

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**POSTGRADUATE PROGRAM (MA) IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE (TEFL)**

**FACTORS AFFECTING GRADE 11 STUDENTS' WRITING SKILLS
IN EFL (ENGLISH AS A FOREIGN LANGUAGE):**

ADABA PREPARATORY SCHOOL IN FOCUS

SUBMITTED TO: DEPARTMENT OF ENGLISH

BY

AMAN TUFA

August 2017

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AMAN TUFA

ADVISOR; Mr. ABDI HUSSEN

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Declaration

I the under signed graduate student declared that this is my work and that all sources or material used for this study have been acknowledge.

Name _____

Sign _____

Place school of humanities and Law Adama University

Date of Submission _____

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Acronyms and Abbreviations

TEFL Teaching English as a Foreign Language

EFL English as a Foreign Language

TESL Teaching English as a Second Language

PG Post Graduate

MA Master of Arts

S₁—S₈ Students' number one up to eight

T₁—T₃ Teachers number one up to three

O₁—O₄ Observation one up to Observation four

Abstract

The main objective of this study was to investigate factors that affect students' writing skills development. The research approach for the study was a mixed research approach. Data were collected through data collecting tools (instruments) such as students' questionnaires, teachers and students' interviews and classroom observation. A sample of 123 respondents were taken using both probability and none probability sampling techniques. The major findings were classified as teacher's related factors and student's related factors. Lack of an appropriate approaches and techniques to teach writing, wide range of gap in giving corrective feedback and reinforcements for students' writing exercises, lack of motivating students' to practice writing skill, lack of giving an adequate exercises with a sufficient time to practice writing are the teachers related factors. Among the students' related factors, lack of student' interest to learn s writing skill, the influence of their first language while they practice writing in using EFL only, lack of their ability to spell words and sentence making are the major ones. Finally the main important points given as the recommendations of this study are: teachers should be selective and should try to investigate the suitable writing skill lessons, frequent and continuous writing skill assessments with adequate writing skill texts should be given with sufficient time and great priority needs to be given for teaching writing skill and talking frequently to students about the importance of writing skill also help a lot in initiating students to practice more particularly to preparatory school level students.

CHAPTER ONE

INTRODUCTION

This chapter provides, the back ground information related to factors affecting the writing skill development of grade 11 students' Adaba preparatory school in focus. It also provides the statement of the problems and its magnitude, the research question, based on the research question proposed by the researcher, the general and specific objectives of the study are also presented. In addition to these, chapter one provides the significance of study, limitations and the scope of the study as well.

1.1 Background of the Study

Foreign language teaching is a complex process especially the writing skill while teaching and learning. Thus, teachers usually follow a certain order which beginning with listening and ending with writing skill. The main reason for the writing skill placed at the end while teaching and learning foreign language is that writing is highly complex and difficult to master it even for natives. With the respect to this, differentiating the factors that affect the writing skill development is another difficulty to overcome it. Grabe and Kaplan (1996, P. 87) said that, "probably half of the world's population doesn't know how to write adequately and effectively". Writing and learning to write has always been one of the most complex language skills. Nunan (1989, p. 12) agreed that, "It is easier to learn to speak than to write no matter if it is a first or second language".

Practicing writing skill is not a very easy task to achieve since it requires hard work, long steps, enough time, and more practice. It is obvious that mastering English as a foreign language (EFL) requires mastering the four language skills. But it should be mentioned that the writing skill is most complex and difficult skill to master. Richards and Renandya (2003, P.30) argued, "There is no doubt that writing is the difficult skill for second language learners to master it". According to the above scholar's suggestions, it is obvious that writing skill is complex and difficult skill in deed. In Ethiopian context similarly, writing skill is complex and difficult skill to master at some preparatory school level. Adaba preparatory school students are also the victims of the above difficulties that are the reason for this study to conduct the title factors affecting students' writing

skill development Adaba preparatory school in focus. It is known that English has been taught in Ethiopia as foreign language as subject beginning from grade one and used as a medium of instruction from junior school in most parts of the country (Atkins, Hailom and Nuru , 1996, p.85). In spite of the fact that it has been taught in the country for many years, the difficulty to master the language skill particularly the writing ability of English as a foreign language, in the preparatory school is still unsatisfactory or it is possible to say poor. Locally, few researches have been conducted on the writing skill. For instance, Gosa (1991) conducted an experimental research on title; “methods and difficulties of teaching writing skill in Ethiopian secondary school” has considerable contribution. Similarly, Yusuf (2006) conducted research on “EFL teachers’ believes about writing skill and class room practice”. His finding also revealed that there is a mismatch between teachers’ believes of teaching writing skill and actual class room practice. As some of the locally conducted research on the writing skill show that they can play their own roles, to be initiative for many researchers to study more particularly on factors affecting writing skill development resulted in poor writing ability of learns in proposed grade level. The majority of English learners confuse between grammar and written expression.

According to (Leki, 1997, p.34) “Learners sense of security comes from what they have learned about grammar.” Other words, many learners assume that the key to be a good English written production is mastering the rules of grammar but what about the other aspects of writing? In this respect, the learners often such towards more grammatical practice and then tend to forget about the specific rules of writing such as drafting, revising, editing etc. These rules are summarized by Harmer, (2007 a. P. 4) in his quotation, “writing is 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 of its writing and in this process has four parts i.e. four main elements: planning , drafting, editing and final drafting. Poor performance in the writing skill wondered about how to organized information to get coherence paragraph essays a well structured piece of writing without mistakes etc. According to Nunan (200, p. 217), “It is an enormous challenge to produce coherent, fluent, extend pieces of writing in L2”. Student’s poor performances in writing have become the core problem which needs an urgent remedy. So, this is the main issue which initiates the researcher to conduct the study on factors affecting student’s writing skill development emphasizing grade 11 Adaba preparatory school in focus.

1.2 Statements of the Problem

There was a wide range of poor writing ability in Adaba preparatory school of grade 11 students both in natural and social stream students of this grade level. In our context, writing in English unlike the other skill is not practiced inside and outside the classroom. Moreover, the complexity of the writing skill contributes to the majority of our student's poor writing performance, which is frequently seen among students of preparatory school. Moreover, the quality of the writing skill of our students in preparatory level is unsatisfactory. Since the learners are not able to write paragraph, so that they are weak in making complete and meaning full sentences. Many mistakes related to grammar, spelling, punctuation, and capitalization occurs in students writing. Students even lost the ability to write short and correct sentences, with many repeated words revealing a lack of word power (vocabulary) which is an indication of a lack of reading as well. The longer their sentences are the more mistakes they contain. As some locally conducted researches show for instance, Zerihun (2005) an experimental research on "method and difficulties of teaching writing skill" and similarly, Gameda (2000) "EFL teachers believes about writing skill beyond class room practice the different perceptions and needs of students and teachers in teaching and learning process of writing skill".

Abebe (2003) has conducted research on "Awareness of subject area instructors about their contributions to the development of students writing skill". He collected data from subject area instructors of the faculty of education Dilla college of Teachers Education and health science using questionnaires and interviews. In his conclusion, Abebe stated that teachers' problems seem to be less of awareness about their responsibility but more of class size (30%), time constraint (40%) other engagements (30%) application skill (20%) and language use.

Moreover, Meseret (2012) conducted research on "instructors and students perception and practice of task based writing in an EFL contexts". His finding indicates that the existence of relationship of conflict between instruction and students perceptions. Finally, Dawit (2003) has carried out a study on "the effects of training students in giving and receiving feedback on their revision types and writing qualities". Dawit's study shows that the feedback the teachers gave for the students' essay did not help them to improve the quality of their essays. Hence, none of these studies has attempted to reveale factor that affect students writing skill development at any level of educational institutions. So, the researcher would like to conduct the research on factors

that affect students writing skill development of grade 11 students'. As the student's writing ability is at its wide range of difficulties and grade 11, students' writing skill is gradually decreasing, special attention is needed to be given on what factors affect this skill to develop and identify. Although, a plenty of local studies which are conducted at secondary school level on the different perception and needs as student and teachers in teaching and learning process of writing skill, the studies did not show all the challenges students encountered with writing skill.

Therefore, filling the gap of the issue under study by identifying the way that we use to promote students writing performance and providing their own contribution in solving the problem is what the research wants to play as the necessary role.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to identify the factors affecting grade 11 students' writing skill development Adaba preparatory school in focus.

1.3.2 Specific Objectives

The specific objectives of this study are stated as follows:

- To identify the main difficulties that students face in learning writing skill in EFL.
- To investigate the cause for student's poor writing performance in EFL.
- To identify types of teaching techniques that teacher used to teach writing skill.
- To identify classroom factors that hinder teachers to implement writing techniques in the classroom situation.

1.4 Research Questions

In order to fulfill the objectives of the study, the following general and specific research questions are formulated and they are derived from the general and specific objective of the study.

1.4.1 General Research Questions

- ❖ What are the factors that affect students writing skill in EFL?

- ❖ What are the causes for student's poor writing performance in EFL?

1.4.2 Specific Research Questions

- ❖ What are the main difficulties for the students in development their writing ability?
- ❖ What are the cases for the students' poor writing skill performance in EFL?
- ❖ What types of teaching techniques teachers use to teach writing skill in EFL?
- ❖ What are the classroom factors that hinder teachers to implement teaching writing skill techniques?

1.5 Significance of the study

This study mainly focused on identifying the factors affecting grade 11 students' writing skill development Adaba preparatory school in focus.

The study will help to have much significance in different aspects as follows:

- Can raise teacher's awareness of using appropriate techniques and strategies to teach writing skill in EFL.
- It may give a clear insight about the problem that affects the preparatory school students in learning writing skill in EFL.
- It may give clues for school administrators, supervisors and any other stalk holders who want to assess teaching and learning writing skill in class room situation in particular.
- It may serve policy makers and curriculum designers to revise the text books and teachers' guide of English course in this grade level.
- It may also give hints to school communities on the importance of giving the necessary support on teaching and learning writing skill EFL.

1.6 Scope of the Study

The main purpose of this study was to explore the major factors affecting grade 11 students' writing skill development in Adaba preparatory. So, that it was restricted to grade 11 students who are learning in Adaba preparatory school in 2016/2017 academic year. The reason for the study to restrict only on preparatory school is that there is only one preparatory school in Adaba Woreda or in the town.

1.7 Limitation of the study

Lack of adequate publish works even unpublished reviews of related literature in the context of Adaba preparatory school in Adaba district with regard to challenges in learning and teaching writing skill in EFL was one of the main limitation of this study. In addition to the factors such as constriction of time financial and over load on a researcher were the other limitations of this study.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

Introduction

In this chapter, plenty of scholars and linguistics on writing theory, history of writing, definition of writing, nature of writing and the rationale behind writing are stated. The variety of reviews of the related literature on writing skill particularly in EFL are focused with the relation to title of this study briefly stated as much as possible. Discussion of some principles to the aspects of the writing skill is just focused on an overall understanding of what was meant by 'writing' and how to learn this skill.

2.1 History of Writing

The development of writing skill is relatively recent phenomenon. According to Harmer (2007a, p.1), "Human activity of writing is a fairly recent development in the evolution of men and women". Some of the earliest writing found so far dates from 5,500 years go. In addition to this, Yule (2010, P.212) claimed that " Human beings started to write some 20,000 to 25000 years ago unfortunately, the reason behind knowing little about early man is that he did not write". The earliest forms of writing were the natural painting of animals and people in protected space like caves. The pictures of animals were attempts on appearing their spirits after being hunted while the pictures of people often represents people appearing in different physical positions as in a ceremonial dance. Gradually, primitive cultures which were at the mercy of natural forces stylized their representational messages for ancient cultures they are called petro glyphs or 'pictograms' (Crystal, 1999, p.18). In other words, pictures represents symbols. These pictograms later on developed to become ideograms which are considered to be a part of a system of idea writing or hieroglyphs. For instance, ancient Egyptian had a sophisticated system of Hieroglyphs that have been stylized after words. Immediately needs the appropriate vocabulary, idiom sentences structure, word choice etc.

2.2 The Definition of Writing

In its simplest form, writing may be just using graphic symbols or reproducing in written form something which has been heard or read. Writing becomes more complicated when it involves

producing meaningful segments to carry a message in the language. Accordingly, Widdowson (2001) stated that "writing is the use of visual medium to manifest the graph logical and grammatical system of the language. That is writing in one sense is the production of sentences as instances of usages"(p. 62).

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 it is an act of discovery. Another definition was given by Crystal (1999, p. 214) who stated that "writing is not a merely mechanical task, a simple matter of putting speech down on paper". It is an exploration in the use of the graphic potential of a language a creative process an act of discover.

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 personal, and social endeavor. As it is reported by Miller (2001, as cited in Richards & Renanya,2003, p.25) "even though the 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 on 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" (p. 125). 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, p. 4).That is why he defined writing as follows:

Writing is 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. This process has four main elements: planning, drafting, editing, and final draft (Harmer, 2007a, p. 4). This idea is supported by Richards and Schmidt (2002, p.529) where it is stated "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. While Hedge (2000, p.302) stated that: 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. It is a complex process.

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 [and universities] must master the academic writing which was needed in writing essays and paragraphs or other assignments for exams" (Bailey, 2003, p. 1). Moreover, writing in a foreign language is the ability to use language and its graphic representation productively in an ordinary writing situation. "We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of writing" (Lado, 2000, p.248).

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 as it is reported by Kate and Guy (2003, p. 1480) "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, Numan (1989, p. 36) 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, he must be able to integrate information into coherent paragraphs and essays.

In addition to its complexity, it takes time and a lot of training to be mastered, only after years of training and practice at schools and universities few students, not all of them, are able to write correctly. In this respect, Hedge (2000) had completely investigated this issue and came with a conclusion "all the time spent in communicative activities, adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and 9% to writing" (Hedge, 2000, p. 305) . That is why the majority of students feel stress which prevents them from conveying the desired message. Accordingly, it is reported by Brookes and Grundy (2009, p.11) that "it must be worth

asking precisely what is difficult about writing and, especially, about writing in a second language”. Also writing is viewed as a powerful tool as it is stated in this quotation "although writing is not this explosive, it is one of the humankind's powerful tool. But they are sometimes confused about the source of its power"(Mc Arthur, Graham, & Fitzgerald, 2008, p. 1).These difficulties and poor achievements in writing among our students will be discussed profoundly in the coming chapter. Also, to clarify things about this skill, we have to investigate its nature which is the next point.

2.3 Nature of Writing

Foreign-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, 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).Their difference would be seen in the coming section. Richards’(1990, p.100) 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, p. 251) pointed out that “there are a number of reasons why students find language production difficult”. Writing and learning to write has always been one of the most complex language skills. Nunan (1989, p. 12) agreed that" it is easier to learn to speak than to write no matter if it is a first or second language”. A similar point is stated, for instance, by Grabe and Kaplan (1996, p.87) who said that “probably half of the world’s population does not know how to write adequately and effectively”. Concerning its difficulty as a productive skill, Tribble (1997,p. 65,) claimed that “writing is a difficult skill to acquire”. This complexity 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, p. 473) 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, p. 6) think of writing as a “technology” set of skills which must be practiced and learned through practice. On the other hand, Bell and Burnaby (1984, as cited in Nunan, 1989, p. 23) 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, p.11,) "writing is also a problem-solving activity developed in progress". This 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. Looking at these factors, we may conclude that writing is indeed a difficult issue given the multiple demands it makes on writers. 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, p. 109). Also, in her study of the writing of L1, L2, and FL, Edelsky (1982, as cited in Friedlander, 1997, p.1 10) indicated that “writing knowledge transfers across languages.” This transfer was independent of language proficiency as it is reported 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". Another opposite viewpoint was held by Blanchard and Root (2004, p.1) who argued that “it is like driving a car. If you have ever driven in another country, you know that some of the rules of the road may be different .Just as the rules for driving differ from country to another, the conventions for writing may change from language to another”. This means that writing conventions differ from one language to another. In any ways, not everyone is a naturally gifted

writer. Writing is a skill that can be learned, practiced, and mastered. 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, p. 8). Moreover, he goes on to claim that many people fear a blank sheet of paper or an empty computer screen, i.e., even if they know what they want to say they don't know what to write; they are afraid it will come out looking wrong or sounding stupid. That is why he said to these students and a person that one of the things to love about writing is that writing is a process. The first time you write a draft, it doesn't matter if your writing comes out wrong or sounds stupid to you because you can change it as often as you want. You can go over it until you are completely satisfied or until you need to shift gears. You can show your draft to your friend or family and get a response before you ever make it public. Stark (2005) added that we should not put pressure on ourselves by thinking that we are going to write a perfect first draft. No one can sit down and write polished reports, letters, essays, paragraphs without changing (or revising) them at least slightly. 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. These reasons are different from one writer to another. It will be seen in next sections.

2.4 The Real Life Context of 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, p. 4) 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, p.15) 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. But we disagree with McDonough and Shaw (1993) to some extent since they do not provide us with clear evidence that most of the society don't have to write, and even if when people want to write, they usually write for social purposes such as messages, shopping lists, telephone messages amongst other things. But what about those people, students who write for academic and work purposes such as reports, essays, summaries, government documents, news papers, magazines and so on.

We may conclude that certain sections might have to do more writing. But at the end we assume that most people must be literate not only when speaking or reading, but when writing too, no matter the purpose they have in doing it. As far as writing in the English classroom is concerned, Hedge (2000, p.300) stated that "these purposes are to enhance learning and consolidate structures and vocabulary". Raimes (1994, p. 14) had the same point of view as Hedge's (2000), but also 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, p. 95) 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, p. 34) 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, his aim to clarify to the students what relation can be done between writing and the other skills, and how they can benefit from this relation. Therefore, the coming point aims at exploring and investigating this relationship drawing special attention on the classroom.

2.5 Micro Skill of Writing

Micro skills of writing are sub skills that are used to develop the basic writing skill. There are some very important micro skills of writing that learners need to know on a line with this. As Henry (2001) cited in Grave (2013) mentioned, some of the micro skill which help the writer to have good command over writing free of mistakes and errors are listed below.

In the process of micro skill of writing the writers need to;

- Use the scrip spelling and punctuation correctly.
- Apply the accurate word test the right teat, case and gender.
- Make uses of major components such as subject etc verb object appropriately which can convey the trough of writer clearly to the reader.
- make the text coherent to make the reader understand easily
- Apply the vocabularies and or menologies appropriately.
- Use the style of writing sui table to the requirements of the audience.
- clarify the center al a from suiting information
- Avoid from slang tabs and jargon and keep in mind the standard of language according
- Suggest and judge about the prior knowledge of the audience about the subject written.

2.6 The 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, p. 1). Its importance lies in its power as it is reported by Mc Arthur, et al. (2008, p. 11) “The power of writing is so strong that writing about one’s feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system. Despite its importance, there is considerable concern about the writing capabilities of school-age children and youth. As it is asserted by National Commission on Writing in America’s School & College [NCW] (2003, p.7, as cited in Mc Arthur, et al., 2008, p.1) “The writing of students in the USA

is not what it should be". This bad situation on writing was confirmed by this study which indicated that "three out of every 4th - 12th grade students demonstrated only partial mastery of the writing skill" (Persky, Campbell, & Mazzco, 1999, as cited in Mc Arthur, et al., 2008, p.2). In this respect, we should not neglect the importance of the writing skill in Teaching/learning 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, p. 69), "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 pointed out by Doff (1995, p.148) who said 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 before 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. In the school setting, writing plays many roles: It is a skill that draws on the use of strategies such as planning, evaluating, and revising text to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. 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”.

In fact, the roles of learning to write and writing to learn are interdependent. For this reason, it is recommended that language teachers use content-area texts to teach the reading and writing the skills and that content-area teachers provide instruction and practice in discipline-specific reading and writing. Using writing tasks to learn content offers students opportunities to expand their abilities; to strengthen the planning, evaluating, and revising process; and to practice grammar, spelling, punctuation, modes of argumentation, and technical writing. In short, if students are to learn, they must write (Graham & Perin, 2007, p. 23). After having investigated some theoretical issues on writing, it is safe to say that writing has become vital nowadays; for the written script is the only proof that ever remains. We come to conclude that, through its history, writing is a recent skill which developed from pictographs to the alphabet. It is viewed and defined differently, i.e., from different perspectives. Concerning its nature, writing is the most complex and difficult skill to master even for native speakers. When engaging in writing, each writer has reasons to do so; they reasons can be social, professional, or academic purposes. Comparing writing with the other skills, it is the most important one, in addition to its complexity and difficulty because it requires a lot of training compared to the speaking skill. What is important is that, writing cannot be taught alone, but usually with the integration of the other skills. However, university students still face a great deal to write correctly. Thus, the factors behind students' poor performances will be investigated in the next

2.7 Sources of the Writing Skill Difficulties

There is common agreement that writing is the most complex and difficult skill which requires a lot of training like all learning problem difficulties in producing good pieces of writing can be devastating to the learners education self-esteem self confidence and motivation to write. As many researchers (Harmer 2007a, Nunan 1989, Tribble 1997, Richards and Renandy, 2003. etc.), agreed that writing is the most complex and difficult skill. This difficulty lies not only in generating and organizing ideas also in translating these ideas in to readable text And even the task. Hence, in this title, the researcher has tried to investigate certain evidences from views of scholars about sources for the writing skill difficulties particular what hinders student to write at

any level of education. Among the endless number of factors the researcher tried to sketch a general picture of motivational factor behind the student lack correct writing. As the teaching and learning process can't take place only with the presence of the teachers and the learners the scholars entirely devoted to speak about the teachers how they can hinder the students writing skill development. Here are some important issues that concern the teacher's approaches methods and techniques in teaching writing and then his / her way when reacting to the studies writing production that is how the feedback is given for the students writing exercises.

2.7.1 Teachers related Writing Skill Difficulties

The roles teachers play in teaching language skill has its own contribution to words the writing skill difficulties here are some factor that teachers make the writing skill more difficulties for the learners.

2.7.1.1 Lack of an Appropriate Approach to Teach Writing

The teaching of writing EFL classes has witnessed important changes in the last twenty years, strongly influenced by research in sights from mother tongue context resulting pedagogic for many years of teaching. Writing any context was largely ignored for every tested but seldom taught. Thus, the focus was on what the student's produce not on how to do it. Raimes (1994), stressed the importance of how to teach writing not what to teach and draw attention to the controlled to free approach the free writing approach. The paragraph pattern approach, the communication approach, the grammar syntax organization approach etc. As Raimes (1994) agreed that there is no one answer to equation of how to write 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 act of writing itself and what these thoughts are? Below are displaying of the elements that should be activated when producing a piece of writing. (Raimes, 1994,p.6), includes different features such as syntax, content grammar, mechanics, organization, word choice, purpose, audience, and the writing process ''which are required and necessary in writing any topic such as linguistic literature civilization and other accordingly teachers have developed many approaches to the teaching of writing. It is already known that writing is a process, this process is too complex and cosmists of a number of operations going on simultaneously. This is operations or stages allow the writer to get the end product success fully.

Tribble(1997,p.55) claimed that “learners who move on into composing immediately are likely to produce bad when writing”. This different description of the process outlined by several authors, some of them consist of various steps while others are summarized in to smaller units. Thus, these stages will be seen according to different views of scholars. These steps or the writing process are between three stages, (Richards, 1992, as cited in Sadek ,2007,p.200)and 6 stages (whited Arndt,1991) karashen’s (1984,25 cited, in Richards &Renandya, 2003,p.315). As krashen’s (1984;as cited, in Richards &Ren and 12003 . p315) point to five is that the process of writing as a private actively may be broadly seen as comprising four main stages. These are; planning drafting revising and editing he goes on to suggest that in addition to four basic stages mentioned above, there are three other stages which are externally imposed on the students by the teachers name responding, sharing evaluating and post writing, Process writing in the room is highly structured and organized as it requires orderly teaching of the process skill and thus it may not give way to a free variation of writing stages mentioned earlier. Teachers often plan appropriate class room activities that support learning specific writing skills at every stages. According to this scholars views, planning or pre writing encourages and stimulates students for getting started to write it in clues brain storm in and clustering the it comes to the drafting stage where the focus is on the fluency of writing not on the grammatical accuracy or the neatness of the draft the another sub- stage is responding it interveners between drafting and revising it is the teacher initial reaction to students draft then comes to revising stage when student’s revise they view their written production on the bases of the responding stages is not only checking for language errors (editing). At this stage, editing which is the fourth bases stage and includes evaluation the teachers edit grammar spelling punctuation diction sentence structure etc..Finally post writing as on external stage which is composed by the teacher like responding and evaluation it is plat form for recognizing students work as important or worthwhile and it may be used as motivation for writing and hedge against students excuses for not writing and (kirashen 1984,pp,17 -18 as cited in Richards &Renandya ,2003 p, 315) Un like krashen (1984, as cited in Richards and penandya,2003 P’ 315) white and Arndt (1991, P, 5) stressed that’ writing is re- writing that revision seeing with news eyes has central role to play an act of certain tex’ they share the some feature of krashen model which is an interrelated set of recursive reviewing focusing evaluation and generation ideas. The process approach according to him these stages are the following rehearsing drafting and revising by rehearsing meant pre-writing where students try to find the topic itself then ideas about it after that let those ideas to

interact develop and recognize themselves he neglect the main element of writing which are the subject (topic). Tribble (1997, p. 39) sketched more structured process which includes: pre-writing drafting revising editing and publishing what is important here is that emphasized on 'a cursive way' we look back words and forwards between the various stages' that is the students' may feel the need to go back to a pre-writing phase and think again most importantly Treble emphasized on the three elements of writing (the topic, the purpose and the audience) Hedge (200, p. 322) also proposed four main stages using the process. Approach (communicating crafting and improving in addition to paying special attention to purpose and audience she claimed that the first thing to consider is purpose which is a worth element to look at it will have an impact on organization and language chosen when drafting then audience as hedge are used makes writers choose the most suitable things to say such as formal / informal etc. that is to mean, having a sense of purpose and audience at the very beginning may give writers a better insight on the content of the text.

2.7.1.2 Lack of Adequate Techniques to Teach Writing

Teachers main task is choosing the best class room techniques this is a day– today 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 is a decision about teaching techniques selecting techniques depend on their suitability with class students level and the approach underlying the curriculum and teaching these issues are not confined to any one of the approaches outlined before. Accordingly Raimes (1994, pp. 15-30) proposed seven basic questions that must be asked by any teachers before class. Namely:

- How can writing help my students teach their second (foreign language)?
- How can I find enough topics?
- How can I help to make the subject matter meaningful?
- How will read and what may students write?
- How are the students going to work together in the class room?
- How much time should I give my student for their writing?
- What do I do about errors?

In addition to this, the basic questions, he proposed different techniques that have proven Successful in the classroom situation. These techniques are:

I. Using picture techniques

what they seen in to graphic symbols also these proved for the use of common vocabulary and common language forms in addition, pictures be used only for other task also as ranging from fairly mechanics all controlled composition sentences. Commission exercise sequencing of sentences to write dialogues letters reports and essays, Finally, picture use in the class stimulate students attention and also create concrete real world in the class room, so pictures are available resource as claimed by Raimes (1994,pp.31-32) as follows.

Pictures are:

- As shared experience in the classroom.
- A need for common language forms to use in the class room
- A variety of task and
- Focus of interest for student

II. Using reading techniques

Teachers must be aware that reading be useful tool to improve their student's poor writing. Hence, short history a news paper a letter or pieces of students writing can work the same way as a picture to provided shared content in the class room. Reading can also create an information gap pares the way to different communicative actives. Then 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 vein Raimes (1994) reported the more our students and the more they become familiar with the vocabulary idiom sentence patterns organizational flow and cultural assumptions of the native speakers of the language.

2.7.1.3 Teachers as a source of Demotivation

When learners are asked about the teachers they prefer to study with, they immediately point to the reason is that they learn quickly and understandably, with some, and feel bored with others and no teacher teaches in the same way under the same condition. How every teacher can be demotivate when they do not enhance learning and in cite learners to write coincidentally

preferring to scan than having made mistakes repeat the same activities repeatedly, do not encourage them to write in the class room or outside the class room? In other world's motivated teachers can produce motivated students. Accordingly, the teachers have number of crucial task to perform to help students become better good writers; Harmer (2007) stated that "the main task of the teachers is to motivate and provoke the students" (P, 41) other worlds students to have ideas enthusing them with the values of the task etc. some time teachers can help the students by worth world they need to start in writing letters often find them serves last words specially when dealing with writing here teacher's role is to province. In this respect Harmer (2007 b , p, 42) added another issuer which is closely to the students to teachers role as motivator and provoker is that of supporting this means that students sill supportive when students engrave in writing by helping them over come difficulties.

In addition to these basic questions he proposed different techniques that have proved class, a common base that leads to a variety of using pictures a student's after class observation of them terribly will On the other hand the cliff painting of native Americans in the desert south west are usually called petroglyphs or pictograms for the writing on stone. When symbols come to be used to represent worlds in a language they are described as examples of word writing or 'logograms' the historical development of writing is summarized by Grady (1996) in the following quotation. The development of writing has been one of the humanities' is a greatest intellectual achievement from pictograms and logograms' the graphic representation. On the hand, the cliff painting of native Americans in the desert south west are usually called petroglyphs or pictograms for the writing on stone when symbols come to be used to represent worlds in a language they are described as examples of word writing or 'logograms'

The historical development of writing is summarized by Grady (1996, P. 620) in the following quotation: the development of writing has been one of the human it's greatest intellectual achievements. from pictograms and logograms the graphic representation of language has developed through syllabic writing to the alphabet this with arbitrary graphic symbols eventually this was followed this was followed by another discovery that a fairly small number of symbol is sufficient to represent language in writing from small number or symbol is sufficient to represent language in written from (Grady, 1996, P: 620.) In other words, before writing takes the resent forms it began as pictograms picture writing which represent particular images in a consistent way, Latter on it developed to idea grams idea-writing), then this idea gram change to what we

call logograms which means word writing the best example used is that of the Sumerians where the writing system is words based more specially the alphabet replaced pictographs between 1700 and 1500 B. C. The above historical view of writing skill gives clue to wards history of the writing skill in an ancient society it was from this the modern writing skill eventually developed to the resented view of the writing skill in variety of our worlds language to day.

2.7.1.4 Lack of Teachers Corrective Feedback and Reinforcement

Previously, it has been said that 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 reported in (language teaching and applied linguist, 2002, p.199) “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 don learning tasks or tests either from the teacher or persons”.

According to Harmer (2007 b, p. 108-113), teachers reaction to their students work can be done in two ways ‘correcting mistakes of a student’s written per for mince on issues such as syntax, grammar collocation , etc. when teacher intervention is designed to help students edit and more to another new draft, responding is more appropriate than correcting. Means that our task, as teachers is not to say what is wrong or write but to ask equations, make suggestion and in dictate where the student could improve his /her writing either in the content or in the manner of his /her expressions. This type of feedback will improve the student level and they can take advantage of such help. This way of reaction to students work makes the teacher seen as evaluator or examiner students are generally very in retesting in numerical grades but it is worth understanding where their weakness and strength lies. Hence, teachers should ‘write at least brief comment on their work where we mention task achievement’ (Harmer, 2007a, p.50)

These comments are motivation for the students if these are positive, i.e. the students will revise again their work and try harder in future. In some causes the over use of red ink will frustrate students. As it is point by harmer (2007a,p.84) that “most student find it very disporting if they get a pieces of written work back and it is covered in red ink underlining and crossing out”. This means that teachers over –correction is a problem that hinders students writing even if some pieces of writing are completely full of mistakes, over correction can have a very de-motivating

effect. Thus, the teachers has to achieve and make a sort of balance between being accurate and truth full and treating students sensitively and symphatically the calls.

In other words, Black and William (1998, as cited in Mac Arthur et al p.6) argued strongly that McArthur teachers need to give feedback that gives each student's a specific guidance an strength and weakness. Students need to know how effecting their writing as they long for improvement.

2.7.1.5. Teachers Responses to Students Writing Production

To remedy student's poor achievement in writing, it is preferable for teachers to react by responding to writing work as guiders, facilitators or assistants than evaluators or gadget. When responding to students work, it means that the teachers react to the content and the way the piece of writing is constructed etc... and not grading the work or judging it as a finished product. Moreover, the teachers tell the students how will they are going sofas by machining comments concerning the correct uses of language and suggesting other ways to improve wring. In this Rarimes, (1994 p.139) suggests that 'responding to students writing is very much a part of the process of teaching writing''. Responding the student work is not the easy task, i.e. the teacher should know and practice the different way that are used. According to Harmer(2007b) many way to do this task initiating teachers should visit and speak to students about their writing by asking many question, such as what a certain sentences means ' or why they have started in this particular way 'or' they give them some suggestion. What is important work in work in progress that teachers have to think care full about the way they give advice or suggestion and remained as neutral as possible? Leki (1997,pp. 57-68) addressed the issues of teachers should respond to students writing by first raising questions about the way writing is taught to second language learners. These questions are:

- ❖ Are the goals for second language student's primarily grammatical accuracy or global comprehensibility?
- ❖ Do teachers, expect students to take risk in order to express themselves or develop as sense of style or do they stress linguistic control how instructors define these goals will determine to a great extent how they respond to student writing short, reacting correcting and responding to student writing production are appropriate and effective way which will minimize and encourage students to improve their writing. As also feedback whatever type is a use full tool in addition to

grading students work. All these are concerned the teacher who is believed one source of difficult behind student's poor writing. (Leki ,1997, p. 57-68).

2.7.2 Students Related Writing Skill Difficulties

The ability to write well is not a naturally acquired skill, it is usually learned, It must be practiced and learned through experience. Thus, learners really faced many problems in expressing themselves systematically and logically either in the mother tongue or foreign language. Below are some of the sources for students writing skill difficulties:-

A. Lack of Motivation to Write

As it is accepted in most fields of learning, that motivation is essential to success and achievement. Harmer (2006 a) stressed this point and claimed that “people involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study”. They succeed despite using method which experts considered unsatisfactory in the phase of such phenomenon, it seems reasonable to suggest that the motivation that student bring to class is the biggest factor affecting their success. This means clearly that motivation is strongly related to achievement and learners' motivation makes the mission easier and more pleasant for both teacher and learners. According to Bascolo and Hide (2008, p.7), there are two questions that languages skill teachers frequently pose to writing. First, why are students so often not motivated to write? Secondly, how can their motivation to write are increased. Harmer (2006, pp. 32-45) additionally, state ‘that there are many hidden forces which de-motivate students to achieve certain writing level , the fear of not achieving our goals or values in some context specifically in the context of competency or efficiency .This also closely related to the fear of rejection. The source of this fear of failure among the majority our students is that they are faired of making mistakes. This is what grad 11 students attempted to elaborate during their interview. Thus, the main role of teacher at this time is to enhance and encourage the students to writing by making writing, stimulating and enjoyable. As Dornnie (2005, p.80) Claimed that it is thing to initially wet the student's appetite with appropriate motivational technique.

B. Lack of Reading

Reading is a use full to improve students writing for it is the study of what is written. Even if, the two skills are separated as reading a passive activity while writings a productive one, they are nonetheless a complementary and can be closely develop. As Byrne (1991, p.22) argued that “reading of course can be the goal in itself and any case is likely to be more important one than writing, but the two skills can and should be develop in close calibration” In the same vein, (Easter Hold, 1997, p.88) state as “Better writers tends to be better readers, better writers read more than poorer writers and finally better reader tend to produce more syntactically natural writing than poorer readers”. In any cause the two skills go hand in hand, and one cannot function without manipulating the second. We often read to get the information we need to include in our writing.

C. Influence of First Language on writing in EFL.

In addition to the lack of both reading and interest in writing, students face another obstacle that hinders their ability to write correctly. Foreign language teachers emphasize the need for EFL, writers to think and write as far as possible in English. As Friendlander (1997, p.109) reported that “writers do any of their work in their first language.” It means due to transfer of structures and vocabulary from the first language in an incorrect way. Also Jones and Tetroe (1987, p.110) “Writers transferred both good and weak writing skill from their first language to English” ,they added weaker writer’s failure to use writing strategies in English were based or failure to use these strategies in their first language”. Blanchard and Root (2004, p.1) argued another opposite views that: “It’s like driving a car, if you have ever driven a care in another country, you know that some of the rules of the road maybe different just as the convention of writing maybe change from language to another”. In any way, not any person is a naturally gifted writes. Writing is a skill that can be learned, practices and mastered. Writing remains the most difficult skill to be mastered even for native speakers. This fact is supported by Nunan (1989) who pointed out that “Writing is an extremely complex, cognitive activity for all which the Writing is required to demonstrated control of a number of variables simultaneously.” Furthermore, in terms of complex city and difficulty, many survey proved that language production is difficult there are a number of reasons why students find language production difficult. Harmer (2006a, p.251) “writing and learning to write has always been one of the most complex language skills.” Nunan

(1989, p.12) agreed that “it is easier to learn to speak than to write no matter if it is first or second language.” In sum, it is possible to say that the factors behind student’s poor performance are endless but it is possible to remedy or at least to minimize them. What are the major factors that can affect student’s writing skill development particularly grade 11 students? The answer for this question is reached after analyzing and interpreting the research finding and recommendation in next chapters.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

Introduction

This study deals with factors that affect students' Writing skill development in EFL. Accordingly, the researcher attempt suggesting the ways that may help to solve this problem and investigating some techniques that may contribute to mainly use students' difficulties while they improve their writing skill in EFL, both in natural and social science study in their preparatory school level. This chapter deviated to explain the method used to carry out this study, the research design, description of the study area, sampling and sample techniques, the population size, data collection procedure, instrument of data collection and method of data analysis.

3.1 Research Design

In this study, the descriptive survey research design was used. As Burns and Grove (2001, p.248) stated, that "descriptive research design help to identify the problem in a current practices with a view to improve out comes". A research strategy is used to identify analysis and interpret the problem under this study. Hence, the purpose of descriptive study is to collect detailed and factual information that is used to describe the existing phenomenon of the situation. Biggam (2008, p.82) described a research strategy as the one "where you describe, how you intend to implement your own research study, that is the strategy that you intended adopting to complete your empirical study."

In another way round, descriptive research is used to explore the real- life situation and to provide information of the element as they occurred. The descriptive method describes a current situation that one can develop the appropriate guidelines for future use. In this case, existing situation is factor affecting grade 11 students' writing skills development in EFL Adaba preparatory school in focus. Therefore, this study concerned with assessing the existing factor in the status of student's writing skill in preparatory level. Generally, by using this method the researcher may develop future guide line for helping to solve or reduce the problem mentioned in this cause.

3.2 Description of the Study Area

Adaba Woreda is one of the Woredas found in the western Aris Zone Oromia Regional State. This woreda is located in south east part of Ethiopia at about 353 km from Addis Ababa and about the distance of 100 km from Shashamane, Capital of west Aris Zone. In the Woreda, there is only one preparatory school (grade 11-12) which consists of 464 students and from this 240 students are grade 11 and 224 are grade 12 students. In the school, there are 22 teachers and 20 of them are male and only two of them are females. There are three English teachers and all of them are males (from Woreda educational office of 2016/2017 statistic).

3.3 Source of Data

For given research, identifying the source of data is very important. Because, it is used to get an accurate and update data from population that serve as an asset to come up with the intended outcomes. In this research, the primary source of data is used to collect the necessary information of the conducted research which is collected from the respondents by using data collecting instruments such as questionnaires, interviews and class observations.

3.4 Ethical Issues

According to Best and Kahn,(1999), “In conducting research it is important to consider the ethical guidelines designed or lay down to protect the participants from any disappointing situations”. Hence, in this study practical consideration was given to the ethical principles the researcher, has tried to give special emphasis as much as possible to gather the necessary information in that the informants were voluntary, confidential and kept the name of the informants in secured manner. Thus, their response was kept confidential, as the respondents were not asked to fill their names or give any identification on questionnaires worksheet. In addition to this, the responses they gave during interviews were used in expressing secrete code number or any other identification to conduct this research in line with research ethics. Before students are required to fill the information in the questionnaire worksheet, the guidelines or orientation was given for, respondents (see plate 1 on Appendix V).

3.5. Population, Sample size and Sampling Techniques.

3.5.1. Population

Population is defined by pilot (2001, p.233) as “the entire aggregation of cases that meet a specified set of criteria.” Therefore, to obtain the necessary information regarding the factors effecting grade 11 students’ writing skill development in EFL Ababa preparatory school in focus, the population for this study the researcher deal with is grade 11 students from section A-F and three English teachers teaching English in the academic year of 2016/2017.

The assigned population is taken as it is comfortable for data gathering through the instruments of data collections namely: questionnaires, interview with three English teachers and 8 as the 15th of 120 Students selected systematically from 120 respondents interview and class room observation that is proposed from three sections which are frequently observed four times each while the teaching and learning process is going on.

3.5.2. Sample Size and Sampling Techniques

In this study, simple random sampling technique was used to select 120 subjects from 240 students which are half of the total population available; 20 respondents from each grade 11 section (A-F) to 120 sample subjects (respondents). Similarly, the researcher used purposive sampling for teachers interviewing from three teachers who teach grade 11 in 2016/2017 academic year. As a result, the researcher prefers to select purposefully three English teachers of grade 11 in the school.

3.6 Instrument of Data Collection

Instruments of data collections are those tools which are used for the purpose of collecting the appropriate valid and reliable data for the research. Thus, in this study, three data gathering instruments [tools] are used to collect the necessary information. these are: questionnaires for the students, Interview for teachers and student and class room observation with the selected section of grade 11 while the teaching and learning process is going on. These are separately justified as follows:

3.6.1 Questionnaires

The Questionnaires are instrument that can serve as means of collecting a considerable amount of data with minimum of time and effort. It is not only easy to administer but provides also a general view of the investigated problem which is difficult to obtain by other means of investigation. As it was pointed out by Anderson (1990, p.207,) "Questionnaires allow the gathering of reliable and valid data , relatively, in a short time". It is an instrument which includes a number of equation that require a complete answer or selecting to mange the existing answer. Similarly, Brown(2001,p.6) claimed, "Questionnaires are any written instruments that present respondents with a series of questions or statements to which these are to react either by writing out their answer or selecting form a mange existing answers. Thus, in conducting this research, the researcher used the closed ended types of Questionnaires for 120 respondents of grade 11 students which are from half of the available total population. Accordingly 12 questions are prepared with the variety of alternative items for each and short orientation is given for the students to make it brief and easy.

3.6.2 Interview

In the process of data collection, interview plays great role in collecting first hand data from the informants. According to Moriarty (2021:8) "Interviews remain the most common data collection method in qualitative research and are a familiar and flexible way of asking people about their opinion and experiences". Thus, the researcher used three purposively selected teachers who teach grade 11, and 8 students who are systematically taken from every 15th (120/15) of the population of grade 11 students. This is done in order to get their opinion orally about the factors affecting writing skill development in EFL. Therefore, semi –structured interviews were employed besides the other tools of the data collection instruments.

3.6.3 Classroom observation

Observation is also one of the data gathering instruments that help the researchers to get the feelings of the respondents. As Pope and May, (2006) stated, " Observational method go some way towards addressing the issue that people say is not necessarily what they do." In this process the research took part in observing and taking notes carefully while who are asking each other what they are asked to write. In this way, he managed to collect data to supplement other instruments. Again according to Fullan and Prom fret (1977), class room observation is the most

appropriate data collection instrument to research .Observation enables the researcher to get an eye witness, tangible and primary data directly from the participants in the actual class room observation while the instructional process is going on. Therefore, in this research, three purposively selected English teachers were continuously observed four times each while they teach writing skill in the class room. In doing so, to collect the research data, the researcher went to three grade 11 sections 11A, 11C & 11E which were randomly selected from six sections. The researcher observed the role of teachers and students in teaching and learning writing skill in EFL and used observational checklist and note taking techniques.

3.7 Methods of Data Analysis

After the necessary information were collected from primary sources using different data collecting instruments(tools),such as questionnaire, interviews, and class room observation, both quantitative and qualitative data analysis method were used. The data collected from the respondents using questionnaire were analyzed using percentage and frequency counting depending on the research questions specific nature of the data collected. Similarly, the researcher analyzed the data gathered through interview of teachers and students, using description and interpretation of the data analyzing method and class room observation using descriptive analysis of the observational cheek list benchmarks lay in the table of class observations checklist.

3.8 The issue of data validity and reliability

Validity and reliability of the collected data in research instruments are the prominent issues to be emphasized. Therefore, before the students' questionnaires are prepared and distributed for respondents, conducting the pilot study is the significant point to be focused. Thus, in order to convince the designed students' questionnaires and interviews the pilot study was done with grade eleven students which are taken by convincing which is non probability sampling methods. Consequently, two students are taken from each of grade eleven sections A up to F so that 12 students are available in pilot study. Accordingly, the purpose of the study, its importance, and procedure of how questionnaires are designed were precisely discussed with those 12 students. In addition to these, as it is stated in section 3.4 under ethical issue, the teachers and students' interviews were confidentially assured and revisiting of classroom was made while grade eleven English language teachers were teaching in a target language in the classroom.

CHAPTER FOUR

4. DATA PRESENTATION, INTERPRETATION AND ANALYSIS

As stated in chapter one, the main objective of this study is to investigate the factors affecting grade 11 students' writing skill development at Adaba preparatory school (in focus). Therefore, the data collected from respondents via questionnaires from students, interview of teachers and students and class room observation were classified, organized and interpreted to show the factors that affect students' writing skill development in selected sections in particular. Generally, this chapter deals with the analysis and interpretation of the collected data. Thus, it is divided into three sections each of them collected information on particular aspects of factors affecting student writing skill development. The first section deals with analysis of students questionnaire, the second section deals with present of teachers and students' interview and the third section deals with analysis of classroom observation which is done by revisiting four times each teacher.

4.1 Analysis of students' questionnaires

This questionnaire consists of 12 items dealing with student's opinion about the writing skill development. Each item specifically attempts to deal with the factors that affect students' writing skill development in EFL. Thus, the following table shows analysis of students' questionnaires on 1-12 items with the given option of the response of informants using frequency count and percentage. Accordingly, the column of the table contains students' questionnaires types, the given options, frequency of the responses and the tabulated figures of the responses in percentage out of the total populations of 120 informants.

Table 1. Analysis of students' response to the questionnaires.

No	Students Questionnaire	Given Options	Response frequency	Percentage	Remark
1	Does your teacher motivate you to practice Writing in English as a Foreign Language?	Yes	80	66.67%	
		No	40	33.33%	
		Total	120	100%	
2	If 'yes 'What does your teacher give you to practice writing?	Letters	50	41.66%	
		The newspaper events.	20	16.67%	
		Everyday Activities	30	25%	
		Life History	20	16.67%	
		Total	120	100%	
3	How often does your teacher make you Practicing this activity?	Every Day	20	16.67%	
		Every Week	55	45.83%	
		Once in a month.	45	37.5%	
		Total	120	100%	
4	In your opinion, which language skill is the most difficult?	Listening	5	4.17%	
		Reading	5	4.17%	
		Writing	80	66.66%	
		Speaking	30	25%	
		Total	120	100%	
5	Do you feel free when you practice expressing your idea in English in writing?	Yes	35	29.16%	
		No	85	70.83%	
		Total	120	100%	
6	Which language skill do you like to practice more?	Writing	45	37.51%	
		Speaking	55	45.83%	
		Reading	10	8.33%	
		Listening	10	8.33%	
		Total	120	100%	
7	Does your teacher assess your writing skill?	Yes	65	54.17%	
		No	55	45.83%	

		Total	120	100%	
8	If 'yes' how often your teachers assess your writing practice?	Every day	-	-	
		Some times	90	75%	
		Rarely	30	25%	
		Total	120	100%	
9	Does your teacher give you feedback on your writing exercises?	Yes	88	73.33%	
		No	32	26.67%	
		Total	120	100%	
10	If 'yes' how often does your teacher give you feed back on your writing activities?	Every day	-	-	
		Some times	100	83.33%	
		Rarely	20	16.67%	
		Total	120	100%	
11	How do you evaluate your writing ability in EFL?	Very good	-	-	
		Good	20	16.67%	
		Poor	100	83.33%	
		Total	120	100%	
12	What affects your writing skill development more?	Teachers teaching method	30	25%	
		Your interest practicing writing	20	16.67%	
		Lack of frequent practicing writing in EFL	70	58.33%	
		Total	120	100%	

Below are analyses of students' questionnaires based on items 1- 12 given in students' questionnaires, interpretation of each and every item with student [respondents] response number and percentage various tables.

(Q1). Does your teacher motivate you to practice writing in EFL?

Table 1.2 Analysis of informants' response on motivation.

Given options	Respondents	100%	Remark
Yes	80	66.67%	
No	40	33.33%	
Total	120	100%	

As it is shown in table 1.2 above, from 120 informants 80 respondents gave or said 'yes' for the given options which is 66.67% of the informants population. This indicates that they are motivated by their teachers for the writing exercise at any time. But 40 informants gave their responses 'No', which 33.33% of the respondents. This again shows the informants' responses are varied on the motivation given by their teachers (which is possible to say their responses are not unified or similar) if they are motivated or not by their teachers to practice writing.

(Q2) If 'yes' what does your teacher give you practicing to write?

Table 1.3 Analysis of the informants' response to the type of activity given them.

Given option	Respondents	100%	Remark
Letters	50	41.66%	
Reports	20	16.67%	
Every day activity	30	25%	
Life history	20	16.67%	
Total	120	100%	

The data in table 1.3 shows that different options of the writing activities are given and from these, 50 respondents are said letters are given as an activity given them by their teachers. This is 41.66% of the population. Hence, this shows that letter writing activity is the major type of activity given by the teacher. The second major activities that respondents chose are every day activities. This is responded by 30 informants from 120 which are 25% of it. The other option of activity are reports and life history writing exercises and they are indicated in similar figure i.e.

20 respondents for report writing and 20 respondents for life history writing activity which are 16.67 % of the population each item.

(Q 3) How often does your teacher make you practice this activity?

Table 1.4 Analysis of frequency for the writing activities.

Given option	Respondents	100%	Remark
Every day	20	16.67%	
Every week	55	45.83%	
Once in a month	45	37.5%	
Total	120	100%	

As it is shown in responses to Q3, 55 informants gave their responses about the frequencies at which they given writing activity by their teacher is every week which is 45. 83% of the 120 population. As it is observed from table 1.3, the major writing activity given for the students is letter writing. This activity by itself is given every week, which is indicated in table 1.4. This indicates that even the frequently selected is not given in a sufficient time. Next to this, the amount of time given for letter writing itself as an activity of practicing the writing exercise is once in a month which is answered by 45 respondents which means 37.5% of the total sample population. Surprisingly, the activity given once in a month is almost nearer to ignored. Because, a type of activity which is given with in a time interval of once in a month is said to be forgotten. The option given as every day is answered by 20 informants which are 16.67% of the total population. This indicates that there is negative response for option of time given for practicing writing exercise. It is to mean that no sufficient time is given for practicing writing activity. To sum up this, the priority given for practicing writing skill is less or not emphasized. Because, every week means, it indicates great time gap for the writing skill comparing to another activities. Whereas, every day time practicing is less focused for student's writing ability practicing. Totally, writing needs more and more time to practice. That is the more students participate to writing, the more ideas flow with sufficient time they used in their group work, pair or the whole class.

(Q4). In your opinion, which language skill is the most difficult skill?

Table 1.5. Analysis of responses for difficult language skills.

Given options	Respondents	100%	Remark
Listening	5	4.17%	-
Reading	5	4.17%	-
Writing	80	66.66%	
Speaking	30	25%	
Total	120	100%	

The data in table 1.5 shows that 80 informants answered to Q4 that writing skill is the most difficult skill. And this is 66.66% of the total population. This is obvious that it was the most complex language skill particularly for foreign language learners. According to Nunan (1989, p. 36), “Writing is an extremely complex and cognitive activity for all which the writer is required to demonstrate control of a number of variable simultaneously.” In addition to its complicity, it takes time and a lot of training to be mastered. As Tribble(1997, P.65) claimed that “writing is a difficult skill to acquire” deciding its complexity, its difficult and its importance. Writing is a dynamic process which allows writers to work with words and ideas whether they are right or wrong.. To conclude this point as it is already known that writing is the most difficult language skill which should need great emphasis to develop or to master it.

(Q5).Do you feel free when you practice expressing your idea in English in writing?

Table 1.6 Analysis of informants’ repose to students’ feeling in writing

Given options	Respondents	100%	Remark
Yes	35	29.17%	
No	85	70.83%	
Total	120	100%	

As the data shows 85 informants’ response as they are not feeling free when expressing their idea in writing. This indicates 70.83% of the population from 120 respondents. This shows that students do not feel free when they express their idea especially in EFL. . This means that they lost confidence when they expose to writing activity and becomes confusing. To sum up this, as

it is indicated in table 1 .6, large number of informants responded as they do not feel free when they practice writing skill or when they try to express their idea writing in EFL.

(Q6). Which language skill do you like to practice more?

Table 1.7. Analysis of informants' response about the skills they like to practice

Given options	Respondents	100%	Remark
Writing	45	37.51%	
Speaking	55	45.83%	
Reading	10	8.33%	
Listening	10	8.33%	
Total	120	100%	

As the analysis of respondents' response about the language skills they like to practice more shows, the respondents' response who answered that they like to practice writing skill more is 45 respondents, which is 37.51% of the total respondents' population. As the data an in table 1.7 shows again both reading and listening skill are indicated by informants number 10 which is 8.33% of the total population and the same figure is indicated by the informants for each skill.

Q7). Does your teacher assess your writing skill?

Table 1.8. Analysis of informants' response on their writing skill assessment

Given options	Respondents	100%	Remark
Yes	65	54.17%	
No	55	45.83%	
Total	120	100%	

. Table 1-8 displays that 65 informant said "yes' "for their writing skill assessment by their teachers' and this number is 54.17% of the informant population. In another way round, in the above table, 55 respondents which is 45.83% of the total respondent population answered "No". Thus, the number given in the above table as negative assumption is not small or fewer. Because,

it is near to 54.17% which has positive response. So, a great emphasis should be given for the writing skill assessment. According to Harmer (2007b, pp.108-113), teachers' reaction to their students work can be done in two ways: "correcting" and "responding." This is not to mean that teacher should said what is wrong or right, but when they assess writing skill in its writing exercise ,they can ask question ,make suggestion and indicate where the student could improve his/her writing either in the content or in the manner of his / her expression.

(Q8). If "yes" how often your teacher assess your writing?

Table 1.9 Analysis of data for frequency for their writing skill assessment

Given option	Response	100%	Remarks
Every day	-	-	-
Sometime	90	75%	
Rarely	30	25%	
Total	120	100%	

The data in table 1.9 shows that the frequencies of students' writing skill exercise assessment given 'some times' is respond by 90 respondent which is 75% of the population .This means writing skill assessment is not emphasized or it is ignored. Moreover, there are no responses given for every day assessment. That means it is 0% of the total. In another way, 30 respondents gave the response 'rarely' which is 25% of the population.

(Q9) Does your teacher give you feed back on your writing exercise?

Table 1.10 Analysis of data on students' feedback given by their teachers

Given option	Respondent	100%	Remark
Yes	88	73.33%	
No	32	26.67%	
Total	120	100%	

Table 1.10 displays that 88 informants given “yes” response to the feedback given by their teacher. This is 73.33% from the total population of the respondents. This indicates that there is positive assumption of students on the feedback given by their teacher. But 32 respondents which is (26.67%) of the informant population said “No” response. This is also not small number to be ignored. According to Black and William (1998, as cited in McArthur, et al, 2008, p.6) argued strongly that teachers need to give feedback that gives each student specific guidance on strength and weakness of the writing exercise.

(Q10). If “yes” how often does your teacher give you feedback on your writing activities?

Table 1.11 Analysis of feedback frequency given them by their teachers.

Give option	Respondents	100%	Remark
Every day	-	-	
Sometime	100	83.33%	
Rarely	20	16.67%	
Total	120	100%	

As table 1.11 shows that surprisingly 100 respondents which is (83.33%) of the population, responded that the frequency of feedback given by their teacher is ‘some times. Again no informants gave responses to feedback that given every day for their writing exercise. The response for a feedback given rarely is (16.67%) which is give by 20 informants and rarely has the meaning almost no. Hence, from this information giving feedback to the students’ writing exercise is a great role to be played by the teachers.

(Q₁₁) What affects your writing skill ability development more?

Table 1.12 Analysis of data on what affects students' writing skill more.

Give option	Respondents	100%	Remark
Teachers' teaching method	30	25%	
Your interest to practice writing	20	16.67%	
Lack of frequent practice writing in EFL	70	58.33%	
Total	120	100%	

As the above table Shows that 70 respondents answered the lack of frequent practice writing in EFL, option and this is (58.33%) of the respondents population. According to Grabe and Kaplan (1996,p.6) thinking for writing as a “technology” i.e. set of skills which must be practice and learned through practice. This is to mean that writing skill is a skill which is improved through more practice. On the other hand, (white and Arndt, 1991, p.11), argued that “writing is also a problem-solving activity developing in progress”. This means that writing doesn't come naturally or automatically, but through cognitive effort, training, instruction and practice. Even if it is problem solving, writing involves process such as generating ideas, 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. In the above data in table 1-12 the reason for large number of respondents answered lack of frequent practice affects their writing skill in EFL more. On the other hand, in Table 1.12, 30(25%) respondent answered teachers method of teaching affects their writing skill. Raimes (1994) agreed that there is no one answered to the question of how to teach writing in EFL classes. There are as many answers as there are teachers and teaching style, or learner and learning style. According to the data in table 1.12 displaces again 20(16.60%) of respondents answered their writing is skill is affected by the interest they have to practice writing skill. So, this number is not small to ignore. But it needs attention to make students motivate and invite them to write on what they like to write about. Generally, as analysis of students' questionnaires reveal see appendix (I) many facts about the writing skill as the most complex and difficult skill. The researcher's conclusion from the above data is that student of grade eleven writing ability is not satisfactory with their level of grade they are attending. As the finding reveal that lack of frequent practice, lack of motivation. Lack of appropriate feedback given and

lack of frequently given writing assessment and feedback are the factors that affect students writing skill development in EFL in Adaba preparatory school of grade 11.

(Q12). How do you evaluate your writing ability in EFL?

Table 1.13 Analysis of students' writing skill evaluation

Given options	Respondents	100%	Remark
Very good	-	-	
Good	20	16.67%	
Poor	100	83.33%	
Total	120	100%	

As analysis of table 1.13 displays, 100 respondents which are 83.33% of the informant population answered their writing skill ability in English as a foreign language evaluation is poor. This is surprisingly a large percentage response. This shows that students writing skill ability in this grade level is below the expected status. The other surprising result of respondents' response is the option of very good which is selected by none of the respondents. Out of 120 respondent's population, no one gives very good option for their writing skill ability evaluation. This needs a great attention to deal with factors behind students writing skill development. From the total respondents' (population), 20 respondents which are 16.67% of the informants selected the option 'good' for their writing skill ability evaluation. This is again unexpected data. According to the above analysis in table 1.13, revealed that there is something to be done on students writing skill ability by professional teachers or any other intellectually stalk holders who has an accountability for the new generations educational issues. According to the above table, stated in table 1.1 up to 1.13, writing skill is not thought in giving priority and writing skill practicing exercises are not emphasized rather than giving the same activity to practice. Sufficient time is not specifically given for writing skill activities. The majority of the students have the attitude of writing skill is the most difficult so that they did not feel free when they exposed to writing exercises. In addition to these, teachers did not assess their students writing exercises and no desirable corrective feedback is given attentively.

4.2 Analysis of Student's Interviews

As it has been indicated in chapter three, interviews made with 8 respondents which are systematically taken from the population of respondents. There are 5 semi- structured interview questions prepared. See appendix (II). Since, all the eight respondents give similar responses for all the five interview questions, there is no wide difference between their ideas. This means almost their idea have similar content. Thus, in order to save time and avoid repeating of similar responses, the researcher used to interpret all their idea under each question by assimilating in the same way as S1 which stands for student one up to student eight (S1 – S8).

(Q1). How often does your teacher motivate you to practice to write?

(S1 – S8) “Our teacher motivates us to practice writing in EFL sometimes. This is because there are above 40 students in one class and we have 40’ minutes for single English lesson period. In addition to these, many students are not interested in practicing writing and this is what they brought from primary and secondary (9 – 10) school, in primary and secondary schools, we have spent our time widely in practicing grammar rather than emphasizing the other language skills”.

As the informants (S1-S8) response under (Q1) reveals, their teacher motivates them to practice writing skill some times. The term “sometimes’ indicates, motivation is not frequently done by their teachers. Moreover, many students’ lack of interest to practice writing, and the teaching and learning style they developed in primary and secondary school affects their interest of practicing writing in EFL.

(Q2). Do you feel free when you practice writing in EFL?

(S1 – S8) “We don’t feel free when we practice writing. Because, we frustrate making mistakes in using grammar, vocabulary, punctuations, etc because writing skill is a difficult skill. We try to copy from anybody else who is better in writing than us in the class. Especially, when writing exercise is given as a home work, many students copy from other or anybody else is does for them.” In the above respondent’s response, many students don’t feel free when they exposed to writing exercise. This indicates the task of English language teachers to follow up their students exercises and to assess their skill individually, in a pair and in a group and giving feed backs for their writing skill exercise attentively.

(Q3) what does your teacher motivate you to write more about?

(S1-S8) “Most of the time our English teachers motivate us to write different types of letters such as formal and informal type of letters, but many students are exhausted in writing letters because we have practiced letter writing at every grade level beginning from primary school.”

The above informant’s response for (Q3) shows that many students are boring in practicing on what is given from their teacher only. This shows that teachers should not be followed the “spoon-feeding” teaching style.

(Q4) what are the major sources of your difficulties when you practice writing in EFL?

(S1 – S8) “The major sources for our difficulties in practicing writing in EFL are the types of learning and teaching we developed in secondary school classes, lack of adequate practice writing exercise, lack of our interest to practice writing and lack of feedback given by our teachers on writing exercise.” Hence, it is possible to draw a conclusion as factors affecting writing skill development are considered as teachers are a source of writing skill difficulties and students (as well as a source of writing skill difficulties (see appendix III) .

(Q 5) How do you evaluate your writing ability?

(S1 – S8) “Our writing ability in this preparatory school level is not satisfactory.. It is obvious that we are at the preparatory school level to prepare for higher commission of educational institution. As the informants under (Q5) answered, the students writing ability at this level is unsatisfactory and it is possible to say it is poor. Moreover, there are many students that meet great difficulties to express themselves in writing single sentences. So the problem is at a wide range of difficulties. As all (S1 – S8) informants answered their writing ability are not satisfactory with the preparatory level of writing.

Therefore, the researcher decides this fact by claiming that the students are not preparing well in their preparatory level of writing skill ability. Hence, if they prepared wrong, what comes after will be wrong.

4.3 Analysis of Teachers' Interviews

In the analysis of teacher's interviews, the researcher used T1, T2, and T3 as a code number in interpretation and presentation of teacher's response for the sake of ethical issues.

(Q1) what are the prerequisites for developing writing skill of students?

T₁ "motivation and reading how to present writing skill should be the first task to be done".

T₂ 'Facilitating the learning and teaching in environment and teachers' well preparation for the teaching of writing skill should be the prerequisite.

T₃ ' Having the prior knowledge of constructing grammatically correct sentence which can help to generate a correct paragraph should be the prerequisite task to be emphasized by teachers."

As the informants named as T1 – T3 reveals that the necessary prerequisite for the first strategies should be followed by teachers or students are motivation, reading more any written texts, facilitating the learning situation, having the prior knowledge of constructing grammatically correct sentences which are used to generate correct paragraphs are some of the prerequisite tasks to be done. In addition to this, students should know how to properly construct sentences, subject and verb agreement procedures and having the ability of word power or vocabulary, the other micro skills or sub skills of writing such as spelling, punctuation, capitalization etc.. are the prerequisites of writing skill development.

This finding is in line with Carrall (1990, P.2) claims, that "correct spelling, punctuation, capitalization, and language usage are the prerequisites for writing skill."

(Q2) what are the major factors that affect teaching and learning writing skill?

T1."The prior knowledge of students' in the primary and secondary school, and teachers teaching experience, in particular or the target language skill and the volume and content of students' text book and teachers guide."

T2. "Students interest to respect and act voluntary to do what is given by their teachers and the types of feedback given".

T3. The teaching strategies teachers apply in the teaching writing skill lesson lack of motivating students, lack of frequently given writing skill exercises

As the respondents of (Q2) (T1 – T3) shows that teaching and learning writing skill is affected by various factors. Some of them are:

- Lack of training at the level of primary and secondary schools
- Lack of students' interest and willingness to practice writing in English
- Lack of students extensive reading
- The teaching strategies teachers followed

In addition to these, lack of well-trained teachers in the area of teaching writing skill and teachers' and their attitudes towards the writing skill was mentioned. Another factor that affects writing skill development is students' familiarization with “spoon – feeding” learning style.

(Q3) In your opinion, do teachers' method of teaching affect student' writing skill development?

(Q3.1). If “yes,” how teaching method can affect students' writing skill development? Whatever your answer, please explain it.

(T1- T3) ‘Yes’ of course, students skill development is highly affected by the strategies or method of teachers used to teach writing. When we say teachers teaching method, it includes or refers various tasks that language teaches perform. These are

- appropriate approach and techniques to teach writing,
- Teachers punctuality for their teaching profession
- The time allowed teaching English etc.

As the respondents on (Q3), and (Q3. 1) explain that teachers teaching method highly affect students' writing skill development. These are the appropriate techniques used to teach writing, teacher's reaction with student's writing exercises (correction and responses) given for students, and teachers motivation and the way they facilitate the learning environment are the teacher task

which can absolutely affects students writing skill task which can absolutely affects students writing skill.

(Q5).Could you list the major factors that affect your students writing skill development?

(T1 – T3) in addition to the factors listed under question (Q2), influence of students first language, students writing performance without purpose in mind i.e. without setting writing goal and lack of interest to react written texts etc.are some other factors that affects students writing skill. As Friedlander (1997, p.109), states, “writers do any of their work interest first language.” This means that this way of writing inhibit acquisition of English due to transfer of structures and vocabulary from (L1) in an incorrect way. In this cause, the researcher came across some students who wrote the given text in their mother tongue in Afanoromo or Amharic and then they copy it from their mother tongue translation to English language.

4.4 Analysis of Class Room Observations.

Class room observation is the third, data collections from three selected sections while three English teachers are presenting the writing skill lessons in the target language. This is done by observing while English teachers were teaching the writing skill lessons. During his observation, the researcher divided his observational checklists (see appendix VI_) as the activities done by teachers and the activities done by the students while the teaching and learning writing skill in the target language in the classroom was going on. After his careful observations, the researcher classified what he observed as the desirable and non-desirable classroom situation for teaching and learning writing skill in the classroom. These are activities done by the teachers and activities done by the students while the writing skill lesson is processed in the classroom.

TABLE .2 Classroom Observation checklists

No		Frequency of the activities done for teaching and learning writing skill in the class room										
	1. Activities done by the teacher	T ₁ in O ₁ –O ₄		T ₂ in O ₁ –O ₄		T ₃ in O ₁ –O ₄		T(1-3) in O ₁ –O ₄		Percentage frequency		Total
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1.1	He carefully selects the activities focus on practicing the writing skill development	3	1	2	2	3	1	8	4	66.67%	33.33%	100%
1.2	Introducing the new writing skill development lesson	2	2	2	2	1	3	5	7	41.67%	58.33%	100%
1.3	Describing the objectives of the writing lesson specifically	2	2	2	2	3	1	7	5	58.33%	41.67%	100%
1.4	Arrange the students position to make it suitable for the practicing of writing exercise	3	1	3	1	3	1	9	3	75%	25%	100%
1.5	Giving a plenty of the writing activities	2	2	1	3	2	2	5	7	41.67%	58.33%	100%
1.6	The specific way that he uses for error correction	-	4	1	3	1	3	2	10	16.67%	83.33%	100%

1.7	Giving model writing texts for the students	-	4	1	3	2	2	3	9	25%	75%	100%
1.8	Giving the mind map description for writing practice	-	4	2	2	2	2	4	8	33.33%	66.67%	100%
1.9	Giving priority for writing lesson exercise	-	4	-	4	1	3	1	11	8.33%	91.67%	100%
	2. Activities done by the students											
2.1	Individual sentence writing practice in EFL	2	2	3	1	2	2	7	5	58.33%	41.67%	100%
2.2	Students 'punctuality in EFL to spell words and sentence making	1	3	2	2	2	2	5	7	41.67%	58.33%	100%
2.3	Students' participation in completing work sheet in group in class room situation	3	1	2	2	3	1	8	4	66.67%	33.33%	100%
2.4	Practicing paragraph developing exercise in the class	1	3	1	3	2	2	4	8	33.33%	66.67%	100%
2.5	Practicing in text adapting from the sample writing activities	1	3	-	4	2	2	3	9	25%	75%	100%
2.6	Taking corrections, feed backs and editing their work accordingly	3	1	2	2	2	2	7	5	58.33%	41.67%	100%

Key

T_1 in ${}^0_1-{}^0_4$ Teacher one in observation 1-4, T_2 in ${}^0_1-{}^0_4$ Teacher two in observation 1-4, T_3 in ${}^0_1-{}^0_4$ Teacher three in observation 1-4, $T(1-3)$ in ${}^0_1-{}^0_4$ Teacher (one up to three) observation 1-4

4.4.1. Activities Done by the Teachers

A. Desirable Activities

As it is observed from observational check lists of table 2, three teachers teaching in selected sections observed four times. So, the total frequency of an activity done in carefully selecting the writing skill is 8 which is 66.66% of the total frequency of the writing skill practicing lessons done 12 times. Then these are what teachers did as a desirable writing skill practice. In addition to this, according to the above table, arranging the students' sitting position suitable for practicing writing skill exercises is seen 9 times which 75% of the frequently done activities is. This can create good opportunities for the students to work together and so that they can share writing abilities well. On the other hand, describing the objectives of the writing lesson specifically were done by the teachers is seen 7 times and this is 58.33% of the frequently done activities.

B. Non-desirable Activities.

As it is shown on observational check lists, the specific way that teachers used for error correction is seen in frequency of 2 times which is 16.66% of the total frequency. This is what is said to be non-desirable activities. As it is seen from observational data, giving priority for the writing lesson exercises have been seen once, which is 8.33% of the total frequency of the writing lessons. This indicates that teachers didn't give priority for the writing skill lessons and this again considered as teachers' negative activity. Additionally, introducing the new writing skill development lessons, giving a plenty of the writing skill activities are what the three teachers did in non-desirable situation.

4.4.2. Activities Done by the Students

A. Desirable Activities

As it is displayed in observational check list, (see Page 48 table 2) students' individual sentence writing practice in EFL is seen 7 times out of 12 observation which is 58.33% of the total frequency of the writing skill practice. These are the desirable Activities done by the students in the classroom. On the other hand, students participation in completing the writing skill practicing work sheet in a group is done well in the class room which is seen 8 times and this is 66.66% of the total writing skill practicing exercise frequencies and these are also the

positive activities done by the students and such activities have a power to develop students' confidence in writing ability. In addition to the above points, talking corrections, feedbacks and editing their work are done by the students 7 times and this is 58.66% of the total frequencies of the writing skill lessons.

B. Non-desirable Activities.

As it is shown in observational checklists of the classroom, students' ability to spell words and sentences construction are the poorly done activities by the students and these are seen 5 times only from the total frequencies of the writing skill lessons observed and this is 41.66% of it. Next to these, students' participation in paragraph developing exercise is seen 4 times only which 33.33% of the total. So, the above points indicate those activities done by the students' as negative activities. As it is indicated in classroom observation checklist, the specific way teachers' used for error correction is seen in a less frequency and the priority that teachers gave for writing skill exercise are very low. Additionally, teachers did not give a plenty of writing skill activities for their students and no new writing skill development lesson are emphasized. On the other hand, students are not punctually participate to writing skill lessons such as, spelling words, making sentences and paragraph developing exercises.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

Writing skill is not, something that one can achieved simply over night. It is a complex and non–stoppable process to come up with text that transmits information clearly to readers. Writing skill is developed through frequent practice and continuous training alone which is taught usually with the integration of the other skills. The main objective of this study was to investigate factors that affect students’ writing skill development. So that data were collected through data collecting tools (instruments) such as students questionnaires, teachers and students interviews and classroom observation. The main research questions answered in this study were:

- What are the main difficulties for the students in developing their writing ability?
- What are the causes for students’ poor writing skill performance?
- What types of teaching techniques teachers use to teach writing skill in EFL?
- What are the classroom factors that hinder teachers to implement techniques of teaching writing in the classroom situation?

The research approach used in this study was the mixed research approach that is the qualitative and quantitative research approaches. The data collected from the respondents through questionnaires were analyzed using percentage and frequency counting while the data gathered through interviews were described and interpreted using qualitative methods and classroom observation was described using descriptive analysis from the observation checklist bench marks laid in the table of classroom observational checklist.

The major findings were classified as teacher’s related factors and students related factors. Lack of an appropriate approaches and techniques to teach writing, wide range of gap in giving corrective feedback and reinforcement for students’ writing exercises, lack of motivating students to practice writing skill, lack of giving and adequate exercises with a sufficient time to practice writing are the teachers related factors. Among the students related factors lack of interest to practice writing skill, the influence of their first language while they

practice writing in using EFL only, lack of their ability to spell words and sentence making are the major ones.

Finally, the main important points given as the recommendations of this study are; teachers should be selective and should try to investigate the suitable writing skill lesson, frequent and continuous writing skill assessment with adequate writing skill exercises should be given, sufficient time and great priority needs to be given for teaching writing skill and talks frequently to students about the importance of writing skill is also help a lot in initiating students to practice more, particularly to preparatory school level students.

5.2 Conclusions

According to the data from the students' questionnaire, interviews teachers and students and class room observations, majority of language teachers don't use appropriate and specified techniques to teach writing skill. English is taught as Biology or History by giving notes for the students, giving definitions of words rather than facilitating and guiding them to practice writing skill in the target language. In addition to these, there are no purposely given corrective feedbacks for the students' writing skill practice exercises, consequently, frustrating of students for making mistakes when they exposed to writing exercises led students to lose hopes in their writing performances.

Therefore, the conclusion that can be drawn from this study with the respect to the factors affecting students' writing skill development are both teachers and students related factors.. More specifically, the following conclusions are drawn from this study:

- ❖ Teachers don't use appropriate approaches and techniques to teach writing skill in the class room.
- ❖ Teaching writing skill is not considered as an acquiring language skill rather it is exam oriented which is the sign of wash- back.
- ❖ In one period, students compelled to learn four language skills and their micro-skills at time. So there were no rooms for practicing writing skill with in this time frame.
- ❖ There were wide ranges of gap in giving corrective feedback and reinforcement for the students writing skill practice exercises.
- ❖ Majority of students lose their hopes to develop their writing skill.

- ❖ The influence of their first language while they practice pieces of writing in EFL exercise is high.
- ❖ There is a considerable lack of motivation students' to practice writing skill with the expecting ability in preparatory level.
- ❖ Lack of students' interest to read as a good reader which can help to improve relatively the writing skill.
- ❖ Enough time is not given to a written expression so that students get time to practice writing.

5.3. Recommendations

In teaching writing skill, it is compulsory to use appropriate and elective techniques approaches and methods. Therefore, language teachers should prepare interesting and motivating texts that have a great power in evoking students' interests to practice writing frequently and adequately. Teachers can make their students initiative in practicing writing skill and with their better guidance and assistance, they can play a great role in developing students' writing skill performance.

Accordingly, in the long turn students become independent and self-reliant both in the process of selecting a topic to write and able to write freely without the teachers' intervention. Writing requires special attention to motivate students in providing supportive contexts for writing skill development and creating a positive emotional environment for teaching and learning writing skill. Teachers' perception about writing skills is seen as crucial issues to establish writing context in teaching and learning writing. As it has been indicated in student's questionnaires, see (appendix I) the time allowed for writing exercise is insufficient and inadequate writing texts for students' writing skill should show tangible progressive improvement. Additionally, avoiding frequent using of red ink while the teachers give corrections for students' writing skill exercise and use selective correction techniques which is a good learning tool used in order to avoid the over use of red ink all over the students' writing production. Then, when the teachers employ selective approach for the students' writing, teachers should tell them about the aspects to be focused on in their corrections such as: punctuation, word order, spelling, tenses etc. This encourages the students to think particularly the mistake area while performing writing and be able to correct

their own mistakes that show self-reliance. Thus, the following points are given as recommendations:

- ❖ Special attention should be given for the students' writing skill development so that they can prepare well in preparatory level for future success of their higher educational institutions (that is for universities).
- ❖ Teachers should be selective and investigate the writing exercises given for their students.
- ❖ Frequent and continues assessment should be given for students' writing practice which is purposely given as evaluating tasks for students writing exercise.
- ❖ A great priority should be given for practicing writing skill with sufficient time of practice and emphasized desirable writing texts with an appropriate approaches and techniques in teaching writing EFL.

Finally, talking to students about the importance of writing skill can help a lot to push them to try writing especially at a preparatory school level. Making a forum with all stake holders on the students' writing skill development such as material developers, syllabus writers, curriculum designers, policy makers and put shading light for future research on writing skill.

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Appendix (I)

Adama Science and Technology University School of Humanities and Law

Department of English Summer PG program MA in TEFL

Questionnaires for students

Dear Students,

This questionnaire is designed to collect information on the factors affecting grade 11 students' writing skill development in EFL in Adaba preparatory school.

This is one of the instruments which the researcher intended to use to gather the necessary data for his MA thesis writing in TEFL. Thus, the researcher kindly requests you to give the required information and he would like to assure you that all the responses you give will be confidential and kept safely.

Your name is not necessary in this information.

Part one. Personal information

Direction one. Please give information about yourself for each of the categories below and use (✓) mark in the appropriate box.

1. Name of your school _____
2. Age A/ 13-18 ☐ B/ 19- 24 ☐ C/ above 24 ☐
3. Sex A/ male ☐ B/ female ☐
4. Grade _____ Section _____

Part Two

Choose your believes about the factors affecting grade 11 students' writing skill development in EFL in your class and put (✓) mark in the box provided below.

1. Does your teacher motivate you to practice writing in EFL?

A/Yes ☐ B/ No ☐

2. If "yes" what do you like to practice to write?

A/ letters ☐ B/the news events ☐ C/every day activities ☐ D/ life history ☐

3. How often do you practice this activity?

A/ every day ☐ B/ every week ☐ C/ once in a month ☐

4. In your opinion which is the most difficult skill?

A/listening ☐ B/ Reading ☐ C/ writing ☐ D/ speaking ☐

5. Do you feel free when you express your idea in English in writing?

A/Y ☐ B/ N ☐

6. Which language skills do you like to practice more?

A/Writing ☐ B/Speaking ☐ C/Reading ☐ D/listening ☐

7. Does your teacher assess your writing skill ?

A/Yes ☐ B/ No ☐

8. If "yes," how often your teacher asses your writing ability?

A/every day ☐ B/ sometimes ☐ C/suddenly ☐

9. Does your teacher give you feed back on your writing exercises?

A/Yes ☐ B/ No ☐

10. If "yes," how often does your teacher give you feedback on your writing activity?

A/ every day ☐ B/sometimes ☐ C/rarely ☐

11. How do you evaluate your writing ability?

A/ v. good ☐ B/ good ☐ C/poor ☐

12. What affects your writing skill more?

A. Teacher's teaching method ☐

B. your interest to practice writing ☐

C. Lack of frequent practice of writing skill in EFL ☐

Appendix (II)

Teacher's interview

Interviews with three teachers

Dear teacher,

The researcher would like to get your attention and your kindly responses for his questions about writing skill development in EFL in grade 11 students Adaba preparatory school in focus.

Dear teacher, the research hopes that you will give him desirable information about writing skill development from your teaching experience in EFL.

So, he would like to say thank you for your attention and you are kindly ask to give your responses for the following questions.

- 1. What are the prerequisites for developing writing skill?**
- 2. What are the major problems that affect teaching and learning writing skill?**
- 3. In your opinion does teacher's method of teaching can affects students' writing skill development?**
- 3.1. If 'yes,' how teaching method affects writing skill development?**
- 4. Could you list the major factors that affect your students' writing skill development?**

Appendix (III)

Interview for students

Dear students,

The researcher would like to get your attention and your kindly responses for his questions about factors that affect writing skill development in EFL.

So, the researcher would like to say thank you for your usual attention indeed. Hence you are kindly requests to give your responses the questions

- 1. How often your teacher does motivate you to practice writing in EFL?**
- 2. What makes you not feel free when you practice writing in EFL?**
- 3. What does your teacher motivate you more to write?**
- 4. What are the major difficulties that you get when you practice writing in EFL?**
- 5. How do you evaluate your writing ability?**

Appendix (IV)

Classroom Observation checklists

No		Availability of the specific lesson activities for writing skill practices										
	1. Activities done by the teacher	T ₁ Observation 1-4		T ₂ Observation 1-4		T ₃ Observation 1-4		T(1-3) Observation 1-4		Percentage frequency		Total
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1.1	He carefully select the activities focus on practicing the writing skill development											
1.2	Introducing the new writing skill development lesson											
1.3	Describing the objectives of the writing lesson specifically											
1.4	Arrange the students sitting suitable for the practicing of writing exercise											
1.5	Giving a plenty of the writing activities											
1.6	The specific way that he uses for error correction											
1.7	Giving model writing texts for the students											
1.8	Giving the mind map description for writing practice											

1.9	Giving priority for writing lesson exercise											
	2. Activities done by the students											
2.1	Individual sentence writing practice in EFL											
2.2	Students 'punctuality in EFL to spell words and sentence making											
2.3	Students' participation in completing work sheet in group in class room situation											
2.4	Practicing paragraph developing exercise in the class											
2.5	Practicing in text adapting from the sample writing activities											
2.6	Taking corrections, feed backs and editing their work accordingly											

Appendix-V

Lists of Plates



Plate:-1 Explanation of the purpose of the research to the respondents



Plate: - 2 While students filling questionnaire



Plate:-3 While the students are interviewed