectives, statement of the problem and research questions.

3.4.3 Interview for the students

Interviews are an immense source of qualitative data if conducted in structured or semi-structured format and it seem to be the most appropriate data collection method where an answer to the research question requires an explanation from those individuals who have the agency to provide that answer. In line with this, the researcher adapted six (6) items of semi structured set of interviews for the sample of 10 students.

3.4.4 Interviews for teachers

The researcher utilized semi- structured interviews to explore the teachers' beliefs and thoughts about the factors affecting the teaching and practices of English writing skill. In developing these interviews the works of Nacira (2010) and others have a great contribution. Therefore, the researcher adapted ten (10) semi structured set of interviews for all seven (7) English teachers as the participants of the study.

3.5 Procedures of Data gathering

The use of class room observation, questionnaire, and interview helps to triangulate data gathered through different instruments and to attain more reliable data about the study. The data collection session were arranged at times suggested by the school permission and the willingness of the participants. I took over two months period beginning with administering classroom observation check list of lessons, followed by administering the questionnaire and then by interview. Therefore, the researcher first conducts class room observation, followed by questionnaire for students and then interview for both students and teachers. All participants were encouraged to ask questions so that they did not have any problems with respect to the instruction, the content, the language, and the ways to deal with the questionnaire.

3.6 Method of Data analysis

Based on the nature of the research and the type of collected data, the researcher employed both qualitative and quantitative data analysis and interpretation. First, the collected data were sorted, coded and tallied according the research question. Then, the categorized and tallied data gathered through interview, open ended questionnaire and observation were analyzed and interpreted qualitatively and then the close ended questionnaires were analyzed quantitatively/ by descriptive data analysis which is very useful to provide simple summaries about the sample.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter was devoted to analyze and interpret the collected data through different types of data collection instruments. To this end, in order to avoid a bulky report and unnecessary repetition that might reduce the quality of the research work, the researcher tried to concise all the data analysis obtained through multiple instruments in light of the mentioned objectives.

4.1 Analysis of class room observation

The objective of this section is to analyze the influencing factors behind writing problems of students identified through observation and to triangulate data with the other data collection instruments. This section includes analysis of class room conditions, classroom teacher activities and class room students' activities.

4.1.1 Analysis of classroom conditions

Conducive classroom condition is very important for a proper teaching–learning process where there is enough light in the class room, teaching materials like books are available and in manageable class size. In similar way, to conduct any activity in English classroom the aforementioned conditions must be fulfilled including during writing lesson.

The researcher observed that there were enough light and enough chairs in all observed classes to conduct the teaching- learning process. But, they are not as much comfortable to conduct class room activities like group work and class room discussions. On the other hand, the researcher observed that the number of students in each class is too large and this possibly be an influencing factor for conducting smooth teaching- learning process. Moreover, there were shortage copies of students' text books in all observed classes during writing lesson and these may lead students not to practice their writing activity in proper manner.

Therefore, from this classroom condition one may possibly say that the large class size and the absence of enough copies of students' text book in the class room may causes students' writing problems.

4.1.2 Analysis of classroom teachers' activity

This section of observation examines and identifies the class room teacher activities that can affect the students' learning and practices of writing skill and triangulates data with other data collection instruments. Therefore, the researcher summarized the class room teacher activities as follows.

As the researcher observed the selected classes, the class room teachers' activities seems not motivating or attracting the students' attention toward the practices of writing skill and they are not in a position to bring interesting writing drafts and models for students as a means to practice writing skill. Also the class room teacher activities doesn't clearly shows the steps of writing that enables the learners to practice writing and he/ she focuses only on the end product of the writing production. The class room teacher activities are also not encouraging students to practice writing as an important skill as he/ she does not allocate enough time to teach writing in relation to other lesson. The researcher also observed that the class room teacher activity seems not providing enough and corrective feedback for the students writing productions. This possibly imply that the demotivating actions of the class room teacher and lack of providing interesting writing drafts for students may cause writing difficulties. In addition to this, teachers' lack of allocating adequate time to teach writing and unable to give enough and supportive feedback for the students writing productions seems to be an influencing factor behind students' writing problems.

4.1.3 Analysis observation of students' activity

The objective of the students' activity observation was to find out student related factors that hamper the students' writing skill in EFL class room and to triangulate data with the other data collection instruments. Therefore, the researcher summarized the students' activities in the class room as go after.

According to the researchers' observation, most of the class room activities were dominated by the teacher and students' do not have enough time to show their own activities in the class room. During the students' activity observation, the researcher observed that the students were not practicing writing in the class room as they have no exposure to write or manipulate different writing drafts in the class room. In addition to this, during writing lesson most of the students stayed passive and they never showed any effort to do writing activities. This may

possibly indicate that most students are not interested and motivated during writing lesson with compared to others. Moreover, the researcher observed that the students' writing activities seems to be influenced by their class mates and this possibly causes writing difficulties.

4.2 Analysis of students' questionnaire

As mentioned earlier in the data collection instruments, the study used questionnaire as one of data collection instrument. The analysis of the students' questionnaire consists of two main sections. In the first section, the analysis of the perceptual dimension part that concerns about the students' opinion and attitude toward writing skill was presented, and then the analysis of the practical dimension part that seeks to identify the factors behind students practical writing problems and the coping strategies should teachers and students employ to minimize the problem was presented.

Part one: Analysis of perceptual dimension questions

This part of the questionnaire plays a significant role for the study in eliciting important information about the students' opinions and attitudes toward learning and practicing writing skill.

<i>Item 1. Which of the following language skills is the most important for you?</i>										
Variables	Listening		Speaking		Reading		Writing		Total	
Respondents	FR	%	FR	%	FR	%	FR	%	FR	%
Male	13	9	22	15.1	19	13	11	7.5	65	44.6
Female	18	12.3	24	16.4	34	23.3	5	3.4	81	55.4
Total	31	21.2	46	31.5	53	36.3	16	10.9	146	100

Table 1: The student's most important language skill

According to the above table, 53(36.3%) of the students think reading is the most important skill and 46(31.5%) of the students think speaking is the most important skill respectively. Whereas, 31(21.2%) of the students think listening is the most important language skill and 16(10.9%) of them think writing as important skill. This shows that for most students writing is not important language skill among other skills and due to this wrong perception most of them do not take part actively in writing activities and become poor writers.

This implies that most students view writing as the least important language skill and this wrong attitude possibly one of the factors behind writing problems of students.

Item 2. In which of the following language skills are you more interested to learn?										
Variables	Listening		Speaking		Reading		Writing		Total	
Respondents	FR	%	FR	%	FR	%	FR	%	FR	%
Male	15	10.3	20	13.7	23	15.7	7	4.8	65	44.5
Female	12	8.2	23	15.7	36	24.7	10	6.8	81	55.5
Total	27	18.5	43	29.4	59	40.4	17	11.6	146	100

Table 2: The student's interest toward learning language skills

According to the above table, only 17(11.6%) of the students are interested in learning writing lesson in relation to other language skills. This shows that writing is not a favorite skill for most of students and many students do not take part actively in writing activities in the class room.

This implies that most students are less interested in writing skill as their intention is to pass the University Entrance Examination (UEE) and they have such a wrong belief of that writing is not a part of the exam items. From this one may possibly see that showing less interest in writing can be a cause for the writing problem of students.

Item3. Which of the following language skill is the most difficult for you?										
Variables	Listening		Speaking		Reading		Writing		Total	
Respondents	FR	%	FR	%	FR	%	FR	%	FR	%
Male	15	10.3	12	8.2	10	6.8	28	19.2	65	44.5
Female	21	14.4	13	8.9	12	8.2	35	24	81	55.5
Total	36	24.7	25	17.1	22	15	63	41.2	146	100

Table 3: The student's most difficult language skill

According to the above table, for 63(41.2%) students, writing is the most difficult skill and for 36(24.7%) students, listening is the most difficult skill respectively. whereas, for 25(17.1 %) students, speaking is the most difficult and, for 22(15%) students, reading is the most difficult skill. From this one may possibly see that for most students writing is the most difficult skill in

relation to other language skills. This implies that the wrong view of students toward writing skill as the most difficult skill may greatly influence the students writing skill and performance.

Item 4. Do you feel relaxed in expressing your ideas and thoughts in writing?						
Variables	Yes		No		Total	
Respondents	FR	%	FR	%	FR	%
Male	22	15.1	43	29.5	65	44.5
Female	25	17.1	56	38.4	81	55.5
Total	47	32.2	99	67.8	146	100

Table 4: Expressing one's ideas and thoughts in English

As it is depicted in the table 4, only 47(32.2%) students can express their ideas and thoughts freely in writing. On the contrary, 99(67.8%) students cannot express their ideas and thoughts freely in writing. This shows that most students are not able to express their ideas and thoughts freely in writing with each other and with their teachers. This implies that a large number of students have no confidence in writing as they do not feel relaxed in expressing their ideas and thoughts in writing.

Item5. What do you think about the topic of writing lesson in your text book?										
Variables	Easy		Normal		Difficult		Very difficult		Total	
Respondents	FR	%	FR	%	FR	%	FR	%	FR	%
Male	7	4.8	9	6.7	20	13.7	29	19.7	65	45
Female	12	8.2	32	21.9	21	14.4	16	10.9	81	55
Total	19	13	41	28.1	41	28	60	30.6	146	100

Table 5: Student's attitude toward topics of writing lesson

As indicated in the above table, 60(30.6%) of the students think the topics of writing lesson in their text books are very difficult and 41(28%) of them think the topics are difficult respectively. Whereas 41(28.1%) of the students think the topics are normal and can suit their level and 19(13%) of the students think the topics of writing lessons are easy. This result possibly shows that large number of students think the topics of writing lesson in their text book

was very difficult and beyond their level to practice and perform them. Based on this, the difficultness of the students writing lesson seems to be another cause for the students' writing problems.

Item 6. What do you feel about the contents of writing lesson in your text book?										
Variables	Very interesting		interesting		Normal		Boring		Total	
Respondents	FR	%	FR	%	FR	%	FR	%	FR	%
Male	5	3.4	11	7.5	17	11.6	32	29.1	65	45
Female	11	7.5	19	13	23	15.8	28	19.2	81	55
Total	16	10.9	30	20.5	40	27.4	60	48.3	146	100

Table 6: Student's feeling toward the contents of writing lesson

As indicated in the above table, 60(48.3%) of students think the contents of writing in their text book are boring and 40(27.4%) of the students think the contents are normal respectively. Whereas 30(20.5%) of them think the contents are interesting and 16(10.9%) of students feel that the contents are very interesting. This seems that not only the topics of writing lesson, but also the contents of the writing lessons are not interesting so as to attract the student's attention to practice writing activities. From both tables 5 and 6, one may possibly see that most of the students are not interested in both the topics and contents of writing lesson in their textbooks. Therefore, the cumulative effect of these factors most probably made students not to pay their attention to writing lesson and they become poor practitioners of writing.

Part two: The practical dimension questions

The analysis of the practical dimension part seeks to find and explore the problems behind the student's writing problems and finds some coping strategies that English teachers and students should employ to minimize the problem.

Item7. Are you good at writing?						
Variables	Yes		No		Total	
Respondents	FR	%	FR	%	FR	%
Male	23	15.8	42	28.8	65	45
Female	26	17.8	55	37.7	81	55
Total	49	33.6	97	66.5	146	100

Table 7: Student's writing ability

As shown in the above table, most students are not good at doing writing skill. Accordingly, over 97 (66.5%) of students are not good and competent at writing skill and only 49 (33.6%) of them are good at doing writing.

This indicates that a great number of students are not good at writing and this leads them to collect poor marks in their writing activities. From this one may possibly say that due to the student's wrong perception toward writing skill as the most difficult skill and not equally important like other skills, most students are not good at writing.

Item 8. Do you find difficulties during writing in English?						
Variables	Yes		No		Total	
Respondents	FR	%	FR	%	FR	%
Male	46	31.5	19	13	65	44.5
Female	52	35.6	29	19.9	81	55.5
Total	98	67.1	48	32.9	146	100

Table 8: The student's difficulties during writing

Based on the above table, most students face difficulties (problems) during writing and only a few of them can easily do their writing activities. Accordingly, 98(67.1%) students find difficulties during writing and 48(32.9%) of students can perform writing activities without facing serious problems. This implies that most students face difficulties during writing and this lead them not to write correctly in English.

As indicated in table 8, many students face difficulties during writing due to many factors. Among these factors more than (50%) of the students face vocabulary limitation that prevents them from writing correctly. In the process of observation, the researcher also realizes that students are introduced a lots of vocabulary before writing due to the vocabulary defect they have. However, they continually ask their teacher and each other about the vocabularies and did a lot of mistakes of vocabulary during writing. Another problem that students often face during writing is related to grammar. According to table 8, about 25% of the students found it hard when encountering with the lesson that has many complicated grammar points. Furthermore, students face lack of ideas, punctuation/ spelling error, and topic appropriateness, coherence/ cohesion problems during writing. From this, one can possibly find that there are many factors behind students' writing difficulties such as having wrong approach for writing, spending little time on studying writing, and not being interested in writing.

Item 9. At what level do you find difficulties during writing in English?								
Variables	Sentence		Paragraph		Essay		Total	
Respondents	FR	%	FR	%	FR	%	FR	%
Male	8	5.5	22	15.1	35	23.9	65	44.5
Female	17	11.6	24	16.4	40	27.4	81	55.4
Total	25	17.1	46	31.5	75	51.3	146	100

Table 9: The level of student's writing difficulty

As indicated in the above table, a large number of students face difficulties on paragraph and essay writing level. Accordingly, 75(51%) of the students face essay writing problem, whereas 46(31.5) of them face paragraph writing problem and 25(17.1%) of them face sentence writing problems. This implies that the difficulties that students encounter in writing are proportional to the level of writing increases from sentence to essay. Therefore, even though some students can produce correct sentences to some extent, they cannot able to produce well written paragraph and essay as it requires an advanced skill of writing.

Item 10. Does your teacher give you different writing activities and exercises?						
Variables	Yes		No		Total	
Respondents	FR	%	FR	%	FR	%
Male	26	17.8	39	26.7	65	45
Female	32	21.9	49	33.6	81	55
Total	58	39.7	88	60.3	146	100

Table 10: The provision of writing activities for students

According to the above table, 88(60.3%) of the students are not given different writing activities and exercises by their teacher and 58(39.7%) of them are given different writing activities and exercises by their teacher. Based on this, it is implied that most students are not provided with different writing activities and exercises by their teacher as a way of practicing and learning writing skill. Therefore, lack of practicing writing activities possibly affects the student's writing skill and teachers are responsible for providing interesting and motivating exercises for the students to make them writing practitioners. So the student's lack of drill and practice as well as lack of the teachers help during writing lesson may causes students writing problems.

Item 11. Do you practice writing outside the class room?						
Variables	Yes		No		Total	
Respondents	FR	%	FR	%	FR	%
Male	27	18.5	38	26	65	44.5
Female	32	21.9	49	33.6	81	55.5
Total	59	40.4	87	59.6	146	100

Table 11: Practicing writing outside class room

According to the above table, 87(59.6%) of the students do not practice writing activities outside class room, where as 59(40.4%) of them do their writing practice outside the class room. This indicates that most students do not have self-writing practices at their home and writing is only confined to class room context. These students wait for the teachers command and instructions to write instead of practicing themselves. Here the student's lack of practice writing

outside class room influences their writing skill as the class room activities are influenced by different factors such as shortage of time and class room size etc. This implies that the student's lack of practice in or outside class room possibly causes the student's writing problem.

According to table 11, students sometimes practice writing outside classroom, but they spend only a few of their time. This indicates that many students allocate very limited time for writing practices and this leads them not to write correctly.

As indicated in table11, many students do not practice writing outside classroom and they have no regular self-study for writing activities. The respondents explained two important reasons for this problem. First, most students are not encouraged by their teachers to practice writing and sometimes they are given or provided with some writing activities for evaluation or assessment purposes. During this time students find somebody else to have a correct version instead of trying themselves. The other reason is that the student's wrong perception about writing. This is observed when most students spend a few times on practicing writing because they think writing is only a class room lesson and may not appear on national examination or university entrance examination. Due to these reasons most students do not want to devote their time for practicing writing skill as a part of their academic life.

Item 12. Do you pay your attention during writing lesson?						
Variables	Yes		No		Total	
Respondents	FR	%	FR	%	FR	%
Male	29	19.9	36	24.7	65	45
Female	37	25.3	44	30.1	81	55
Total	66	45.2	80	54.8	146	100

Table 12: The student's attention during writing lesson

According to the above table, 80 (54.8%) of the students do not pay their attention during writing lesson and 66 (45.2%) of them concentrate on writing lesson in class room. This shows that most students do not pay their attention during writing lesson in English class and as a result most students are failed to produce their writing correctly. If students are not active in writing lesson they are even unable follow the given instruction and procedures of writing and

consequently failed to meet the desired goal. So this implies that the student's lack of attention during writing lesson seems to be a cause for the students writing problems.

As indicated in the above table, most students do not pay their attention during writing lesson for a number of reasons. One important reason why most students do not pay their attention during writing lesson is due to the wrong perception they have on writing. Most students consider writing as difficult and complex skill in relation to other skills and they believe as it is impossible to avoid mistakes in writing. Therefore, the negative attitude of the students toward writing most probably leads them not to pay their attention during writing lesson. From this one may possibly see that the misconception of looking writing as the least important skill in comparison with other skills, the lack of exposure to practice writing, and the complex nature of writing seems to be accounted as factors behind students' writing problems.

<i>Item13. Except your text book, what materials do you use for learning and practicing writing?</i>												
Variables	Vocabula ry/gramm ar books		Advanced books of writing		Books with sample writing		Others books		Nothing		Total	
Respondent s	FR	%	FR	%	FR	%	FR	%	FR	%	FR	%
Male	40	27.4	12	8.2	7	4.8	3	2.1	3	2.1	65	45
Female	52	35.6	10	6.8	8	5.5	6	4.1	5	3.4	81	55
Total	92	63	22	15	15	10.3	9	6.2	8	5.5	146	100

Table 13: Materials used for practicing writing

As shown in the above table, 92(63%) of students uses vocabulary or grammar books as supporting materials for learning writing, 22(15%) of them uses advanced books of writing, 15(10.3%) of them uses books with writing samples which can help them to consolidate what they have not mastered in class room. On the other hand, 9(6.2%) of students uses other helping books for writing, and 8(5.5%) of them do not have any supporting materials that helps for learning writing, except their text book. This shows that students uses different supporting

materials for learning writing, but they do not carried out their writing well or improve their knowledge of grammar or vocabulary, imitating writing styles and learning to use right words in context of writing from different text books. Therefore, it seems less likely that they can improve their writing skill due to the fact that many students have difficulties with vocabulary and grammar in writing.

Item14. Who corrects your written works?										
Variables	Teacher		Friend		Your self		None		Total	
Respondents	FR	%	FR	%	FR	%	FR	%	FR	%
Male	34	23.3	15	10.3	6	4.1	10	6.8	65	44.5
Female	33	22.6	21	14.4	18	12.3	9	6.2	81	55.5
Total	67	45.9	36	24.7	24	23.3	19	13.5	146	100

Table 14: People who correct student's written work

As indicated in the above table, almost all the writing productions of the students, 67(45.9%) are corrected by their teacher, 36(24.7%) of the students written works are corrected by their friends, and 24(23.3%) of the students written works are corrected by themselves. However, some 19(13.3%) students do not get a chance of correcting their writing productions and these leads the students to commit mistakes in grammar and other elements of writing. Based on this the researcher observed that some of the students' writing works are checked/corrected by the teacher and due to shortage of time the teachers are un able correct the writing works of all students in a class. The teachers' correction is only for the purpose of evaluation and limited to explicit errors like spelling, grammar, and vocabulary. This shows that the absence of peer correction, lack of self-correction to one's own writing and the limited teacher correction on writing production leads students to a total dependency on the teacher and not to be confident in their writing works.

Item15. What do you think about the time allocated for learning writing?										
Variables	It is too long		It is too short		It is enough		Not enough		Total	
Respondents	FR	%	FR	%	FR	%	FR	%	FR	%
Male	9	6.2	32	22	5	3.4	19	13	65	44.6
Female	14	9.6	34	23.2	11	7.5	22	15.1	81	55.4
Total	23	15.8	66	45.2	16	10.9	41	28.1	146	100

Table15: Time allotted for learning writing skill

According to the above table, 66(45.2%) and 41(28.1%) students think the time allocated for learning writing in class is too short and not enough respectively. Whereas, 23(15.8%) and 16(10.9%) of them think the time for learning writing is too long and enough respectively. In fact, students have English program five days a week but the problem is that the number of writing lessons in a week is limited. Again all the available writing lessons are not well addressed to the students because the teacher as well the students are diverted to other elements of language especially exam based lessons. From the above table, one possibly realizes that students seem not aware of the importance of writing skill as they have serious writing problems. There are many indicators to explain this problem. Firstly, students do not have enough time for practicing writing skill in class. Secondly, the teachers also have no enough time to teach writing in effective ways. Thirdly, although students know the importance of writing, they are not interested in it because they thought writing as very difficult and complicated skill. This implies that the allocation of in adequate time for learning and practicing writing seems to be factor behind students' writing problem.

At the end, the researcher wants to react with the idea of how to minimize the problem under study and asked the following open ended question as follows:

16. As a student, what kind of strategies you would like to employ to overcome the writing problems?

After all identifying the influencing factors behind writing problems of students it is important to mention some ways or techniques that could be employed to minimize the problem. All the respondents react with this question and suggested their opinion almost similarly. For instance,

some students mention that employing reading technique, free writing, and applying correct technique to learn writing as a way of overcoming writing problems. Also, other respondents suggested that writing difficulties can be solved by employing various techniques such as practicing writing every day, reading reference materials with writing models, sharing knowledge and experiences from competent students and teachers in the school to learn more about writing and so on.

4.3 Analysis of students' interview

The intended objective of this section is to identify and analyze the influencing factors behind students writing problems identified through interview and to triangulate data with other data collection instruments. To this point, sample of students were interviewed with six questions concerning the problem under study. Therefore, the researcher analyzed the students' responses and discussed them as follows.

To know the students early schooling and literacy experiences in English, the researcher posed the first question for the sample of students as follows:

1. What were your schooling and literacy experience in English language?

It is important to mention that the students' early schooling and learning experiences in English before identifying the problems that they face in EFL class. This seems that the students' early experiences of learning directly or indirectly affects their present status of learning in a normal condition. A few students stated their idea to the first question as their early schooling and literacy experience in English is quite good. These are students from urban center and those start learning English from Kg where the teachers devote their much time with them to teach more about English words. For example, student 7 and 8 stated their idea as go after:

My early schooling and learning experiences of English is very good especially in elementary school grades, because I attended in private school where English is given a prominent place. In addition to this, I have a teacher at home who made me study English and other subjects. However, this early experiences of learning English does not exist longer as I enter high school grades and everything has changed now(st7).

So far my experience of learning English is interesting as I always deserve to learn more about English in class and outside where all of my friends and my teachers encourage me to be good

at English. Furthermore, attending in private school where there are experienced teachers and attending additional language classes helped me more (st8).

Therefore, one may possibly say that the absence of early schooling and literacy experiences of English can be a factor behind students' writing problems. In addition to this, student 5 and 6 also stated their opinion to the question as follows.

My early schooling and learning experience of leaning English is not good since I' am from rural area where there is no early school/ classes in the area. What is more, in elementary classes, English language is not well practiced because the teachers use the traditional method of teaching where we are passive learners and as a result we become poor in English language (st6).

My early experience of learning English is not good because I' am not interested in learning English classes as they are difficult for me and in elementary or high school grades lack of experienced teachers and lack of helping books/ references affects my English language competency(st5).

In similar way, the rest of the students responded that their early schooling and literacy experience of English is not said to be good even though a few of them are considered to be good. This clearly indicates that the students can be grouped under two categories; that have good experience and bad experience of early schooling and literacy experience in English. From these premises it is possible to say that students who are good at their early schooling and learning experience of English have a good approach to learn the target language. However, those who have no early schooling and literacy experience are not good language learners. Therefore, early schooling and literacy experience of students in English language directly influences their current language performance as it is a corner stone for learning.

In order to identify the students' attitude and perception to ward writing skill, the researcher asked students the second question as follows:

2. What did you feel about writing in English as foreign language?

First it is important to deal with the overall competency of students in English before identifying the individual problems that students face in EFL class room. As it was mentioned in the first question most students are not good at using the language due to the influences of their early learning experience. Writing is said to be very important skill for EFL learner and

needs to be mastered. However, the students writing skill seem not developed to what the level requires and it looks difficult to achieve a satisfactory level. The respondents answer the above question in to two aspects believing that writing is very important and difficult to achieve. For example, student 3 and 4 stated their idea as follows:

I feel that writing in English as foreign language is something very important because it paves the way to produce language and getting audience outside and being exposed to the world. However, I feel less confident in writing in relation to other skills because it has a full of process activity and needs careful attention (st4).

I feel no doubt that writing in English as foreign language is important for EFL learner because it make sure that your literacy skill full. But one cannot easily achieve writing competency as it is difficult to understand the grammar and vocabularies of English (st5).

Similarly, the rest respondents have the same idea that they feel writing in English is very important and help full in their learning and in their part of life. At the same time, they think that writing in English is difficult and impossible to achieve. Therefore, it is possible to see that the students' attitude toward writing is not good as they view writing in English is a difficult skill and this in turn affects the students writing performance in English.

To identify what the students encounter during writing, the researcher posed the third question for the sample of students below:

3. What challenges do you encounter during writing in English?

Challenge refers to something that hinders someone not to do something to the optimum level. Since writing is a complex and difficult skill in relation to other language skills, many EFL learners face different challenges and difficulties during writing in English. According to the responses of the students to the question, they are facing with different challenges and difficulties when writing in English. The challenges that most students face during writing includes: shortage of vocabulary, lack of grammar knowledge, lack of ideas, punctuation problems and etc. For instance, student 1 and 4 stated their ideas as go after.

I face many challenges during writing in English and these difficulties include: lack of grammar knowledge, shortage of vocabulary, word selection, finding good topic and lack of knowhow of writing (st1).

The challenges that I face during writing in English are: appropriate topic selection, the way to start writing, shortage of vocabulary to express my idea freely, spelling problems, punctuation problems and etc. (st4).

According to the responses of the students, the major problems that students face during writing in English includes: lack of grammar knowledge, shortage of vocabulary, lack of writing knowledge, punctuation problems, and spelling problems and etc. Therefore, it is possible to state that there are many challenges/ difficulties behind the students' poor writing skill that influences the students writing skill and performance in English.

In the next question, the researcher wants to identify the causes behind the challenges or difficulties that students face during writing in English and presents the question as follows:

4. What do you think about the causes of writing problems in English?

It is important to identify the causes of writing problems or challenges when writing in English so that it is possible to minimize the problem to some extent. Therefore, the challenges that every student face during writing has its own cause that needs to be investigated carefully. To this question, samples of students have suggested their opinion as follows. For example, student 3 and 5 suggested their ideas as go after:

I think the causes of writing challenges may traced back to a lot of things like: lack of reading, lack of motivation/ interest in writing, allocation of in adequate time to practice writing, having wrong perception to ward writing, lack of concentration during writing lesson, lack of teachers help and etc.(st3).

In my view, the causes behind the students' writing problems are due to lack of doing regular practices on writing, lack of support from teachers, lack of supporting materials, lack of giving priority for writing as equals to others and etc.(st5).

In the same way, the rest of the respondents suggested their ideas similarly concerning on the causes of students' writing challenges and they all give their emphasis on lack of regular writing practices, lack of teachers help, and the methodology of teaching writing, bad early experience of language learning and so on. From this one may possibly state that the aforementioned causes of writing problems are the influencing factors behind the students' poor writing skill in English.

To identify whether the teacher give corrective feedback for the students' writing productions or not, the researcher forward the fifth question for sample of students as follows:

5. Does your teacher give you corrective feedback for your writing productions and how these help you to improve your writing skill?

To overcome the students' poor achievement in writing, it is advise able for teachers to react by responding to written work as guiders, facilitators, or assistants than evaluators or judges. Therefore, responding to the student's writing production is very important part of the process of teaching writing. However, the students response to the question does not seems that the teacher give corrective and timely feedback for the students writing productions and the writing skill of the students looks very poor as compared to other language skills. For instance, student 2 and 7 stated their ideas as go after:

Of course, sometimes our teachers give us feedback for our writing productions. But, they are not timely and practice focused rather teachers' give feedback for our writing production for the purpose of evaluation and these may not help to improve our writing skill (st2).

I can say that our teachers do not give us corrective and timely feedback for us because they have no time to give feedback for all learners and also due to the limited instructional time for learning writing most of students' work left without being corrected. Sometimes teachers' give feedback for us during writing exam and on group assignments which are purposely done for evaluation and this does not help us to practice more about writing in English (st7).

Beside the responses of the above students, others also state their ideas in similar way on the above question. They clearly point out that teachers give some feedback on their writing productions so far especially in high schools. But, they are not meant for writing practice and improving the students writing skill. So we can deduce that the absence of teachers' timely and appropriate feedback for students' writing productions can be accounted for the reason behind poor writing skill of students.

At the end, the researcher goes for the remedial measure should be employed by students to solve or reduce the identified problem and asks the following question the sample subjects of the study as follows:

6. As a student, what kind of techniques you employ to minimize the writing difficulties and to improve your writing skill?

Students learn to write by writing and they need regular opportunities at school to write in all subjects. A consistent approach to the writing process in all subject areas and explicit instruction on the writing process by the subject teacher help students become better writers. In addition, having models of good writing in the subject areas and explicit instruction on the writing process by the subject teacher help students become better writers. In addition, having models of good writing in the subject area, constructive and formative feedbacks are critical to students' growth as writers. By saying this, the respondents suggested different coping strategies to minimize writing problems and to improve their writing skill. For example student 1 and 2 suggested their opinion as follows:

As a student, to minimize the writing difficulties and to improve writing skill, students need to have a regular exercise with corrective feedback from the subject teacher and reading different books could be another measure to minimize the writing difficulties (st1).

To overcome the writing difficulties, students' should allocate enough time to practice writing in class and outside with some help from the teacher and students need to use their dictionaries to overcome the shortage of vocabularies to improve their writing skill in general (st7).

In similar way, most respondents' stressed more on doing regular writing practice as a remedial measure to overcome the writing problems. Generally, the respondents seem optimistic about to minimize the writing problems as they suggested different coping strategies and techniques. But unless they are put in to practice accordingly the techniques are left mere techniques.

4.4 Analysis of teachers' interview

The objective of this section is to analyze the influencing factors behind writing problems of students obtained through teachers' interview and to triangulate data with the other data collection instruments. Generally, the researcher interviewed grade 11 English teachers with various questions about the factors behind writing problems of students. To this end, the teachers were asked 9 questions to provide pertinent responses on the factors affecting writing skill of the students.

The researcher asked the first question to identify whether students have a satisfactory level of writing or not as follows.

1. Do your learners' achieve a satisfactory level of writing in English?

The researcher thought that students are expected to have a satisfactory level of writing skill in English. These mean that students at all level should produce or write something in English by their own expression. Coming to the first question, almost all teachers responded similarly to the question and they viewed that the writing level of the students is not satisfactory or it is not as they are expected to have to the grade level. For instance, teacher 4 and teacher 6 stated their ideas as follows.

The writing level of the students cannot be said satisfactory as they commit many mistakes and errors in producing their own writing in English (T4).

Almost half of the students in EFL class room are not doing writing exercises in a satisfactory level, only few of them can do (T6).

By taking in to consideration the results of the respondents, the writing level of the students is said to be below their grade level due to in adequate mastery of writing skill and lack of required knowledge on the subject. This implied that almost all students are not good at writing in English and the poor writing performance of the students highly affects their overall academic competency.

Next, to identify and analyze whether the students have writing difficulties or not, the researcher asked teacher respondents the following question as follows.

2. What are the challenges or difficulties your students face during writing in English?

Writing is a very complex cognitive activity in which writers must show control over content, format, sentence, structure, vocabulary, punctuation, spelling and letter formation, i.e., control at the sentence level. Besides, writers must be able to structure and integrate information cohesively and coherently within paragraphs and texts. When we look in to the above question, it is important to remind that the students' writing skill is not as expected to the grade level or not satisfactory. This means that learners' are facing difficulties or problems during writing in English. To this end, all teacher respondents said that their students find difficulties during writing in English. For example, teacher 1 and 5 stated their ideas as follows.

Many students are facing different challenges and difficulties when writing English as Foreign language as it requires a sophisticated skill of producing language and these difficulties are

among the shortage of vocabulary, lack of grammar knowledge, motivational factors and etc. (T1).

Our students face different writing challenges during writing in English and these difficulties hinders them not to write correctly. The challenges or difficulties that the students face during writing includes: in appropriate topic selection, lack of using correct vocabulary, lack of using cohesive devices, punctuation problems, incorrect grammar usage and etc.(T5).

In the same way, other teacher respondents suggested that their students are facing challenges or difficulties during writing in English and this in turn affects the students writing competency and performance on education.

To identify and analyze what teacher's face during teaching writing, the respondents were asked the third question as follows:

3. What problems do you face during teaching writing skill in EFL class room?

Not only learning to write, but also teaching to write is a challenging activity due to the complex nature and process of writing skill. It is obvious that teachers can be only productive in their job if the teaching learning process is smooth and the class room conditions are favorable to deliver the course for the students. However, when we look in to our country's context, the condition does not invite professional teachers to gain what is really required to attain. Similarly, teachers may face different problems in teaching writing in English and this would result in the students' poor writing skill.

All my respondents react similarly to this question by calling the challenges they face during teaching writing skill in EFL class room. For instance, teacher 2 and teacher 7 forwarded their ideas as go after.

We face different challenges during teaching writing skill in EFL class room due to a number of existing factors and these problems can be class room conditions such as: large class size, lack of prior knowledge of the students' on writing, lack of interest and motivational factors, shortage of instructional time to correct the students' work and etc.(T2).

I usually face with problems that hinder me not to teach writing effectively or not to equip the students during teaching writing skill in EFL class room. These problems include: lack of students interest toward learning writing, the poor background knowledge of the students on

writing, the preference of students from learning language skill to other contents and the shortage of time to practice writing skill in class room (T7).

In similar way, other teacher respondents also mention the problems or challenges they encounter during teaching writing skill and these problems hinders them not to equip their students with the necessary skill to write correctly in English.

Next, to identify whether students give their attention during writing lesson or not, the respondents were asked the fourth question as follows:

4. Do your students' give attention during writing lesson in English class room?

Giving attention is one of the most important ways to negotiate and perform writing activities for more understanding its theoretical and practical features. However, all of my respondents said that their students did not give good attention for writing lessons and instructions to be followed and this is caused by lack of self-confidence to practice writing, lack of prior knowledge on writing, and the assumption of looking writing as difficult skill. For instance, teacher 6 and teacher 7 stated their idea as follows.

Many students do not concentrate during writing lesson, unless you gave them as an assignment or homework to be marked. As a result, they are incapable to practice writing and unable to produce their own writing (T6).

Students do not give their attention for writing lesson during English classes because most of them have already categorized themselves as they were incapable to practice writing (T7).

Other respondents also reflects the same idea that most of their students do not give emphasis or attention for writing lesson in English classes as they have no interest to learn writing and this most probably be a major factor for the poor writing performance of the students.

Next, to know and identify whether the teachers encourage their students to practice writing in English or not, the researcher asked the following question as go after:

5. Do you encourage your students to practice writing in English?

Writing is a process activity that needs a lot of practice to be mastered and it is believed that writing does not come naturally but rather gained through continuous effort and much practice. So unless students' learn and practice writing they cannot easily produce their own productions and this would takes place with the help of the class room teacher. Concerning the question, all of my respondents reacted similarly as they all encourage their students to practice writing in

English. However, their degree of their encouragement is not uniform or similar throughout the classes. For instance, teacher 3 and teacher 5 stated their ideas as follows:

Even though learners are not interested in learning writing skill, I usually encourage them to practice writing in English by using different techniques such as providing them with titles which are simple and plain(T3).

I encourage my students to practice writing skill by providing them with bonus marks for best achievers to make a sense of competition among them (T5).

Similarly, the rest of respondents also suggested that to some extent they all encourage their student's to practice writing in English by using various techniques. However, the techniques and strategies used by teachers are not properly manipulated in to action by students and consequently they are unable to produce correct writing.

In the next question, the researcher tried to analyze the time allocated for teaching writing lesson in relation to other language skills and asked the respondents the next question as follows:

6. What do you think about the time allocated for teaching writing lesson?

It is important to mention that every activity of the class room teacher is bounded by time in properly addressing the lesson for the learners. Teachers should be given enough time to teach writing activities and making the students to practice it as it requires enough time to teach in relation to other language skills. Regarding this question, all my respondents have stated that the time allotted for teaching writing lesson is not enough as it needs more practice and feedback from the concerned body. For example, teacher1 and teacher 4 forward their ideas as follows:

As compared to other language lesson, writing lesson needs more time to model, to support the students and to check their progress. But all these activities cannot be managed by the class room teacher with in short period of time. So enough time should be allotted for teaching writing lesson (T1).

Since writing skill is a means to produce a language, it needs lots of time to come across through the process up to writing the final version (T4).

In the same way, other respondents also stated that the time given for teaching writing lesson is not enough as compared to teaching other lessons due to writing is a process activity that takes much time to teach. Therefore, the shortage of time encounter during teaching writing directly influences the development of students writing skill.

Next, to identify the causes of writing difficulties the researcher asked the respondents the following questions as follows:

7. Can you mention the major causes of writing difficulties?

Learners fail to be a skillful writer or how to write a correct paragraph or essay. Thus, learners really face many problems in expressing themselves systematically and logically, either in the mother tongue or foreign language. There are many causes of writing difficulties in EFL classes. For instance, the nature of writing process, lack of motivation, inadequate time, and lack of practice, teachers' feedback, lack of reading, and the influence of the first language on writing makes writing a difficult activity. By saying this, all my respondents reacted with this question and they have suggested their own opinion. But as they all stated their idea similarly, the researcher presented only the idea of teacher 2 as follows:

Students may face different writing difficulties in English due to their own poor prior knowledge, poor grammar and poor spelling knowledge, fear of making mistakes, word choices, capitalization and so on(T2).

Next, the researcher wants to identify the role of the teachers' corrective feedback and reinforcement on the development of students' writing skill and asked the respondents the following question as follows:

8. In your opinion, what is the role teachers' corrective feedback and reinforcement to improve the students' writing skill?

As it is stated earlier in the literature review, feedback is very important in the teaching of foreign language and it refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons. Learning writing requires one's continuous efforts of practice to manipulate correct piece of work and the teachers' corrective feedback would have a great contribution for the improvement of students' writing skill. Regarding this question, all my respondents have stated that the teachers' corrective feedback and other reinforcements given for the students' writing practice can

improve the students' writing progress. For example, teacher 3 teacher 6 stated their ideas as go after:

The teacher has to play a vital role by providing constructive comments, informing students how to improve their writing skill and directing them to follow the steps of good writing and this would help to improve the students' writing skill (T3).

The role of teachers' corrective feedback and positive reinforcement given for the students writing work can improve their writing progress where the teacher provide model writing texts, scale up writing lessons from sentence to paragraph level, and chooses attracting topics which are related to students' day to day activity(T).

In the same way, other respondents also said that unless teachers' give corrective feedback and positive reinforcements for the students' writing productions, they will not improve or develop their writing skill. Therefore, teachers' should provide appropriate feedback and encouraging reinforcements for students in order to improve their writing skill.

At the end, the researcher goes to find the possible remedial solution or coping strategies that can be employed by teachers to minimize the writing challenges and asked the following question as go after:

9. As a teacher, how do you often deal with the challenges you and your students face during writing?

After all the challenges and difficulties are identified it is important to deal with the possible remedial solution for the problem under study. The researcher believed that the poor writing skill of the students have a negative effect on the students' academic performance. Therefore, teachers should employ different strategies and techniques to minimize the students' writing problems and maximize their academic performance.

Regarding this, all my respondents tried to mention that how they deal with the writing challenges of them and their students in English. For instance, teacher 5 and teacher 7 stated their idea as follows:

As a teacher, I try to deal with the challenges of students' writing problems by employing different techniques such as providing bonus mark for writing activities, giving enough time for students to practice writing activities, grouping low learners' with fast learners' and etc.(T5)

Of course, we face with the writing problems we must do something to minimize the challenges we and our student' encounter. Therefore, we as a teacher try to deal the writing problem

during and after the lesson by providing interesting topics and encouraging them to practice writing. (T7)

The rest teacher respondents also suggested similarly on the different ways to tackle the writing problems of them and their students and how to improve the students' writing skill. Moreover, the respondents' stresses on the stake holders of education such as teachers, students, parents, and the curriculum of education should play their collaborative role to minimize the problem.

Please feel free to add any necessary comments on some other ways to overcome the students' writing skill problems.....

According to Richards (1990), learning to write well is a difficult, lengthy process, one that induces anxiety and frustration in many learners. However, in practice many of the difficulties which learners encounter in writing are often resolved through discussion while they are writing. For example, in many experience that learners frequently correct and revise their own work after having had the opportunity to read and compare with another learner's work. Through working in groups or in pairs to produce a piece of writing, learners have an opportunity to ask each other and the teacher if need be about spelling, vocabulary , grammar and the best ways of expressing things. In line with this, my entire respondents have suggested their own opinion on the ways to overcome the students' writing problems in English. For example, teacher 2 stated her idea as follows:

To minimize the students' writing problems certain measures should be taken by teachers, parents, government and etc. students should practice writing in English beginning from the grass root level or primary level to avoid the extended writing problem in their academic field.

In addition, there should be adequate supplementary books which can give students' with some sort of assistance concerning writing, and parents should also encourage their children to write in English such as helping them to write letters to their pen friend, to some of their family members, to their teachers and so on. In addition, the government or the policy of education should give writing skill as a course at least begging from junior secondary school to higher education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations of the study. First, the summary of the major research findings is made. Second, conclusions and implications are drawn from the major findings. Finally, the chapter is concluded with some recommendations on the basis of the major findings of the study.

5.1 Summary

The general objective of this study is to investigate the influencing factors behind writing problems of grade 11 students in EFL context at Hawas preparatory school.

In order to achieve this objective, the study has the following research questions:

1. What are the influencing factors behind writing problems of students?
2. How do these factors influence the learning and practices of the students' writing skill?
3. What coping strategies English teachers' and students' should employ to minimize the problem?

Accordingly, to achieve the intended objective of the study and to get answer of each research questions, the researcher used a sample of both students and teachers of the mentioned school. In order to answer the research questions, three data gathering instruments; class room observation, questionnaire and interviews were employed. The collected data through these instruments were first tallied, arranged, coded and categorized according to the research questions. Then, the categorized data which were gathered through observation, open ended questionnaire and interview were analyzed and interpreted qualitatively, whereas data gathered through close ended questionnaires were analyzed and interpreted quantitatively based on the relevance of the research questions.

The following points were the major findings of the study with regard to the influencing factors behind writing problems of students' and how these factors influence the learning and practices of students' writing skill.

The results of study indicate that the main influencing factors behind writing problems of students are identified as student related factors, teacher related factors and to some extent task related factors.

1. Student related factors

Students have a lion's share in committing of their own writing problems in different ways. First, the attitude or perception of the students' toward writing skill possibly made writing complex and difficult skill as compared to other language skills. Many students view writing as the most difficult and least important skill and as a result they practice it rarely and become poor in writing. Secondly, students' lack of attention and interest in writing skill can be another factor behind the students' writing difficulties. Another student related factor is that many students are not interested during writing lesson as compared to other lessons and as a result they failed to follow the writing procedures and instructions provided by the teacher. Thirdly, students' lack of practicing writing exercises outside class can be another cause behind the students' writing difficulties because what they learned in class will not be practiced outside. Moreover, the students' early schooling and literacy experience seems to cause students' writing difficulties. Most students' early schooling and literacy experience is confined to only about language parts such as grammar and vocabularies but not on language skills. Besides that students seem not to be aware of the importance of writing skill; and they only spend a little time on learning writing skill. In addition to this, the students' lack of reading culture is another cause behind their writing difficulties.

Furthermore, the students' limitation in vocabulary, grammar knowledge, lack of ideas, punctuation and spelling error causes writing difficulties and they do not know any effective ways to study them. Another reason is that students spend little time on studying vocabulary, they rarely look for dictionary, and they usually ignore new words and do not look up meaning as well as the way to use them. In the same way, students do not have a good way to study grammar.

2. Teacher related factors

Teachers also face difficulties in addressing writing lesson for the students and have their own share in causing the students' writing difficulties in different ways. First, the researcher observed that teachers seem not well experienced in writing skill to make the learners to become

good writers. Also the researcher observed that the classroom teacher activity seems not motivating in eliciting students' interest to practice writing. Moreover, teachers don't allocate enough time to make students practice and doesn't give them various English writing activities and exercises. As indicated in the analysis of table 10, teachers don't provide different English writing activities and exercises to make their students' to improve their writing skill. Furthermore, the limited number of teachers' correction for the students' writing productions and discouraging feedback, and the teachers' responses to students' writing productions probably causes the students' writing difficulties.

3. Task related factors

The topics and exercises of writing lesson in the students textbook are inappropriately designed to the students' level. Many topics have a lot of new words and its grammar points make students feel complicated and bored. Also, some exercises are difficult and complicated to most of students; they only do it thanks to the help from their teachers and other people. The allocated time for writing is too little. Therefore, a teacher cannot correct all written works for students. Moreover, many teachers are usually busy with their teaching, so they do not have time to correct students' written works. Some of them only correct some typical students' written works which may not encourage them to practice writing.

5.2 Conclusions

Writing is one of the indispensable language skills that students have to learn in their learning process. However, the present study shows that many students seem to have underestimated the importance of this skill and they even spent a little investment on this skill. By observation and data analysis, the researcher describes the reality of students' learning writing skill, and the main problems were pointed out as follows.

Firstly, students are in shortage of vocabulary power because how they view writing skill matters in their study and their ways of learning is not really effective. Secondly, students meet a lot of difficulties when facing with grammar structures because they spend a little time on studying as well as approaching necessary materials for grammar skill. Thirdly, students are not interested in writing's topics and contents. Fourthly, students writing productions do not have many chances of being corrected by the teacher. Fifthly, students' helping materials are not appropriate to their level and purpose. Lastly, the time for writing skill in high school is not

enough for students to practice. The results of the study also reveal that students commit a lot of mistakes in writing English especially when they have not mastered the grammar structures and lacks helping materials to practice writing. With the discovered causes, the researcher suggested some solutions to these problems like reading books, playing games, creating the vocabulary themes etc. to increase their vocabulary knowledge. In addition, learning in group has been established for correcting errors and practice grammar. Moreover, changing some parts in writing lessons help students feel less pressure when studying writing skill. Furthermore, the researcher suggests providing students with the sources of writing materials so that students can study better.

5.3 Recommendations

Based on the findings of the study and the conclusions drawn above, the following recommendations have been made.

- It is suggested that students ought to read extensively and exhaustively so as to develop their vocabulary knowledge which is very important for the development of writing skills.
- Teachers should be aware and identify the influencing factors that impede the learning and practices of students' writing skill in EFL class room so as to solve the problems easily.
- It is advisable for teachers to give equal emphasis for teaching writing lesson with other skills in order to improve the students writing skill.
- Motivation and interest needs special attention. It seems that these areas have not been given special attention; therefore, language teachers should motivate and bring interesting topics for their learners in order to solve the students writing problems.
- Teachers ought to encourage their students to write multiple drafts in order to improve their writing skills and aware them the process of writing to produce effective writing.
- Both primary and secondary English teachers should establish discussion group and work together in order to improve students writing skill.
- The policy of education should give strong emphasis for teaching writing skill as a course/ subject matter at least begging from junior secondary school to higher education level.

- Further study is also recommended for other researchers who are interested to conduct another study on this area.

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APPENDICES

APPENDIX-A

CLASSROOM ACTIVITIES OBSERVATION CHECK LIST

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

POST GRADUATE PROGRAM

The purpose of this class room observation is to gather information about the influencing factors behind writing problems of grade 11 students. In conducting this classroom observation, the researcher adapted three different observation check list formats as follows.

Part I: General information

Name of the observer.....

Date of the observation.....

Name of the school.....

Code of the teacher.....

Grade and section.....

Number of students in the classroom.....

Total time of the lesson.....

Part II: Please mark (✓) in the provided column that correspond list of items.

Classroom observation check list based on class room conditions, teachers and students actives.

A. Classroom conditions observation check list

No	Class room conditions	Yes	No	Yes	No	Yes	No
1	Is there enough light in the class room?						
2	Are the numbers of students' appropriate to the class room size?						
3	The number of students (class size) is appropriate?						
4	Are there enough text books in the classroom?						

B. Class room Teacher Activities Observation check list

No	Teachers Activities	Yes	No	Yes	No	Yes	No
1	Does the teacher encourage the students to practice writing in the class room?						
2	Does the teacher provide motivating activities for the students to practice writing?						
3	Does the teacher bring writing drafts for the students in the classroom to practice writing?						
4	Does the teacher focuses on the end product of writing when teaching writing skill?						
5	Does the teacher give clear steps of writing which enable students to develop their writing skill?						
6	Does the teacher use different strategies to minimize the students' writing problems?						
7	Does the teacher allocate enough time for teaching writing skill?						
8	Does the teacher use variety of tasks for practicing writing in the classroom?						
9	Is there any special factor that hinders the practice and development of students' writing skill in the class room?						

C. Students Activities observation check list

No	Students Activities	Yes	No	Yes	No	Yes	No
1	Do the students practice writing in EFL classroom?	✓					
2	Do the students write (provide) multiple drafts in the classroom?						
3	Do the students take note of writing during writing lesson?						
4	Are there any peer pressures from students not to practice writing in classroom?						
5	Do the students show interest and effort to do writing task?						
6	Do the students employ different strategies to minimize the challenges of writing?						
7	Are there any special factors that hinder the practice and development of students writing skill when the students practice writing activities?						

APPENDIX- B
STUDENTS' QUESTIONNAIRE
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE
POST GRADUATE PROGRAM

A. Students' questionnaire (English version)

Dear student,

Presently I am conducting a study on the influencing factors behind writing problems of grade 11 students in the case of Hawas preparatory school. The purpose of this study is to find out the factors behind the students' poor writing skill and how these factors affect the learning and practices of writing skill in EFL context. In the same way, this questionnaire is aimed to gather information about the factors causing difficulties to the students' writing skill on the basis of formulated objectives and the research questions.

The researcher appreciates your willingness to become a participant of the study because the success of the study depends on your genuine and honest response to this questionnaire. The information you give is anonymous and your names will not be mentioned in any part of the research. Besides, your responses to this questionnaire are greatly appreciated and will be kept strictly confidential.

General instruction

In responding this questionnaire, the researcher requests you to consider the following instructions.

1. Read each item carefully and provide your sincere response according to the instructions given.
2. Give your response by putting tick mark (✓) in the corresponding box for the close ended questions and use the space provided for the open ended questions.

Thank you for your cooperation!

Back ground information

Gender ☐ Female ☐ Male
Age ☐ 15-20 ☐ 26- 30
☐ 21-25 ☐ above 30
Grade ☐ 11 ☐ 12

Part one: perceptual dimension

1. Which of the following language skill is the most important for you?
☐ Listening ☐ Reading
☐ Speaking ☐ Writing
2. In which of the following language skills you are more interested to learn?
☐ Speaking ☐ Writing
3. Which of the following language skill is the most difficult for you?
☐ Listening ☐ Reading
☐ Speaking ☐ Writing
4. Do you feel relaxed in expressing your ideas and thoughts in writing?
☐ Yes ☐ No
5. What do you think about the topic of writing lessons in your textbook?
☐ Easy ☐ Difficult
☐ Normal ☐ Very difficult
6. How do you feel about the contents of writing lesson in your textbook?
☐ Very interesting ☐ Normal
☐ Interesting ☐ Boring

Part two: practical dimensions

7. Are you good at writing in English?
☐ Yes ☐ No
8. Do you find difficulties during writing in English?
☐ Yes ☐ No

If you say 'yes' for question number 8, are those difficulties due to inadequate mastery of:

- ☐ Vocabulary
- ☐ Grammar
- ☐ Style
- ☐ Content
- ☐ Coherence/ cohesion
- ☐ Punctuation/ spelling
- ☐ Other, please specify.....

9. At what level do you find difficulties during writing in English?

- ☐ Sentence ☐ Paragraph ☐ Essay

10. Does your teacher give you different writing activities and exercises in English?

- ☐ Yes ☐ No

11. Do you practice writing outside the class room?

- ☐ Yes ☐ No

a- If "yes", how often do you practice writing?

- ☐ Everyday ☐ Sometimes ☐ Always

b- If "No", please explain why?

.....
.....

12. Do you pay your attention during writing lessons?

- ☐ Yes ☐ No

If your answer for question number 15 is No, why?

.....
.....

13. Except your text book, what materials do you use for learning and practicing writing?

- ☐ Vocabulary / grammar books ☐ Books with the sample works
☐ Books with advanced exercise for writing ☐ nothing

14. Who corrects your written works?

☐ Teacher

☐ Yourself

☐ Friends

☐ No one

15. What do you think about the time allocated for learning writing lesson?

☐ It is too long

☐ it is enough

☐ It is too short

☐ not enough

16. As a student, what kind of strategies would you like to employ to overcome the writing problems?

.....
.....

Thank you very much for taking your valuable time to complete this survey.

B. Students' questionnaire (Afan Oromo version)

Kabajamaa Barataa,

Yeroo ammaa kanatti sababoota rakkoo barreeffama afaan Ingiliffaa barattootaa fidan irratti qorannoo koo gaggeessaan jira. Haaluma kanaan, kaayyoon qorannoo kanaa sababoota rakkooolee barreeffama afaan 'Ingiliffaa'(English) barattootaaf sababa ta'an qorachuufi rakkinoota isaan fidan adda baasu dha.

Haaluma kanaan, qoratichis fedhii isin gaaffiiwwan kanneen deebisuuf agarsiifan galateeffachaa galmaan gahiinsa qorannoo kanaaf deebiin isin kennitan iddoo guddaa kan qabuu ta'uu isiiniif ibsaa duub deebiin isin kennitanis dhimma qorannoof qofa tahuu fi maqaa keesan kan hin barraa'iin ta'uu bartanii deebii barbaachisaa akka naaf kennitan kabajaan isin gaafadha.

Qajeelfama walii galaa

Gaaffiiwwan gaditti dhiyaatan hojjechuun dura qajeelfamoota kennaman sirriitti dubbisuu hin dagatiin.

1. Gaaffiiwwan kennaman akkaataa gaafatamteen deebii kenni.
2. Yeroo gaaffiileewwaniif deebii kennitu sanduuqa dhiyaate keesatti mallattoo (✓) gaaffiilee cufaa ta'aniif akkasumas gaaffilee banaa ta'aniif immoo iddoo duwwaa dhiyaate irratti yaada kee akka kennitu.

Gargaarsa keessaniif durseen isin galateeffadha!

Odeeffannoo dhuunfaa

Saala ☐ Dha ☐ Dhi
Umrii ☐ 15-20 ☐ 21-25 ☐ 26-30 ☐ 30 ol
Kutaa ☐ 11 ☐ 12

Kutaa 1ffaa: Gaaffiilee ilaalchaan wal qabatan

1. Dandeettiwwan afaanii armaan gadii keessaaa isa kamtu caalaatti barbaachisaa dha?
☐ Dhageeffachuu ☐ Dubbachuu ☐ Dubbisuu ☐ Barressuu
2. Dandeettiwwan afaanii armaan gadii keessaa isa kam barachuu feetaa?
☐ Dhaggeeffachuu ☐ Dubbacuu ☐ Dubbisuu ☐ Barreessuu
3. Dandeettiwwan afaanii armaan gadii keessaa isa kamtu baay'ee sitti ulfaataa?
☐ Dhaggeeffachuu ☐ Dubbachuu ☐ Dubbisuu ☐ Barreessuu
4. Afaan ingiliffaa fayyadamuun yaada kee barreeffamaan ibsachuu dandeessaa?
☐ Eeyyee ☐ Lakki
5. Kitaaba keessan irratti waa'ee mata dureewwan dandeettii barreeffama afaaniif dhiyaatan maal jettaa?
☐ Salphaa dha ☐ gaarii dha ☐ ulfaataa dha ☐ baay'ee ulfaataa
6. Kitaaba keessan irratti waa'ee qabiyyeewwan dandeettii barreeffama afaanii maal jettaa?
☐ Baay'ee hawataa dha ☐ Hawataa dha ☐ Gaarii dha ☐ Hawataa miti

Kutaa 2ffaa: Gaaffilee shaakalaan wal qabatan

7. Afaan Ingiliffaan barreessuu dandeessaa?
☐ Eeyyee ☐ Lakki
 8. Wayita afaan Ingiliffaan barreessitu rakkoon si qunnamu jiraa?
☐ Eeyyyee ☐ Lakki
- Deebiin gaaffii 8ffaa 'Eeyyee' yoo ta'e, rakkooleen kunniin sababoota armaan gadii keessaa maaliin dhufuu danda'aa?
- | | |
|---|---|
| ☐ Hanqina jechootaan | ☐ ijaarsaa isaaniin |
| ☐ Seerluga afaanii | ☐ sirna tuqaaleen/ qubeessuu |
| ☐ Bifaan | ☐ Kan biro..... |
| ☐ Qabiyyee | |

9. Sadarkaa barreeffamaa isa kamiitti irra caalaa rakkoo baay'een si quunnamaa?

☐ Hima ☐ keeyyata ☐ barreeffama dheeraa/composition

10. Barssiisaan keessan shaakala barreeffama afaan Ingilifaa adda addaa isinnif kennnaa?

☐ Eeyyee ☐ Lakki

11. Dareen alatti afaan Ingiliffaa barreessuu shaakaltaa?

☐ Eeyyee ☐ Lakki

A, 'Eeyyee' yoo jette hagam takka shaakalta?

☐ Guyyuurraan ☐ Yeroo tokko tokko ☐ Yeroo hundaa

B, 'Lakki' yoo jette, maaliif akka ta'e ibsi

.....
.....

12. Yeroo dandeettii barreeffama afaanii barattu barsiisaa kee sirriitti hordoftaa?

☐ Eeyyee ☐ Lakki

'Lakki' yoo jette, maaliif akka ta'e ibsi...

.....

13. Kitaaba keen alatti, kitaabooleen akka wabiitti itti gargaaramtu kam fa'i?

☐ Kuusaa jechootaa/ seerluga afaanii
☐ Kitaabolee shaakala barreeffamaan dhiyaatan
☐ Kitaabota shaakala hojiin dhiyaatan
☐ Homaayyu

14. Barreeffama ati barreessitu eenyutu siif gulaala?

☐ Barsiisaa ☐ ofii kiyya
☐ Hiriyyaa ☐ homaa

15. Yeroo barnootaa dandeettii barreeffama afaniif kenname irratti yaada maalii qabdaa?

☐ Baay'ee dheeraa ☐ gahaa
☐ Baay'ee gabaabaa ☐ gahaa miti

16. Akka barataa tokkootti malli ati rakkoolee dandeettii barreeffama afaanii hir'isuuf gootu

Maal fa'i?

.....
.....

Yeroo keessan fudhattanii gaaffilee kana waan naa guuttaniif ulfaadhaa!

APPENDIX-C
STUDENTS' INTERVIEW
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH LANGUAGE
POST GRADUATE PROGRAM

A. Students' interview (English version)

Dear student,

The purpose of this interview is to gather information about the influencing factors behind writing skill of grade 11 students. Therefore, your genuine responses would be very important for the success of this study. Consequently, I kindly request you to respond all the questions and be sure that your responses will be kept secret.

Thank you very much!

Personal information

Gender: ☐ Female ☐ Male
Age: ☐ 15-20 ☐ 20-25 ☐ 25-30
Grade: ☐ 11 ☐ 12

1. What were your early schooling and literacy experiences in English language?
2. What did you feel about writing in English as Foreign Language?
3. Do you encounter any difficulties when writing in English?
4. What do you think about the influencing factors behind your poor writing skill?
5. Does your teacher give you appropriate feedback on your writing productions and how they influence your writing practices?
6. As a student, what techniques can you employ to minimize the writing difficulties and improve your writing skill?

B. students' interview (Afan Oromo version)

Kabajamaa barataa,

Kaayyoo guddaan af-gaaffii kanaa sababoota dandeettii barreeffama afaan Ingiliffaa barattootaa miidhan adda baasuu dha. Kanaafuu deebiin isin kennitan galmaan gahiinsa qorannoo kanaaf iddoo guddaa kan qabu yoo ta'u duub deebiin isin kennitan dhimma qorannoo qofaaf kan ooluu fi iccitiin kan eegamu tahuu beektanii deebii quubsaa akka naaf kennitan kabajaan isin gaafa dha.

Galatoomaa!

Odeeffannoo dhuunfaa

Saala ☐ Dha ☐ Dhi
Umrii ☐ 15-20 ☐ 20-25 ☐ 25-30
Kutaa ☐ 11 ☐ 12

1. Muuxannoo fi shaakalli ati barreeffama afaan Ingiliffaa irratti qabdu maal fakkaataa?
2. Barreeffama afaan Ingiliffaa ilaalchisee yaanni ati qabdu maal fakkaata?
3. Yeroo afaan Ingiliffaan barreessitu rakkoon si mudatuu jiraa?
4. Sababootni hanqinaalee barreeffama afaanii duuba jiran maal fa'i?
5. Barsiisaan kee barreeffamoota ati barreessitu siirriitti gulaaluu dhaan yaada qajeelaa fi jajjabeessaa siif kennaa?
6. Akka barataa tokkotti malootni ati rakkoolee barreeffama afaan Ingiliffaa irratti si mudatu hambisuuf gootu maal fa'i?

APPENDIX-D

TEACHERS' INTERVIEW

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

POST GRADUATE PROGRAM

Teachers' interview (English version)

Dear teacher,

The purpose of this interview is to gather information about the influencing factors behind writing problems of grade 11 students. Therefore, your genuine responses would be very important for the success of this study. Consequently, I kindly request you to respond all the questions and be sure that your responses will be kept secret.

Thank you very much!

Personal information

Gender: ☐ Female ☐ Male

Educational level: ☐ Diploma ☐ BA Degree ☐ MA Degree

Experience: ☐ Less than 5 years ☐ 11-20 years
☐ 5- 10Years ☐ above 20 years

1. Do your learners achieve a satisfactory writing level in English?
2. What are the challenges/ difficulties your students face during writing in English?
3. What problems do you face during teaching writing skill in EFL class room?
4. Do your students' give attention during writing lesson in English class room?
5. Do you encourage your students to practice writing in English?
6. What do you think about the time allocated for teaching writing lesson?
7. Can you mention the major causes of writing difficulties?
8. In your opinion, what is the role of the teacher's corrective feedback and reinforcement to improve the students writing skill?
9. As a teacher, how do you often deal with the challenges you and your students face in writing skill?

