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Assessing the Practice of Teaching Writing Skills Grade Ten EFL
Classes: Arsi Negelle Kiliturea Secondary School in Focus.

By:

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ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTEMENT OF ENGLISH

ASSESSING THE PRACTICE OF TEACHING WRITING SKILLS GRADE
TEN EFL CLASSES: AESI NEGELE KILITUREA SECONDERY SCHOOL
IN FOCUSE

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ASSESSING THE PRACTICE OF TEACHING WRITING SKILLS IN EFL CLASS.
THE CASE OF GRADE TEN STUDENTS OF ARSI NEGELE KILTUREA SECONDER
SCHOOL IN FOCUS

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DECLARATION

I hereby affirm that my research work entitled “Assessing the Practice of Teaching Writing Skills grade ten in EFL Classes: Arsi Negelle Kiliturea Secondary School in Focus. Thesis Submitted for the partial Fulfillment of the Requirement for the Award of the Degree of Masters in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other University/Institutions.

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Abstract

The main objective of this study was assessing the practice of teaching writing skills grade ten in EFL classes. Arsi Ngele Kilturea Secondary School in focus .To achieve the objective,120 grade ten students were selected systematic sampling based alphabetical order, and all English teachers purposively were selected .Data were gathered using questionnaire ,interview and classroom observation. The questionnaire was distributed to 120 students and 5 English teachers. The observation was conducted to two sessions on voluntary basis. The questionnaire was used to find out the efforts of students to develop their practice and participate of writing skills and the role of teachers in helping learners how to teach writing skills .To know the constancy of the results , interview was conducted. The observation was conducted to see the classroom participation and practices they occur. The results obtained through these tools reveled that most of the students did not participate and did not practice writing skills in the class and outside the classes. Teachers also did not give attention for writing skills and did not use different teaching writing techniques .Finally, based on the findings, recommendations were for warded. The teachers should carry out their rolls in helping learners to practice and participate during writing skills. The students should exert individual and group efforts to participate and practice writing skills.

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Acronyms and Abbreviations

-EFL: English as foreign language

-ESL: English as a second language

-P: percentage

-F: Frequency

-Q: Question

-L1: First language

-L2: Second language

-EGSECE: Ethiopian General Secondary Education Certificate Exam.

CHAPTER ONE Introduction

This introductory chapter sets the background for the study, statement of the problem, general objective of the study, specific objectives, research question, and significance of the study, scope of the study, limitation of the study and organization of the thesis.

1.1 Background of the Study

Writing is one of the productive skills to make meaningful communication among people. It is also one way that people make their thinking visible to others. The skills presents the sound of language through visible symbols .People write or record their thought on papers, stones, wood, and more recently on a computer screen, to convey their messages.Swales and Feak,(1994). It is obvious that this skill provides relatively permanent record of information, opinion, beliefs, feelings arguments, explanations, theories etc. Byrne(1988:183). He considers” writing as a message oriented”, so a communicative view of language is a necessary foundation. Therefore, writing is a meaningful process that should be addressed to readers.

According to Harmer,(1998 and 1999),there are reasons for teaching writing skills to students. They include reinforcement, language development, learning style most importantly developing writing skills in general. Thus currently, the ability to write effectively is becoming important for education, business, and personal reasons throughout the world. Writing enables people to interact with other people .For that reasons, teaching writing is considered as an element of as system of communication rather than an object of study.

Writing helps our students to reinforce the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventures with the language, to go beyond what they have just learned to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to rein force learning. Raime,(1994).

Now day English language is growing as an international language in all countries of the world. Among these countries Ethiopia is the country which uses English to teaching as a foreign language so, it stares kindergarten up to university level.

However, all its importance and the position of English language in the country's educational system, still it has a limitation this limitation has been addressed by different researcher (Gupta and woldemariam,(2011), as cited in Areej. (2012) conducted a study examining the influence of motivation and attitude used on writing strategy an under graduate student at Jimma they concluded that strong motivation demonstrated high level of enjoyment and confidence with writing skill.

Grebe and Kaplan,(1996:87) point out “Probably half of the world's population does not know how to write adequately and effectively” and again .Nunun, (1989:12) agreed that “It is easier to learn to speak than to write no matter if it is second language or first language” from these scholars point of view, if any language is practiced through time it is easy to communicate, but for most of the teachers and students writing needs daily practice because of its complexity and productive nature.

“Good writers appear to go through certain processes which lead to successful pieces of written work. They start with an overall plan in their heads. They think about what they want to say and who they are writing for. They then draft out sections of the writing and as they work. In other words, we characterize good writers on them they are constantly reviewing, revising, and editing their work. In other word good writers are people who have a sense of purpose, a sense of audience, and a sense of direction in their writing.” Hedge,T. ,(1988 :9).

Mastering writing skill is so difficult, it requires ample of time. Richards and Renandy, (2003) argued that writing is the most difficult skill for second language to master. According to these authors from four skills for instance, listening, speaking, and reading' particularly for second language learners writing activities are the most complex skill. That can't be mastered at once. On the other hand, the majorities of students assume that knowing grammar rulers are sufficient to write a good English language production and forgot other activities which help them to develop writing skill in EFL Class (Leki, 1997).

According to Harmer, (2007:4)

“Writing is a process that is the stage the writer goes through in order to produce something in its final form. This process may be affected by the content of writing. This process has four main elements these are: planning, drafting, editing, and final drafting”.

Nunan (2000:21) also states that “It is enormous challenge to produce a coherent, fluent, extend piece of writing in L2”. Lack of appropriate method of teaching writing skill, interest legible hand writing, reading and so on are the obstacles of poor performance of writing skill. In addition local researchers showed EFL learners have problems of writing accuracy and fluency Dawit,(2013); Molla,(2009); Yohans,(1998);Mamo,(1981); Kiflmariam,(1988).The researchers also indicated that writing anxiety aggravates the problem of both accuracy and fluency.

As Mesfin,(2016). Conclude students and teachers should know the use of feedback for the improvement of their writing. And Gemedo,(2014) .conclude “ large class size which is very serious problem in teaching and learning writing skills and this problem related to the students with less performance in writing skills.”

Therefore, the researcher has been teaching at Arsi Negele West Arse Zone for 25 years. While the researcher has been teaching in, he has observed many problems in his long experience in teaching and learning EFL classes. As researcher have been observing one of the leading problem of teaching and learning in the school is writing skills in EFL classes.

1.2 Statement of the problem

As mentioned earlier in the introduction part of this study, writing skills play a great role in the world, but in our country's context still it has a limitation in teaching and learning EFL classes. A number of studies were investigated by researchers on the writing skills in EFL. Nicara, (2010) conclude in his PhD dissertation that the most important invention in human history is writing. It plays a great role in students' future life, in addition according to Brhanu ,(2015);Beyene,(2015) conclude "Teaching writing skills plays a great role and need more attention, because, without writing it is impossible to achieve the learning teaching process".

Moreover, writing skills in EFL play a great role on sharing their opinion, to record what they read and listen, to communicate with other partner, to build their confidence which is the instruction media is English language. For teachers also to teach their students effectively and to upgrade their knowledge writing skill in EFL has share a great part, even if writing skills have endless significances.

The actual problem was observed among grade ten students and teachers these who teach EFL at Arsi Nagelle Kiliturea secondary school. In addition to this according to the researcher long experience students' written work which consist too many mistakes related to grammar, spelling, punctuation, and capitalization.

According to Bailey,(2000:1) "Learners at schools must master the academic writing which was heeded in writing essay and paragraph or assignment for exam."

In general, to investigate students' writing skills problems, a few local studies have been conducted. For example, Keflegahn(2003)study, entitled "academic writing in response to instructors' expectation of Addis Ababa University" is one of such studies. The findings of this study reveal that the major problems of students in writing are lack of practicing writing skills and lack of good command of the target language in carrying out the writing tasks adequately.

In addition, Nigussie,(2015) Study, entitled “ Investigation in to classroom factors influencing the practice and the development of students’ writing skills’. The case of Hamide Diksis Secondary School. The findings of this study revealed that what the students and the teachers should do to overcome the difficulties of their related factors in the class room to practice and improve writing skills and Tamiru (2016) Study, entitled “Investigating writing problems of Grade Nine students.” The finding of the study revealed that there were different eight major problems among others that students faced while learning English writing skills, limited stoke of vocabulary, inappropriate use of language, inappropriate use of auxiliary verbs, inexplicitness of ideas and organization problems. There for, in order to minimize the problems, the study recommended that teachers should put into practice some of the strategies/techniques for teaching writing which were almost ignored in actual teaching practice of writing.

Even though the above and other researchers have conducted a research on students ‘writing problems in the language class, most of them have not addressed the concern of the present study, assessing the practice of teaching writing skills in EFL in grade ten at Arsi Negele Kiletura Secondary School in focus. This study is different from the earlier studies in terms of the target population focus, grade level, the setting of the study, the topic of the research, and the research methodology

Despite this fact the majority of grade ten students face the difficulties of writing skill during English language class at Arsi Nagele Kilitura Secondary School.

The above mentioned problems are motivating the researcher was invested at this issue to look it in depth from personal interest the field of education. The main reasons, the researcher was carried out the study accommodates three basic issues: First, grade ten students achieve low in the writing skill. For instance, they lack the basic knowledge of the writing skill in which the sentences and paragraphs they produce full of errors. Second, students have not good participation and practice when writing lesson. . Third, teachers those who teach EFL in this school have a lack of techniques in teaching writing skill in EFL class thus the main aim of the research is to assess the practice of teaching writing skills in particular, so that proper interaction was made by concerned body.

1.3 Objectives of the Study

1.3.1 General Objective of the Study.

The general objective of the study is to assess the practice of teaching writing skills grade ten EFL classes in Arsi Nagele Kiliturea secondary school in focus.

1.3.2 Specific objectives are to;

1. look in to the level of students' participation in writing skills.
2. See through the suitability of the techniques employed by teachers in teaching writing skills.
3. assess the issues related to the practice of teachers and students in writing skills.
4. Identify problems related to the practice of facing writing skills.

1.4 Research questions

From the above mentioned specific objectives the following research questions are derived.

- How did the students participate during EFL writing class?
- What techniques are employed by teachers in teaching writing skills?
- To what extent did students and teachers practice writing skills?
- What major problems did teachers face during teaching writing skills?

1.5 Significance of the Study

This study may have the following significances. It supposed to raise awareness for the learners the efforts they need to develop their writing skills. Furthermore, it may give pedagogical insights for the teachers to help learners who want coconut studies in this area. This study, as already mentioned is aimed to assess the teaching practice of writing skills EFL classes. This may contribute some knowledge in this area for further researchers. also gives information for the teacher to make the necessary change for the improvement of teaching writing skills in EFL classes. It is also expected that the result of this study may attract other researchers could use it as source of reference.

1.6 scope of the study

The scope of the study is restricted Arsi Nagele Kilturea High School which found in West Arsi zone in Oromia region. The research is conducted only one government secondary school. Because, it is near to the researcher and the member of the staff. The study delimited to only 5 teachers those who teach grade ten EFL and it include 120 grade ten students.

1.7 Limitation of the study

As already mentioned this study focuses on Arsi Negelle Kilturea secondary school. There are 120 sample students and five English teachers in the school. With this number of the students and teachers the findings of the study may not be generalize.

1.8 Organization of the Thesis

This thesis has five chapters. The first chapter deals with introduction to the study, which contains background of the study, statement of the problem, objectives of the study ,significance of the study ,scope of the study, and limitations of the study. Chapter two deal with the review of related literature. Chapter three is concerned with research methodology, specifically, the research design, the subject of the study, sampling technique, data gathering instruments, development of data gathering instruments and methods of data analysis are discussed in this chapter. Chapter Four consists of the data analysis and interpretation. Finally, Chapter Five presents the conclusions and recommendations of the study.

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CHAPTER TWO: Review of Related Literature

This chapter deals with the conceptual and empirical literature related to assess the practice of teaching writing skills grade ten in EFL classes. It is also indicated some important and conceptualized related literature of the recent period which are based on theoretical and practical works on writing skills that tell us how to deal and to improve at Arsi negele Kilteruea secondary school.

2.2. The Definition of Writing

Writing means putting letters or using symbols to reproduce in a written form of words which has been meaningful, heard, and readable with another person. Writing is more complex because, it involves meaningful and well organized ideas which carry a message in the language skill. Widdowson ,(2001:62) stated that “writing is the use of visual medium to manifest the graph logical and grammatical system of the language. That is to say writing is one sense is the production of sentences in sentence usage.”

Thus, the writer must know the rules of the language and the mechanism of the language how to produce new written production, on the other hand students are fail to practice EFL because writing is the most difficult and complex skill. It is the process of discovery. Another defenation was also given by mechanical task a simple matter of putting speech down on paper. It is an exploration in the use of graphic potential of language a creative process an act of discovery.

Writing is a form of communication which helps the students to express their feeling, confidence and in general their ability in written model.

Writing is the work of individual, personal and social. According to Miller,(2001),as cited in Rechards,(2003:25).”Even though, writing production is an expiration of one’s individual way of communication with people”. Pincas,(1992:125).Claims that “writing is a system of graphic symbols that is letters or combination of letters which relate the sounds we produce which speaking “.Writing can be defined as the combination of graphic symbols or letters which can be give a meaningful sense for the reader.

These words are arranged in to the form of sentence to make paragraphs and essays. Writing skill consists several process as Richard,(2002:529).stated that “Writing is viewed as a result of complex processes of planning ,drafting, reviewing and revising.” That is to say, the final product is the result of various operations”. Furthermore, writing is the whole process-which goes through different steps. It is also a tool for learning and teaching to develop writing skill it takes a length of time.

kate, (2003:148) who stated” writing is a process of exploring one’s thought and learning from the act of writing itself from what thought are” a similar points is stated by Grabe and Kaplan,(1996:65) “probably half of the world’s population does not know to write adequately and effectively.”

2. 3 The Importance of Teaching Writing Skills.

The main target of teaching writing as one of the four language skill is to facilitate students learning skill in any subject, and their daily communication. Writing helps as a psychological need in the sense that is provides learners with evidence that they are making progress Takrouri, (2002).stats, Writing also makes language learning more effective and authentic through creating a variety of activities inside and outside the class room.

Writing is considered as significant languages that should be developed at an early stage of learning the foreign language. Yet, writing is a skill that should not be learned in an isolated form, it should be thought interactively with other language skills like listening, speaking, and reading.

Learning writing has many important aspects. It helps for the students more relax and confidence to record their day to day activity. For teachers also, writing play a great role, without the knowledge of writing skill it is impossible to teach and subject. According to (MCA rthur, etal, 2008:1) “Writing provides an importance means of to personal self expression”.

Beside its importance, there is considerable point about writing capabilities of writer age or children and youth. In this respect, anyone can not neglect the importance of writing skill teaching or learning English as foreign language .Because writing express social relationships

which exist due to the individuals' creation .According to ,Hylland,(2003:69). “Writing is one of the ways that use a coherent social reality through engaging with others.”

In addition to this teaching writings have different styles especially for those who played it difficult through oral skill. It means that students feel comfort rather than worry about writing when they deal it through oral practice .Moreover, some learners of English do not agree with the importance assigned to writing skill pointed out by Doff,(1995:148).If we think only long term of needs, writing is probably the list important of the four skills for many students. They are more likely to need for writing is most likely to read and speak English than to write it. Their need for writing is most likely to be for study purpose and also as an examination skill.

In the school, writing plays a paramount role. Without the writing skills teachers and the learners are not achieve their success. It has its own strategy to accomplish certain goals For example; writing is a report and opinion. It is a skill which consist sub-skills and processes such as hand writing, spelling, a rich knowledge of vocabulary, punctuation, capitalization, grammar and word usage. All the above mentioned elements are very important for the production of well developed written work. In addition to this, writing is a means for the development of student's knowledge in any subject matter.

2.4 Kinds of Approach to Teach Writing Skills

Teaching writing skill in EFL is very important especially in our country Ethiopia. In the past EFL was thought in our country to know about the grammar rule. But, today it thought starting from kindergarten as medium of instruction for all subjects. Therefore since all subjects are thought in EFL appropriate approach to teaching writing skills plays as significance role in the teaching learning process.

Raime (1994) conclude the following with importance of the teaching writing skill and elements of activated when producing piece of write. Teaching writing skill has different features such as syntax, content, grammar, word choice, audience, mechanics, and organization. These elements are important for the approach of teaching writing skills in EFL class.

2.4.1 Controlled Writing Approach

In this approach learners are allowed to write what the teacher's order to write. Also, the mastery of writing mechanics has a great importance, according to Raimes, (1994:10) "a speech was primary and writing served to reinforce speech in that is stressed mastery of grammatical and syntactic forms" from this scholar point of view students are not creator completely the practice what they are ordered to be by their teachers. They completely practice grammar exercise.

Leki,(1992:8) who points that "Writing is carefully controlled that students these only correct language and practice grammar structure that they have learned" students are focus an accuracy rather than fluency in this approach of teaching EFL writing skill. Teachers also control or advice the learner to write or practice only a grammatical composition students are worry about their mistake which is made to the content and the form of the language.

2.4.2 Free Writing Approach

In this approach teaching writing EFL teachers advice the learners to stress on the content and fluency rather than accuracy of the language, when the students are practice this approach they are free from any mistake which is done on content and form. After the learner put their idea on the paper, the organization, mechanics of writing, and the rest will follow through time.

This approaches revolves around the subjects that there learners want to write .According to,Raimes,(1994).in controlled writing approach teachers play a great role but, in free writing approach the role of teachers are very limited. Sometimes teachers are read the production of the students work and making comments on the written production. Students are given a title to write a text. As Kroll(1996:116)," free writing tasks ask students to produce complete texts in response to a variety of writing stimuli, such as pictures, text which have been read".

Free writing is the last stage of teaching a lesson on writing. The key objective here is to show students mastered the previous writing lesson and how students write their ideas, feelings without the guidance's.

Raines(1983:95), explains the freedom of students in free writing activities as “students generate ,organize and express their ideas in their own sentences.” At this stage the students can get shortage of ideas. To this end, Byrne(1988:1), suggests “we reread what we have written as stimulus to further writing.” Generally every teacher can lead his/her students smoothly from control writing to free writing. However, teaching writing skills by using these s step by step is to difficult for teacher who teaches writing. This is because of the large number of students .If the teacher tries to do that ,he/ she will has shortage of time to complete what he/she expected to finish in that specific period.

2.4.3 Paragraph Pattern Approach

Unlike the previous approaches of teaching writing skills the pattern approaches stresses another future it is the organization of language rather than accuracy of grammar or fluency of content moreover at lower grade students always devote their time to write paragraph pattern approach.

Because, the paragraph contains the sentence structure, the supporting ideas, topic sentences, cohesion, and unity are the most important. Sometimes must given scrambled sentence to put it into coherent paragraph to identify general statements or topic sentence. A paragraph may describe particular sense ideas or develop an argument Richard,(1986). In one paragraph we can get the same elements that treat one topic sentence or share much similar idea will focus on the patterns and forms used in different kinds of written text example differences between descriptive and narrative, expository and persuasive writing, formats need to present information in an essay or report.

Furthermore, the overall emphasis of this approach regardless of who are the learners “is the form of the final products that the students produce rather than on the process of writing”. Sadek,(2007:232). In sum,” the main goal of writing product approach to writing is accuracy rather than communication”.

2.4.4 Grammar Organization Approach.

Under this approach teacher stress the need to work on more one future, mentioned. According to Raimes,(1994:13) “Writing cannot be seen as composed of separate skills which are learned one by one” this means that students should pay attention to simultaneously, organization and at the sometime work an grammar and syntax which are necessary to curry out the writing task.

2.4.5 The Communication Approach

According to Raimes (1994) the communicative approach stress the purpose of a piece of writing and the audience for .Students writers are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audience.

-Why am I writing this?

-who will read it?

On the teachers specify readers outside the classroom, thus providing students writers with context in which to select appropriate content language, and levels of formality. Real classroom readers can be brought into these assignments too, if students role play, exchange letters, and write back to each other, asking questions and making comments make students to improve their writing skill easily.

2.4.6 Product Approach

This point explores the product approach to writing briefly given the small amount of information and attention it receives. It is also compared to the process approach. some characteristics of this process to highlight futures of product approach.

Generally speaking, the product approach to writing focuses on the end product. A particular future of this approach is its attention to correctness. As it is reported by Nuneen,(1989:36) “The teacher who adopts a product approach makes sure that the end product is grammatically correct” McDonough and show,(1993) argued that it is a traditional way to teach writing whose focuses are on accuracy and consolidation of grammar.

According to Richards, (1992), as cited in sadek,(2007:23) “the product approach leads to practice in the structure and organization of different kinds of paragraphs and texts” Accordingly the main features of this approach are:

- Learners have specific writing needs, either for institutional writing or personal writing.
- The goals of a writing programmed are to teach students to be able to produce the kinds of written texts they will most frequently encounter in educational institutional, and or personal contexts. The writing program will focus on the patterns and forms used in different kinds of written text (e.g differences between descriptive, need to present information in an essay or report-different ways of organizing information in paragraph).

2.4.7 Process Approach

So far, the researcher has previously states, writing has been associated with accuracy and traditional teaching. Teachers ask students to write for language improvement and for the development of grammar items then, the final product serves only for correcting aspects of the language.

Learning to write is a process which contains a series of steps writers go through to arrive at the final product. Although, the process approach has emerged as a reaction against the product approach where Silva, (1993), as cited in sadek, (2007:232) pointed that “this approach calls to providing a positive, encouraging, and collaborative working environment within writes students with ample time and minimal interference, can work through their composing process.

For instance drafting means writing several multiple drafts, revising means adding, deleting, modifying and rearranging idea, and editing means looking at vocabulary sentence structure, grammar, and writing mechanics. In fact the teacher’s goal is to present writing as a stimulating process. White and Ardt, (1991).

From the nature of writing as a process, Grabe and Kaplam,(1996:48).stated that the process approach encourages learners to,

1. Write relevant topics or topic learners find interesting rather than having the teachers who assigning the topic.
2. Plan their writing having purpose in mind and a context to base the written text on rather than write freely without having anything to say.
3. Be creative and imaginative using re-writing activities,, different drafts and feedback rather than immediately putting pen to paper without previous planning and revision.
4. Get feedback from real advance either from peer small groups or the teachers through formative evaluation.

Furthermore, another characteristics of using the process approach in writing is a pointed out by Silva ,(1993) as cited in Sadek,(2007:233).”The process approach is seen non liner, exploratory, and generative processes where by writer discover and re formulate their idea as they attempt to approximate meaning.”The process approach has been generally important .Because the process approach invite students to practice more writing skill without any fear.

2.5 Lack of Adequate Techniques of Teaching Writing Skills

Teachers’ main activity is choosing the best classroom technique to teach EFL writing skill. Any decision teacher’s makes such as providing students with a first sentence or not or correcting all errors or only a selecting few is a decision about technique selecting these techniques depend on their suitability with class, student’s and the approach underlying the curriculum and teaching. These issues are not confined to any one of the approaches outlined before.

Accordingly, Raimes, (1994:15-30) proposed seven basic questions that must be asked by any teacher before class namely.

1. How can writing help my students learn their second or foreign language?
2. How can I find enough topics?
3. How can I help to make the subject matter meaning full?
4. Who will read what my students write?
5. How are students going to work together in the class rooms?

6. How much time should I give my students for their writing?
7. What do I do about errors?

In addition, he prepared different techniques that have presented success fully in the class room among them.

Different types of writing tasks are used at different levels of teaching writing. These tasks help the students in their effort to achieve effective writing by giving contextualize situations to practice writing. These tasks are divided in to controlled, guided and free writing tasks .Picans,(1988) and ,Raimes,(1983).

According Atkins (1996) indicated Controlled writing task involves copying sentences from a substation table, or filling in blanks where only one answer is right. According to Pican ((1982) says that guided writing students as a bridge between controlled and free writing task. The above mentioned tasks are important to develop students' writing skills. Therefore, teachers should use these tasks continues in writing lesson.

2.5.1 Using pictures Technique

Pictures can be a valuable resource that provides a shared experience for students in the class, a common base that leads to a variety of language activities using pictures, all students after observation of the materials, will immediately need the appropriate vocabulary, idiom, sentence structure, words choice. To discuss and translate what they see in graphic symbols.

Also, pictures use in the classroom, stimulate students attention and also create a concrete real world in the classroom.

So, it importance resources as claimed by Raimes, (1994)

1. Shared experience in the classroom.
2. a need for common language forms to use in the classroom
3. a variety of tasks and
4. 4 a focus of interest for students

2.5.2 Using Reading Technique

Teachers must be aware about the reading techniques. It is useful to improve their students' poor writing. Hence, a short story, a news paper, alters, or a piece of students writing can work the same way as a picture to provide shared content in the classroom. Reading can also create an information gap that has the way to different communicative activities.

When a teacher encourages his/ her students to read they engage with the new language and culture, new vocabulary, new ideas and so on. Raimes, (1994:36) reported “the more our students become families with the vocabulary, sentence patterns, organizational flow, cultural flow, and cultural.

Assumptions of the native speakers of the language “this technique includes many activities which fall in to two board categories.

The first one is students can write from the text. The second can write either with the text or from the book. The first means that the students copy the writer's choice of specific linguistic and logical features such as punctuation grammars, sentence arrangement, and organization.

2.5.3 Using all Language Skills Techniques

According to Raimes, (1994) the techniques that follow are for the most part, prewriting techniques that gives students the opportunity to use all their linguistic skills to help them explore and get started with their ideas on a given topic or to allow the topic for a piece of writing to emerge out of communicative classroom activities.

2.5.4 Using Teaching practical Writing Techniques

This practical writing has both a clear purpose and a specific audience. Much of this everyday writing is “Writing to get things done”. Messages, forms, invitations, letters, and instructions are types of writing that anyone might have to do at sometimes or other. If our students experiment with these practical writing tasks in the classroom and outside the classroom they will be not

only practicing writing in the new language but also learning about the conventions of the new culture. Raimes ,(1994).

2.5.5 Using Teaching Organization Techniques

Organizing thoughts in writing is, like writing itself a process. It's a process of moving back and forth from general statements to specific details, of finding appropriate and relevant details and arranging them in the most effective order. It's also a process of moving back and forth between reading and writing .Raimes,(1994).

2.6 Giving feed back

Feedback means correcting mistakes of a student's written performance an issue such as syntax, grammar and collocation. When teachers' interventions are designed to help students edit and move to another new draft responding is more appropriate than correcting. This means that our task, as teachers, is not to say what wrong or right, but to ask questions, make suggestions, and indicate where the students could improve his /her writing either in the content or in the manner of his expression. This type of feedback will improve the students' level of writing skill in EFL

According to Nunan,(1991). Stated this feedback on writing whether summative or formative tasks place at number of different levels of writing and focus should not be only sentence grammar. In addition, Harmer (2006) Also strengths it in that the ability of the students to perform a writing task, the focus of feedback should be based on the performance of the students.

Although, as teachers, we are ideally placed to provide accurate assessments of students' performance, students can also be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, greatly enhance learning.

2.7 Lack of Motivation to write

Not only for education for any activity motivation has great role for the success and achievement according to Harmar, (2006:3) claimed that "People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which the study. They

succeed despite using methods which experts consider satisfactory. In the phase of such phenomena, it seems reasonable to suggest that the motivation that students bring to class is the biggest simple factor affecting their success”

This indicates that motivation is highly related to achievement especially for the students’ and teachers’ motivation makes the writing but, teachers should know that motivation is the very important factor in learning a second /foreign/ language..

Sometimes students did not show their handwriting for their friends but, teachers should motivate their students make work more enjoyable.

Wikipedia (2009) defined motivation as the internal condition that activates behavior and gives it direction energizes and directs goal oriented behavior.

Generally to say, motivation is closely related to the learning process. It can help us plan to achieve to objectives we desire implementing specific a activities can make the achievement of these objectives slow but effective.

2.8 Lack of Reading

Reading is a useful tool to improve handwriting. Without reading to achieve handwriting is so difficult both of them go through hand by hand Byrne, (1991:22) argued “reading of course, can be the goal in its effective and in any case is likely to be a more important one than writing but the two skills can and should be developed in close collaboration.

In this respect, many scholar done their research on the relationship between reading and writing .Eisterhold,(1977:88) stated “better writers tends to be better readers, better writers read more than poorer writers, and finally better readers to attend to produce more tactically nature writing than poorer reader “This means that a teacher or a student who read more can write well than who do not read any second or foreign language.

Learning writing skill concerns the directionality of the skills transfer. The most obvious direction is form reading to writing, although some studies Kvoll, (1997)cited at, sadek, (2007) how that writing activities can be useful for improving reading comprehension and retention of

inform. Each of these models has different relationship between the development of reading and writing skills this issue is further complicated when we consider the second language learner who is already master in a first language furthermore reading in the classroom is understood as the appropriate input for the acquisition of writing skills. For it is generally assumed that reading passages will how function as primary models for which writing can be learned or at least in ferried. Accordingly” It is reading that gives the writer they feel for the lack and texture of reader based prose “Kvoll, (1997:88) that is why Raimes, (1994:60) emphasized the use of reading technique when teaching writing to the students because “Reading can do for more in the teachings of writing than simply provide subject matter for discussion and for comprehension topics” this means that, when the students read they engage actively with the new language and culture.

In other words, reading is a pre-condition for writing because it plays an important role in its development one cannot improve writing if he/she does not read frequently. In any case the two skills go hand in hand and cannot function without manipulating the second. We often read to get the information we need to include in our writing.

2.9 Principles for planning and teaching writing skills

If we want to develop writing skills we should be practice writing in class as well as at home. This means students should practice their writing in class as well as out of class. Plan writing activities for students to work on in of class that are interesting and motivating to do have a realistic purpose and instruction, contextualized, enables students to express their own ideas, suitable for discussion and writing in groups and encourage to draft again and again. It is also important to encourage students to work together where possible because collaboration on a writing task increases interest and motivation. Giving helpful and supportive feedback during monitoring, for example identify students who are struggle and assist them.

Praise and encourage as much as you can offer help, mark and comment on work as students write. Take an interest in students' ideas and encourage them in confidence and ability, it is important to plan free and controlled activities to challenge them. Generally, to develop confidence and ability in writing, the teacher must plan activities that focus on developing writing skills as well as activities that focus on reinforcing grammar and vocabulary. Atikins et al,(1996)

CHAPTER THREE: Research Design and Methodologies

The main purpose of this study, as already mentioned, was to assess the practice of teaching writing skills in EFL class of grade ten. This section discusses the research methods which were employed to achieve the objective of the study. Therefore, it describes the research design, subjects and sampling technique, and instruments of data collection, procedures and methods of data analysis.

3.1 Research Design

The purpose of this study is to assess the practice of teaching writing skills in EFL class of grade ten Arsi Negele Kiliturea School. In this research, descriptive method is employed (Seliger and Shohomy,(1989) states ,” more appropriate to delineate, compare, classify, analyze and interpret students’ participation”. using both qualitative and quantitative approach. Mixed method research, are important to draw from the strengths and minimize the weaknesses of single research studies and across studies, C.R.Kothari,(2004). So, both approaches are combined leading to better understanding of research problem than are approach alone. The method used to collect qualitative data was for classroom observation and interview. The method used to collect quantitative data for questionnaires.

3.2 Subject

In this study 5 grade ten English language teachers and 120 grade ten students were involved in t Arsi Negele Kiliturea secondary school. The school is found in Ormia, specially West Arsi Zone in Arsi Nagele woreda.

The school is selected by the researcher because the researcher is member of the staff and the school is near to the researcher. There are six English language teachers are there including the researcher. From these populations the researcher was expected to find out better insight of their views towards assessing teaching writing skills grade ten EFL classes.

3.3 Sampling Technique and Sample Size

The school is selected purposively from the setting of the study. It sampling can be useful situations where need to reach a targeted sample quickly .C,R.Kothari,(2004).And the researcher works in this woreda where Arsi Nagele Kiliturea Secondary School.

These help the researcher to observe the practice of teaching writing skill in EFL and to collect the data easily.

The researcher was used as the subject of the study EFL teachers who teach in grade ten. The research area has six EFL teachers in clouding the researcher. The rest of five teachers were participants of the questionnaires and interview. And the researcher observed two teachers in their class selected by lottery sampling. The researcher also tried to keep the proportional size according to known scholars. For instance, Nunan,(1992:27). Explained that sample is the subset of individual from the given populations. Nunan indicated that, if the number of population size is more than 100 the sample can be set between 10%-25%.This means that according to Nunan is the sampling size could be set between 10%-25% it is enough so as to get sufficient information from the respondents. Therefore, based on the view of the scholar, the researcher selected 120 or 20% sample students out of the whole population size of six hundred students from Arsi Negele Kiliturea Secondary School in West Arsi Zone,Oromi region in 2016/17 academic year, and all of the English language teachers(5), since number of teachers are few. From these 600 students 20% of population would be selected for questionnaire using Systematic sampling .To use it the population must be listed in random order or based on alphabetical order. For this to work ,it is essential that the units in the population are randomly ordered ,at least with respect to the characteristics to measuring .This method uses fairly easy to do and more precise than simple random sampling .C.R.Koothari,(2004). There are10 section and the participants were 120 students from population.

3.4 Data Gathering Instruments

There are three research instruments employed to obtain information from the subjects of the study. These are questionnaire, semi -structured interview, and classroom observation.

3.4.1 Questionnaires

The research used questionnaires for the purpose of collecting data regarding the practice of teaching writing skill grade ten in EFL class. This tool was chosen because it enables to gather data from a large number of people in a short time. The question consisted closed ended questions for teachers and students, it also has different parts to words the practice of teaching writing skill in EFL Class. In addition respondents expected to reply the extent of their agreement and disagreement by using 'YES' or 'NO' and multiple choice items are all adapted from the review literature.

3.4.2 Interview

As Seliger and Shohamy (1989) state, purpose of interview is to obtain data by actually talking to respondents. Interview is very useful instrument to understand reasons the way and how things happen. Semi- structured interview was designed in a way that enables the researcher to obtain data on their belief about the practice of teaching writing skills in EFL classes.

Semi structured interview for five teachers. This semi structured interview the purpose to get information from English teachers how they help their students and to find out the hindrances of writing skills in the EFL class.

The researcher believes that knowing their belief is one of the most important means to know the degree to teach writing. If someone has a wrong perception on something, it will lead him/her to wrong practices there for, items that helps to know their belief on teaching writing skills in EFL is included. The interview was made by five teachers.

3.4.3 Classroom Observation

For this study observation was used to collect the necessary data in the class interaction. Observation helps to make open as factual as possible As Seliger and Shohamy(1989) state, observation is mainly used to examine a phenomenon or behavior while it is going on.

More the observer can note key points about the lesson for observation only two teachers were involved for four weeks both of them those who teach 16 periods per week. Teachers performances in their EFL class observed to get data on how the practice teaching writing in EFL class. And how the teacher helps their students and how the students participate in the EFL class. The observation was conducted for eight periods all together, the two teachers were observed once a week. The classroom practices were jotted down by preparing observation checklist

3.5 Data Collection Procedure

Data collection procedure of the study is followed first, contacted with school principals and assistants. Then, the selection of the representative samples were carried out using lists of the students collected from the principal. Following arrangements suggested by the principals and participants. The final draft of the questionnaire was administered to 120 grade 10 students. After gathering the students in a separate room, the researcher distributed the questionnaire and read through the cover page of the questionnaire to the students and explained the objective of the study before requesting them to answer the questions. The researcher told them to complete the questionnaire carefully and honestly. They were told that every student had to work on himself/herself without asking a friend. The students completed the questionnaire, in approximately 20 minutes. On the same day, five English language teachers were given the questionnaire, and the questionnaire was collected on the following day. Following arrangements of place and time for five teachers were interview with the teachers was conducted in the English departments' office on the basis of their convenient time and place. After the questionnaire and interview were conducted finally, classroom observation was conducted on the basis of arrangements of section and time in accordance with the convenience of the two teachers.

3.6 Method of Data Analysis

To analyze the collected data were analyzed using, descriptive method and using both quantitative and qualitative methods of data analysis .The collected data was tabulated and percentages. Percentage was employed, so as to obtain data which analyzed in detail and followed by discussion of the results. Lastly, conclusions and recommendations were made based on the findings.

CHAPTER FOUR: Data Presentation and Analysis

In this chapter interpretation and an analysis, of the data was made .In the data analysis attempts have been made to organize, summarize and synthesize the data so as to arrive at the results and conclusions of the study. Selinger and Shohamy,(1989). In the interpretations, attempts were made to describe the findings interpretatively to draw conclusions, show implication, and make recommendations. Therefore, data from different sources were treated together and integrated in various methods in order to arrive at suitable conclusions and recommendations. Thus data from the questionnaires, class observation, and interviews were interpreted and analyzed in the following ways.

The data analysis was divided in to two sections. The first one is the analysis of the teachers' questionnaire, interview and class observation. The second part is the analysis of students' questionnaire and class observation as presented in the following sections below.

4.1 Interpretation, Analysis and Discussion of the Teachers' Questionnaire, Interview and Observation.

As mentioned in the preceding chapter, to collect pertinent data for the study 15 close ended items were administered to 5 English teachers .(see Appendix A).The analysis of each has been presented below.

4.1.1The use of teaching writing materials

Teachers need to use different teaching writing materials to develop their witting skills. In contrast to this, results obtained from the response of teachers did not use sufficiently different writing materials.

Table 1 1. Teachers’ response related to the use of resources

NO	Items		F	%
1	Do you use library to develop writing skills?	YES	-	-
		No	5	100%
		Total	5	100%

As can be seen from the above table, a considerable number of teachers response 5(100%) indicated all teachers did not use library .It shows teachers did not exert additional efforts to teach writing skills by using library materials.

The data obtained from with English Teachers interview they said our school is new so we could not use library to develop our teaching writing skills.(see AppendixD)..

Similarly, the data obtained from class observation Teachers did not use library materials in the class. They used only the students Text book.(See Appendix C).

The data indicated the gap, which teachers and students do not use library materials to develop writing skills.

This is inconsistent with what the scholars suggest, Anemut cited in his MATHthesis(2014),Atkins,Hallom andNuru,(1991).Stated that, Teachers are expected to seek information from a variety of sources like dictionaries, grammar books etc. Also, Wenden,(1991).Stated that is an important stage in Cognitive strategies which helps learners to learn the language effectively. According to the above scholars writing materials are very important to develop writing skills but, the study indicated the school has not library. It makes gap in teaching writing skills in the school. The school and other concerned body should prepare library in the school and teachers and students must use writing materials to improve writing skills.

4.1.2 The use of motivation.

Learners need to motivate by their Teachers when they participate writing activity in the class and outside the class.

Table 2: The Teachers' response related to motivation.

No	Items	Response	F	%
2	Do you motivate your students to practice and participate Writing skills in the class and outside the class?	YES	5	100%
		NO	-	-
		TOTAL	5	100%
3	If 'YES' what do you they like to write?	Letter	1	20%
		Dories	-	-
		Sentence	3	60%
		Paragraph	1	20%
		All	-	-
		Total	5	100%

As can be seen from the above table, a considerable number of Teachers5 (100%) it indicated all Teachers motivate their Students to participate and practice writing skills in and out said the class. They declared that motivation is the most important for the improvement of writing skills.

When item two was design to know if Students are motivated by their Teachers. According to data displayed their writing interest shows letter1 (20%), sentence 3(60%), paragraph 1(20%). This indicated most of the Students were lack of motivation from their Teachers. So, they kill their time by practicing only writing simple sentences to prepare themselves for class examination.

The data obtained from the classroom observation the Teachers did not give attention for their students to motivate and participate for any writing activities. There for students were limited to improve their writing skills. As the researcher analyzed this was because of inappropriate class size of the students in the class room and given for one period is not enough for proper practicing

of the writing skills. In the case of this students practice simple sentences for class exam.(see appendix C).

The data shows giving motivation is less from teachers so Scholars suggest, Drnajei,(2005:25).”Motivation is one thing that initially what the students’ appetite with appropriate motivational techniques. It is extremely necessary for in order to carry out their writing tasks and achieves a satisfactory level in English Language. The study shows the teachers motivate their students but the lack of students’ interest their writing is fixed in sentences.

Generally, students to improve their writing skills the teachers should motivate and give advice for their students about the use of writing throughout their life.

4.1.3 The importance of English Language Skills

English language skills are playing significant roles to develop the students and Teachers English language skills.

Table 3: Teachers’ response related to importance of skills

NO	Items	Responses	f	%
4	In your opinion which one is the most important English language skills?	Listening	-	-
		Speaking	-	-
		Reading	-	-
		Writing	-	-
		All	5	100%
		Total	5	100%

The above table indicated that the responses of Teachers 5(100%) they agree all English language skills are important to develop writing skills.

In the observed classes, the teachers were not more attention for all English language skills but, they give attention for grammar and vocabulary. Since the time given for one period of EFL class is forty minutes .Therefore, teachers ran to cover the portions and more focused on vocabulary and grammar in order to prepare students to EGSEC exam. Likewise, students were also forced to give attention on grammar and vocabulary. Students also do not have more interest for writing and reading because their teachers did not motivate to improve other skill.(See Appendix C).

As long as the data gathered from the interview most of the teachers knew the importance of language skills .But, they said our Students did not have interest about reading, writing and speaking .Their interest is grammar and sometimes they like to learn vocabulary.(See Appendix D).

The study has gap to use all language skills in the class most of the time teachers used grammar and vocabulary but according to the Scholars' beliefs, Takroui,(2002).Indicated that the main target of teaching writing as one of the four language skills are to facilitated students learning writing skills in any subject, and their daily communication. It should be thought interactively with other language skills, listening. Speaking, and reading.

So, from this scholar we have understood all English language skills are very important to develop writing skills; therefore teachers should motivate their students to know all skills are important for language ability and to improve writing skills..

4.1.4 The difficult of skills

Table 4: Teachers' response related about the difficulty of skills

No	Items	Response	f	%
5	Which of the following one is difficult for the students?	Listening	1	20%
		Speaking	-	-
		Reading	-	-
		Writing	4	80%
		All	-	-
		Total	5	100%

As can be seen from the above table, the Teachers response indicated that 4(80%) the most difficult skill is writing .Lisening1 (20%), and Writing 4(80%). It indicates writing is more complex skills. It takes ample time to learn.

However, in the observed classes, the Teachers were not encouraging the learners to make easily writing skills and did not motivate their students to participate and practice writing in and outside the class.(See Appendix C).

The data indicated that writing is difficult this is supported by different scholars, for example, Harmer,(2007:251). Pointed out that, "Writing has more complex process and it takes ample time to improve it."

Also according to Harmer,(2007:4). "Writing is process; it has stages the writer goes through in order produce something in its final form. This process may be affected by the content and the medium. This process has four main elements these are: Planning, drafting, editing and final

drafting”. The study agreed with the scholars’ ideas. Writing is too difficult for their students so, Teachers should give daily writing practice for their Students to improve their writing and to minimize difficulty of writing skills in their students mind.

4.1.5 The use of teaching Writing Approach

Table 5: Teachers’ response related about approach

No	Items	Response	F	%
7	Which task do you use when you teach writing skills?	Product	-	-
		Process	-	-
		Controlled	-	-
		Free writing	-	-
		All	5	100%
		Total	5	100%

As can be seen from the above table, all of the teachers response 5 (100%) used all kinds of approach.

But when observed class and students questionnaire indicated Teachers did not use different teaching writing approach in the class.(see Appendix B and C).

Teachers interview indicated they know about the use of writing approach but they did not give attention about this approaches.(see appendix D)

The data indicated the gap teachers did not use different teaching writing approaches when they teach writing skills in the class.

Teachers want to improve their students writing skills performs, they should use the above all kinds of approaches because it makes interest to students to improve their writing skills. This idea supported by Raime,(1994) indicated that all subjects are thought in EFL appropriate approach to teaching writing skills play as significance role in the teaching learning process.

Similarity, Picans(1988)and Raime(1983),writing tasks can be controlled writing tasks, guided writing task and free writing tasks. These are very important for the students in order to practice and improve their writing skills. In addition these tasks help the students in their effort to achieve effective writing by giving contextualized situations to practice writing. Thus, it is believed that teachers should use variety of tasks to bring the students to self confidence and also enable students to express their ideas through writing appropriately and independently. The study has shows the gap. Teachers knew the use of approaches but, they did not used in writing skills lesson. According to the scholars' idea to improve writing skills use different approaches in writing very important. So, teachers should use daily these approaches to improve their students writing skills.

4.1.6 The use of practice

Searching for opportunities to practice the writing skills in and outside the class room plays significant roles to improve the students' writing skills. However most of the Teachers and Students did not take daily practice.

Table 6: Teachers' response related to practice writing skills

NO	Items	Response	f	%
8	Do Students feel free when they practice writing skills?	Yes	1	20%
		No	4	80
		Total	5	100
9	How often do they practice writing skills?	Every day	1	20%
		sometimes	4	80%
		Not at all	-	-
		Total	5	100%

As can be possible to see from the above table the response of Teachers 4(80%) indicated most of the students were not feel free when they practice writing skills. And how often the students practice the teachers' response 4(80) indicated sometimes. It indicates students did not have daily practice inside the classroom and outside the classroom.

The class observation indicated teachers did not give their students motivation to write every day and they did not use different teaching methods to avoid the fairness of the students, and also teachers not give more consternation about writing skills .In addition Students did not have more interest for writing skills instead of participate and practice writing, they like to talk with their friends without doing anything. (see Appendix B and C).

Similarly, as the data obtained from the interview show with English Teachers replied their students did not have more interest to do practice and to participate during writing activities. The students also did not feel free to write and to show their writing activities for their friends and for their teachers because thy afraid about their mistakes.

The study indicated students did not have fel free when they write. So, it makes gap to improve their writing skills and they did not practice writing every day It is also decrease students writing skills .The scholars agree about this for example,

Rechard,(2002:529).States that “writing is viewed as a result complex processes of planning ,drafting, reviewing and revising: that is to say the final product is the result of various practice”. In addition, Kiflmariam,(1988).Also indicated that writing anxiety aggravates the problem of both accuracy and fluency.

Therefore, teachers should avoid students’ faire by giving everyday writing practice and motivate them to ignore about their mistakes when they write any text

4.1.7 The cause of difficulty of writing skills

Table 7: Teachers' response related to the causes of difficulty writing skills

No	Items	Response	f	%
10	Do Students find difficult when they write in EFL?	Yes	5	100%
		No	-	-
		Total	5	100%
11	If 'Yes' this difficulty is due to lack of-	Teachers practice	2	40%
		Learners interest	3	60%
		Total	5	100%

As can see the above table the response of teachers indicated 5(100%) for their students were writing is difficult. It means students did not have knowledge about writing skills. The next items indicated lack of Teachers practice 2(40%)and Students interest3(60%) from this we have understood the Teachers did not give more practice writing skills for their students everyday .In addition the response of teachers 3(60%) the lack of Students interest . Without Teachers and Students practice and without students' interest writing skills were too difficult to improve it.

From class observation the data indicated Teachers and Students did not practice writing everyday and Teachers also did not give attention about writing instead of that they practice grammar and vocabulary. Students do not have interest to practice and improve writing skills as well as most of them are afraid to write in English and assume that writing in English is very difficult for them.(See Appendix C).

The data indicated writing is difficult skills and this is caused by the lack of practice and lack of interest so, it makes writing skills can not improve easily.

On the other hand, according to Richards and Renandy,(2003:303).”Mastering writing skill is so difficult, it requires ample of time. There is no doubt that writing is the most difficult skill for second language to master.”Nunan,(2000:21). Also states that “It is enormous challenge to

produce a coherent, fluent, extend piece of writing in L2".The study and the scholars' ideas agreed writing is difficult skills and it takes ample of time to improve it. In addition writing can develop with in daily practice and interest.

Generally, to increase students' interest and practice to avoid the difficultness of writing skills the teachers should be use different teaching writing tasks and give comments and correction for students' activities.

4.1.8 The use of feedback, assessment and Evaluation

Table 8: Teachers' response about feedback

No	Items	Response	f	%
12	Do you give assessments for your students' performance?	Yes	5	100%
		No	-	-
		Total	5	100%
13	If 'YES' what do you focus on?	Handwriting	-	-
		Grammar	-	-
		Spelling	-	-
		All	5	100%
		Total	5	100%
14	How do you evaluate students' writing skills?	Very good	1	20%
		Good	4	80%
		Poor	-	-
		Not at all	-	-
		Total	5	100%

As can be seen from the above table the Teachers response 5(100%) indicated all teachers assess their Students writing activity and they focus handwriting, spelling and grammar. When the teachers evaluate their students they give good 4(100%) and very good 1(20%) it indicated that Teachers most of the time they used good. It implies that the Teachers did not have more confidence about their Students writing skills.

In supporting this, the data obtained from the class observation. Teachers did not assess their students writing activity deeply. When the researcher interview with English Teachers they said we could not assess and evaluate all students writing activity because the class is large size and shortage of time.(see appendix C and D).

The data shows the gap that teachers did not assess and did not give feedback for their students writing activities.

Evaluation means correcting mistakes of students' written performance an issue such as syntax, grammar, spelling and collocation. Mesfin,(2014), cited in his MA thesis Mering and Yuan Qian,((2010). Indicated peer feedback uses to promote L2 writers autonomy.

Liu and Hansen ,(2002). Indicated Teachers share with their students the process of assessment. It leads students to take on the authority to assess themselves. So, feedback is motivated students to do more, because, when their Teacher assess or evaluate their students task it help students to do further more .But the study showed that teachers did not gave assessment and evolution for their students it makes hinder to develop writing skills. So, from the above idea, teachers should give helpful and supportive feedback for their students to improve writing skills.

4.1.9 The use teaching writing Techniques

Table 9: Teachers' response about teaching writing Techniques.

No	Items	Respond.	f	%
15	Do you exploit reading and other techniques when you teach writing skills?	Yes	5	100%
		No	-	-
		Total	5	100%

As can be possible to see from the table, all of the Teachers response 5(100%) were able to use different kinds of teaching writing techniques.

However, the data obtained from the class observation Teacher did not use reading and other techniques when they were teach writing skills. The teachers' response from the interview shows that most of them did not use different teaching writing techniques. They reasoned out that they

did not have sufficient time and the students did not have interest to writing skills.(see appendix B).

The data of interview and class observation indicated teachers did not use teaching writing techniques when they teach writing skills. Raimi,(1994).pointed teachers main activity is choosing the best classroom techniques to teach EFL writing skills. Selecting these techniques depend on their suitability with class, students 'and approach underlying the curriculum and teaching.

Like according to the Raimi (1994) the researcher also believed that lack of writing techniques is obstacle to improve writing skills. So, writing techniques are very important to improve students writing skills .We Teachers want to develop our students' performance, we should use different teaching writing techniques in and outside the class room.

4.2 Interpretation, Analysis, and Discussion of the Students' Questionnaire and class observation.

The questionnaire was distributed to 120 grade ten students and 12 items. The analysis of the result obtained by the above mentioned tools has been presented below.

4.2.1 The usage of motivation

The data obtained regarding motivation show that most of the students motivate by their English Teachers to improve their participation and practice writing skills in and outside the class room..

Table 10: Students' response concerning motivation

No	Items	Response	f	%
1	Is your Teachers motivate you participate and practice writing skills?	Yes	70	58.3%
		No	50	41.6%
		Total	120	100%
2	If 'Yes' what do like to write?	Letter	19	15.8
		Sentence	80	67
		Paragraph	11	9
		Dairies	5	2.5
		Daily activity	5	2.5
		All	-	-
		Total	120	100%

As can be seen from the above table, more than the half of the students agreed 70(58.3%) this indicated their Teachers motivate to participate and practice writing skills in the class and outside the class .In addition 50 (41.6%) not agreed. The next data indicated students like to write sentence 80(67%) ,it indicated most of the students did not motivate by their Teachers to write all kinds of writing skills .

The data obtained from the class observation the teachers did not motivate their students to participate and practice writing skills .Students wrote simple sentence to prepare themselves for class Exam. In addition students did not give attention for writing skills.(See Appendix C).

As can be seen the above table students agreed that their teachers motivate them but when during class observation most of teachers did not motivate their students to participate and practice writing skills every day. So, it makes gap to improve writing skills.

Not only for education, for any activity has motivation had great role for the success and achievement. Wickpedia,(2009). Defined motivation as the internal condition that activities behavior and gives it direction: energizes and directs goal oriented behavior. Generally to say, motivation is closely related to the teaching learning process. It can help plan to achieve to objectives we desire. But the study indicated the gap of giving motivation by their teachers to participate and practice writing.

So, according to Wickpedia(2009) teachers should motivate their students to participate and practice writing skills inside and outside the classroom and also students should have positive attitude towards writing skills

4.2.2 The importance and the difficult of writing

Table 11: students' response related to difficulty of writing

No	Items	Response	f	%
3	In your opinion which skills difficult?	Listening	18	15%
		Speaking	10	8%
		Reading	7	5.8%
		Writing	85	70%
		All	-	-
		Total	120	100%
4	In your opinion which one is the most important?	Listening	16	13%
		Speaking	24	20%
		Reading	25	20.8%
		Writing	30	25%
		All	25	20.8%
		Total	120	100%

As can be seen from the table, most of the Students response 85 (70%) indicated writing is the most difficult from other English language skills. In addition the students response 30(25%) indicated writing is the most important to express their idea everywhere.

The data obtained from the class observation almost no students' participation and practice of multiple drafts during writing skills lesson in the classroom. These were due to students' lack of giving attention for writing skills and were afraid to practicing writing skills and they assumed the practicing English language is very difficult and they did not awareness of the use of writing skills. This hinders the practice and development of writing exercises in classroom and outside classroom. In addition Teachers did not give more attention about writing skills. Instead of writing they give more attention for grammar and vocabulary. In the causes of this writing is more difficult for our students.(See Appendix C).

The study indicated writing is so difficult for students and they express writing is more important to express any idea.

According to, Richad,(2002:529).stated that “Writing is viewed as result of complex processes of planning, drafting, reviewing and ,revising. That is to say the final product is the result of various practices”.

Richards and Renandy,(2003:303).Argued that “There is no doubt that writing is the most difficult skill for second language to master.” According to these authors from four English skills for instance, listening, speaking, and reading particularly for second language learners writing activities are the most difficult and complex. So, mastering writing skills so difficult, it requires ample of time to practice. To avoid this difficult teachers initiate and make the students give equal focus for all of language aspects; organizing peers cooperative learning ,and so making the students to present enough texts and improve the background knowledge of students to get better writing skills of the learners.

4.2.3 The feeling of student about writing

Most of the Students response shows that they did not prefer writing and they were not feeling free when they write.

Table 12: Students’ response concerning about their prefer and feel free when they writing

No	Item	Response	f	%
5	From two skills which one do you prefer?	Reading	87	72.5%
		Writing	33	27.5%
		Total	120	100%
6	Do you feel free when you express your idea in writing?	Yes	18	15%
		No	102	85%
		Total	120	100%

As can be possible to see the above table 87(72.5%) of the students were prefer reading than writing. But 33(27.5%) Students prefer writing .The next data indicated most of the Students did not have feel free their when writing the response indicated No 102 (85%) and feel free, Yes 18(15%). The data indicated students did not want to prefer writing. And they are not feeling free when they use writing skills.

The class observation data indicated Students did not participate and not practice when writing activities .Instead of that students sat and talk with their friends, also they did not brought their text books and exercises books. The Teachers also did not motivate their students to do class activities and did not give more attention about writing.(See Appendix C).

The data shows students did not prefer writing and they were not free when they write any idea. This may possibly show that most of the students did not adequately attempt to express their ideas in writing easily.

According Hedge,(2000:34). “Adults devote 45%of their energies to listen, 30%to speaking,15% to reading and 9% to writing.” It indicated writing skills are complexity and difficulty to master. It is not only for second language learners’ but, also for native speakers. In the case of this students do not prefer writing and they did not express their idea freely.

The above problems can be minimized by Teachers and students daily participation and practice of writing skills in and outside the class room, in addition teachers should give for their students different types of writing tasks are used at different levels of teaching writing .These tasks may help the students in their effort to active effective writing contextualized situations to practice writing.

4.2.4 The Practice of the Writing skills

Searching for opportunities to practice writing skills in and outside the classroom plays significant roles to develop the students 'writing skills. However, most of the students did not search opportunities to practice writing skills.

Table 13: Students' response relating to the practice of writing skills

No	Items	Response	f	%
8	Do you find difficulty when you practice writing?	Yes	93	77%
		No	27	22.5%
		Total	120	100%
9	If Yes ' this difficult is due to lack of -	Teachers	8	6,6%
		Students	12	10%
		Practice	53	55%
		Interest	47	39%
		Total	120	100%

As can be seen to the above table considerable number of the Students 93(77.5%) it indicated the students did not practice writing both in and outside the classroom. Besides nearly more than half of the students 53(44%) indicated the difficulty of writing is due to the lack of practice and 47(39.5%) indicated the lack of interest.

Similarly, the data obtained from the English Teachers interview they said that most of the Students did not punctuality in EFL class to practice writing skills and they did not brought their text books. (See Appendix D).

In addition in the observed class, teachers did not give more attention for writing and they did not arrange in pairs and group work in writing activity. And teachers did not motivate students to participate and practice writing in and outside the class

As can see from the above table most of students did not participate and practice during writing lesson. Similarly, the data collected from the interview and class observation show the same situation. This possibly indicates that students did not participate and practice writing skills.

Scholars like Widow son,(2001:62).Stated that, “Students are fait to practice writing skills .It is the process of discovery”. Another definition was also given by Crystal,(1999:214).Who was stated that ”Writing is no merely mechanical task a simple matter of putting speech down on paper. It is an exploration in the use of graphic potential of language a creative process an act of discovery.”

From these two scholars, we have understood writing can improve by daily practice and by full interest. Furthermore, lack of interest, lack of practice, lack of comments on students writing skills giving low emphasis on meaning full communicational writing, and so far ignoring to help the students to practice using the steps of process writing method to develop writing skills, and lack of showing students how to develop ideas in to written text all these are the case of difficultness and the lack of interest and practice. So teachers should decrease these mentioned problems by putting their effort on its.

4.2.5 The use of Teaching Writing Techniques.

Most of the students’ response their Teachers did not use reading techniques and other teaching writing techniques.

Table 14: Students’ response related to teaching writing techniques.

No	Items	Response	f	%
10	Does your Teacher use reading and other teaching writing techniques when he /she teaching writing skills?	Yes	24	20%
		No	96	80%
		Total	120	100%

As can be possible to see from the above table, most of the students response 96(80%) did not agree. Their Teacher did not use reading and other teaching writing techniques in the class.

The data obtained from class observation the Teachers did not use reading and other techniques when they taught writing skills.(See Appendix C)

The data obtained from English Teachers interview the teachers said they knew the use of writing techniques but they did not give more attention about it; because their students did not have interest about writing skills. (see Appendix D).

As can be possible from the above table, the data indicated most of the teachers did not use teaching writing techniques when they teach writing skills. It makes students performance less.

According Raimes,(1994).stated that Teachers main activity is choosing the best class room techniques to teach EFL writing skills. The variety of techniques is available for teachers. For example, the Teacher should use the following teaching writing techniques such as, pictures, readings, all language skills, practical writing, controlled writing organization and responding to students' writing. According to Raines (1994) teaching writing techniques are very important to develop students writing skills.

So, the above mentioned teaching writing techniques are very important for the improvement of students' writing skills. The language teachers should teach and encourage their students to use different kinds of teaching writing techniques. It can reduce the lack of self confidence, frightened to practice writing texts as well as the scarcity of background knowledge.

4.2.6 The use of assessing and feedback

Most of the Students response indicated that their teachers did not assess their activity. And most of the students did not have more confidence about their work.

Table 15: students' response related to assessing and feedback.

No	Items	Response	F	%
11	Does your teacher assess and feedback your writing skills?	Yes	29	24%
		No	91	75.8%
		Total	120	100%
12	How do you evaluate your writing?	By teacher	10	8.3%
		By your friend	-	-
		By your self	30	25%
		Not at all	80	66.6%
		total	120	100%

As can be possible to see in the table, 91(75.8%) indicated their teachers did not assess or give feedback for their students' writing activity. In addition students' response 80(66.6 %) indicated they did not evaluate their work or writing activities .But few students evaluate by their teachers and by their classmates.

Similarly, the data collected from class observation the teachers did not assess and not give feedback for their students writing activities simply they give feedback oral and sometimes write on the blackboard .Teachers did not motivate students to evaluate their work with their classmates and by themselves.(See Appendix C).

Besides, the data collected from English Teachers interview, they said that in the case of shortage of time and number of students they couldn't give feedback for their students. In addition students did not interest to show their work for their teachers and friends because, they afraid about their errors.(see appendix D).

As can be seen from the above table, the data indicated teachers did not assess and did not give feedback for their students class activities in addition students did not evaluate their work by themselves so, it makes hinder to improve writing skills. Scholars said about this for example,

Jeremy harmer,(1999).stated that Teachers ,we are ideally placed to provide accurate assessments of students performance, students can be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done greatly enhance learning.

To avoid writing skills problems teachers should give awareness about the use of feedback for their students to improve writing skills .And teachers also give more consternation about assessing writing skills and giving chance to correct and evaluate their work by themselves and by their peer groups. Without this kinds of condition writing is not improve easily.

In addition English language teachers mainly have an accountability to come up with different strategies and to bring the students to perform an endeavor to practice writing tasks to reduce the problems of writing skills. This means in developing students learning strategy teachers have responsibility. In relation to this, Richards cited in Endaweke,(2008) suggests that teachers are observers of students' learning behaviors. They are expected to give their own feedback that enable learners to use better strategies for various task and also make the students to bring an endeavor to exercise writing texts.

4.3 Interpretation and Analysis of Data collected from classroom observation

Checklist of class observation

Some selected checklist points out for observation .It helps for the researcher to have some data concerning the practice of teaching writing skills grade ten students and English language teachers at Arsi Negele Kiliturea Secondary School. Teacher 1

Period1

Date7/07/2009 E.C

Section A

Topic Making sentences

No	Activities done by students	Yes	No
1	Do students involve individual writing activities	✓	
2	Do students' pair and group work in writing lesson?		✓
3	Do students punctual in writing activities?		✓
4	Do students sit in their groups?		✓
5	Do the students have text books?		✓
6	Do the students participate during writing lesson?		✓
7	Do the students show interest and effort to do writing task?		✓
8	Do students use different writing thiqunques?		✓
	Activities done by teachers		
9	Does the teacher carefully select the activities that much with writing skills?		✓
10	Does the teacher motivate the students 'to participate and practice writing in the class room?	✓	
11	Does the teacher give written comments on the students writing practice?		✓
12	Does the teacher arrange students in groups?		✓
13	Does the teacher give enough time for writing lesson?		✓
14	Does the teacher use variety task/thiqunques/for writing practice lesson?		✓
15	Does the teacher use different library materials?		✓
16	Does the teacher give feedback for individual activities?		✓

Checklist of class observation

Some selected checklist points out for observation .It helps for the researcher to have some data

Concerning the practice of teaching writing skills grade ten students and English language teachers at Arsi Negele Kiliturea Secondary School.

Teacher 2

Period 3

Date 8/07/2009 E.C

Section G

Topic Expanding notes in to summary

No	Activities done by students	Yes	No
1	Do students involve Individual writing activities	✓	
2	Do students' pair and group work in writing lesson?		✓
3	Do students punctual in writing activities?		✓
4	Do students sit in their groups?		✓
5	Do the students have text books?		✓
6	Do the students participate during writing lesson?		✓
7	Do the students show interest and effort to do writing task?		✓
8	Do students use different writing thiquunqes?		✓
	Activities done by teachers		
9	Does the teacher carefully select the activities that much with writing skills?		✓
10	Does the teacher motivate the students 'to participate and practice writing in the class room?	✓	
11	Does the teacher give written comments on the students writing practice?		✓
12	Does the teacher arrange students in groups?		✓
13	Does the teacher give enough time for writing lesson?		✓
14	Does the teacher use variety task/thiquunqes/for writing practice lesson?		✓
15	Does the teacher use different library materials?		✓
16	Does the teacher give feedback for individual activities?		✓

Checklist of class observation

Some selected checklist points out for observation .It helps for the researcher to have some data concerning the practice of teaching writing skills grade ten students and English language teachers at Arsi Negele Kiliturea Secondary School.

Teacher 1

Period 1

Date 14/07/2009 E.C

Section 10A

Topic summarizing news report

No	Activities done by students	Yes	No
1	Do students involve Individual writing activities	✓	
2	Do students' pair and group work in writing lesson?		✓
3	Do students punctual in writing activities?		✓
4	Do students sit in their groups?		✓
5	Do the students have text books?		✓
6	Do the students participate during writing lesson?		✓
7	Do the students show interest and effort to do writing task?		✓
8	Do students use different writing thiqunques?		✓
	Activities done by teachers		
9	Does the teacher carefully select the activities that much with writing skills?		✓
10	Does the teacher motivate the students 'to participate and practice writing in the class room?		✓
11	Does the teacher give written comments on the students writing practice?		✓
12	Does the teacher arrange students in groups?		✓
13	Does the teacher give enough time for writing lesson?		✓
14	Does the teacher use variety task/thiqunques/for writing practice lesson?		✓
15	Does the teacher use different library materials?		✓
16	Does the teacher give feedback for individual activities?		✓

Checklist of class observation

Some selected checklist points out for observation .It helps for the researcher to have some data concerning the practice of teaching writing skills grade ten students and English language teachers at Arsi Negele Kiliturea Secondary School.

Teacher 2

Date 15/07/2009 E.C

Section 10G

Topic A formal letter

No	Activities done by students	Yes	No
1	Do students involve Individual writing activities	✓	
2	Do students' pair and group work in writing lesson?		✓
3	Do students punctual in writing activities?		✓
4	Do students sit in their groups?		✓
5	Do the students have text books?		✓
6	Do the students participate during writing lesson?		✓
7	Do the students show interest and effort to do writing task?		✓
8	Do students use different writing thiqunques?		✓
	Activities done by teachers		
9	Does the teacher carefully select the activities that much with writing skills?		✓
10	Does the teacher motivate the students 'to participate and practice writing in the class room?	✓	
11	Does the teacher give written comments on the students writing practice?		✓
12	Does the teacher arrange students in groups?		✓
13	Does the teacher give enough time for writing lesson?		✓
14	Does the teacher use variety task/thiqunques/for writing practice lesson?		✓
15	Does the teacher use different library materials?		✓
16	Does the teacher give feedback for individual activities?		✓

Checklist of class observation

Some selected checklist points out for observation .It helps for the researcher to have some data concerning the practice of teaching writing skills grade ten students and English language teachers at Arsi Negele Kiliturea Secondary School.

Teacher 1

Date 21/07/2009 E.C

Section 10A

Topic health issues

No	Activities done by students	Yes	No
1	Do students involve Individual writing activities	✓	
2	Do students' pair and group work in writing lesson?		✓
3	Do students punctual in writing activities?		✓
4	Do students sit in their groups?		✓
5	Do the students have text books?		✓
6	Do the students participate during writing lesson?		✓
7	Do the students show interest and effort to do writing task?		✓
8	Do students use different writing thiqunques?		✓
	Activities done by teachers		
9	Does the teacher carefully select the activities that much with writing skills?		✓
10	Does the teacher motivate the students 'to participate and practice writing in the class room?		✓
11	Does the teacher give written comments on the students writing practice?		✓
12	Does the teacher arrange students in groups?		✓
13	Does the teacher give enough time for writing lesson?		✓
14	Does the teacher use variety task/thiqunques/for writing practice lesson?		✓
15	Does the teacher use different library materials?		✓
16	Does the teacher give feedback for individual activities?		✓

Checklist of class observation

Some selected checklist points out for observation .It helps for the researcher to have some data concerning the practice of teaching writing skills grade ten students and English language teachers at Arsi Negele Kiliturea Secondary School.

Teacher 2

Period 3

Date 22/07/2009 E.C

Section 10A

Topic complete the passage

No	Activities done by students	Yes	No
1	Do students involve Individual writing activities	✓	
2	Do students' pair and group work in writing lesson?		✓
3	Do students punctual in writing activities?		✓
4	Do students sit in their groups?		✓
5	Do the students have text books?		✓
6	Do the students participate during writing lesson?		✓
7	Do the students show interest and effort to do writing task?		✓
8	Do students use different writing thiqunques?		✓
	Activities done by teachers		
9	Does the teacher carefully select the activities that much with writing skills?		✓
10	Does the teacher motivate the students 'to participate and practice writing in the class room?		✓
11	Does the teacher give written comments on the students writing practice?		✓
12	Does the teacher arrange students in groups?		✓
13	Does the teacher give enough time for writing lesson?		✓
14	Does the teacher use variety task/thiqunques/for writing practice lesson?		✓
15	Does the teacher use different library materials?		✓
16	Does the teacher give feedback for individual activities?		✓

Checklist of class observation

Some selected checklist points out for observation .It helps for the researcher to have some data concerning the practice of teaching writing skills grade ten students and English language teachers at Arsi Negele Kiliturea Secondary School.

Teacher 1

Period 1

Date 27/07/2009 E.C

Section A

Topic The water cycle

No	Activities done by students	Yes	No
1	Do students involve individual writing activities	✓	
2	Do students' pair and group work in writing lesson?		✓
3	Do students punctual in writing activities?		✓
4	Do students sit in their groups?		✓
5	Do the students have text books?		✓
6	Do the students participate during writing lesson?		✓
7	Do the students show interest and effort to do writing task?		✓
8	Do students use different writing thiqunques?		✓
	Activities done by teachers		
9	Does the teacher carefully select the activities that much with writing skills?		✓
10	Does the teacher motivate the students 'to participate and practice writing in the class room?		✓
11	Does the teacher give written comments on the students writing practice?	✓	
12	Does the teacher arrange students in groups?		✓
13	Does the teacher give enough time for writing lesson?		✓
14	Does the teacher use variety task/thiqunques/for writing practice lesson?		✓
15	Does the teacher use different library materials?		✓
16	Does the teacher give feedback for individual activities?		✓

Checklist of class observation

Some selected checklist points out for observation .It helps for the researcher to have some data concerning the practice of teaching writing skills grade ten students and English language teachers at Arsi Negele Kiliturea Secondary School.

Teacher 2

Period 3

Date 29/07/2009 E.C

Section G

Topic The story of a river

No	Activities done by students	Yes	No
1	Do students involves individual writing activities	✓	
2	Do students' pair and group work in writing lesson?		✓
3	Do students punctual in writing activities?		✓
4	Do students sit in their groups?		✓
5	Do the students have text books?		✓
6	Do the students participate during writing lesson?		✓
7	Do the students show interest and effort to do writing task?		✓
8	Do students use different writing thiqunques?		✓
	Activities done by teachers		
9	Does the teacher carefully select the activities that much with writing skills?		✓
10	Does the teacher motivate the students 'to participate and practice writing in the class room?		✓
11	Does the teacher give written comments on the students writing practice?		✓
12	Does the teacher arrange students in groups?		✓
13	Does the teacher give enough time for writing lesson?		✓
14	Does the teacher use variety task/thiqunques/for writing practice lesson?		✓
15	Does the teacher use different library materials?		✓
16	Does the teacher give feedback for individual activities?		✓

4.3.1 Interpretation and Analysis of Data collected from classroom Observation

In this part, the main objective of students and teachers activities observation to assess students' and teachers' related problems when practice of teaching writing skills in EFL class.

Some selected checklist pointes out for observation. It helps for the researcher to have some data concerning the practice of teaching writing skills in grade ten students and English language teachers at Arsi Negele Kilt urea Secondary School.

In this part the main objective of Students' and Teachers' activities to assess the practice of teaching writing skills in EFL class.

As it was observed, there were almost no students, participate and practice writing activates except few students in the class. These were due to students' lack of giving attention for writing skills and were afraid to practice writing skills. Because of, students assume English language too difficult to express their idea easily. And the students did not arrange in pairs and group work. This may problem the practice and improvement of writing exercises in the classroom and outside classroom.

In line with this, during class observation students did not taking and making note. Also almost all students did not show interest and effort to exercise writing tasks. They were talk with their friends instead of writing any activities in the writing lesson. To avoid this when the teacher inters the class the teachers should motivate and advices their students mind to the habits of participate and practice writing activities in the class and outside the class as much as possible.

In the same time, students did not use different teaching writing techniques such as process writing and other techniques to minimize the problems of writing skills .In addition most of the students did not bring their text book and exercise books, so this is one of the hinder to improve writing skills and the teachers also did not use teaching writing material from the library. To improve writing skills teachers should give advice for their students to bring students text books in the class and to use library materials during the writing lesson. It makes students interesting and they give more consternation for writing lesson class.

As the researcher identified from observation in the classroom the teachers did not motivate students and did not give enough time for students writing skills practice in the classroom. As the researcher analyzed this was because of large size class and shortage of time in one period in the case of these it is not enough for proper practicing writing skills. Also the teacher did not give comments on each students writing texts, the teacher skipped on the writing exercises. The teacher ran to cover the portion and more focused on vocabulary and grammar in order to prepare students to exam. Therefore, in this practicing writing skills could be ignored.

Similarly, from the observation, the teacher did not emphasize for writing activities. They did not use variety of tasks and writing teaching techniques .Varieties of tasks and techniques very important for the students in order to practice to improve writing skills in the class room and outside class room. For example according to Picanss(1988) and Raimes (1983),writing tasks can be controlled writing tasks, guided writing task and free writing task. These tasks help the students in their effort to achieve effective writing by giving contextualized situation to practice writing. Thus, it is being lived that teachers should use variety of tasks to bring the students to self confidence and also to enable students to express their ideas through writing appropriately and independently.

4.4 Transcription of the Interview

The researcher interviewed five English teachers to assess teaching practice writing skills in EFL class. They are coded as Teacher 1-Teacher 5 along with six interview questions.

Question 1 What are the perquisites of teaching writing skills?

Teacher 1 “I believe the perquisites to teach writing in EFL effectively the first one is interest of the teachers. If the teacher is interested he/she can do more on their students and try to teach by using different mechanisms and methods”.

Teacher2. “In my opinion the perquisites are practicing writing day today and motivate students to write inside the class and outside the class. And give students advice how to improve their writing by correcting grammar, vocabulary, and their hand writing”.

Teacher3. “I think the perquisites for writing teachers must agree with their students’ interest and give more practice”.

Teacher4. “In my opinion the perquisites for writing the first one is teacher interest and the second is students’ interest and practice.”

Teacher5. “There are a lot of perquisites for writing but some are; first, students’ interest and teachers motivate their students to practice writing .Second, prepare different writing materials according to students’ level and so on”.

Question2 what are the major problems that can hinder to teach writing in EFL class?

Teacher 1 “It is not hidden there are a lot of problems, one is interest of teachers for writing lesson. And second number (class size) of students and they don’t have interest to write anything when writing lesson. Third, teachers don’t motivate their students to take dally practice”.

Teacher2. “I believe the major obstacles are lack of different kinds of teaching writing materials and lack of library inside the school”.

Teacher3. ”According to my opinion number or class size of the students is the main problem”.

Teacher4. ”In my opinion students don’t bring their text book and they didn’t try to write during class activities”.

Teacher5. "I think teachers also don't use different teaching writing methods".

Question 3 Do you think in outnumbered class possible to teach writing skill in EFL class?

Teacher1." No, because teaching writing need to assess individual work daily in all students .So, in the shortage of time it is impossible to teach writing skill and to give feedback for the students activity."

Teacher2. "It is obstacle to improve our students writing skill because the teacher can't check or assess the students' exercises in a given time."

Teacher3. "Definitely, it needs assessing daily activity .But the class is large, it is very difficult to follow and give feedback for students' written work."

Teacher4. "In my opinion it is so difficult to get good result from the students."

Teacher5." Our students' number is more than 60 students in class. So, how to give feedback for our students' .There for this is so difficult to get good performance from our students."

Question4 Do you think teaching writing skill help full for the students' language ability?

Teacher1. "In my opinion when you write you can improve your grammar, vocabulary, and punctuation. So, writing can help for the students' language ability"

Teacher2. "I think writing is like backbone of language development, because, you can correct your mistakes when you write. So, writing is very important to our students' language development."

Teacher3. "Definitely, writing skill help full for the students' language ability."

Teacher4 "Yes, it is help full."

Teacher5 "Yes, when they learn writing skill they learn different skills together."

Question5. What do you think should be done for the success of teaching writing skill?

Teacher1. "In my opinion as possible as the class size should be minimizing, give freedom for students to practice writing skill, and check their own free writing".

Teacher2. "I think the school should prepare confortable library and use different reading materials.

Teacher3. "I would like to give advice for free writing practice teachers should motivate their students to do writing exercise in pairs and groups".

Teacher4. "I would like to give advice for my students to show their writing activity for their friends and take correction".

Teacher5. "I think to success of teaching writing skill teachers play a main role .They should use different teaching tasks methods for their students".

Question6. How can you help your students to improve their writing skill?

Teacher1. "In my believed appreciating our students when they make error, give correction and checking their work daily".

Teacher2. "All stakes should work together to improve writing skill. In addition teachers have a positive attitude to words writing lesson".

Teacher3. "Teachers write short story on the black board and motivate students to write like their teachers".

Teacher4. "Teachers give writing home work as students' interest title that means free writing. It gives students to write without worry. And read students work in the class to motivate them for the next time".

Teacher5. "I would like to give advice for my students to like all English language skills and try to practice daily all skills to improve their writing skills".

CHAPTER FIVE

Summary of the Findings, Conclusions and Recommendation

This chapter consists of the summary of the finding, conclusions and recommendations of the research results. The objective of this study is to assess the practice of teaching writing skill in EFL class. Therefore, to reach at the overall purposes of the study, three types of data gathering instruments (questionnaire, classroom observation and interview) were used. Data were presented, analyzed and discussed in chapter four. Based on the analysis and discussion the following conclusions and recommendation are presented below.

5.1 Summary of the Findings

As all of the English teachers' response shows that they did not use library. Furthermore, they did not adequately search information from a variety of sources to improve students writing skills and to attract students for writing lesson. In addition, they did not search good opportunities to practice all language skills.

Most of English language Teachers did not motivate their students to participation writing activity. Furthermore, the students do not have interest to do anything writing lesson activity in the class. Instead of participation the students like to talk and disturb with their friends

As the data obtained from the students revealed, they did not adequately write letters paragraphs, dairies etc except sentences. This indicates students only prepare themselves for class exam.

Most of the students' response revealed writing is difficult for them. According the researcher observation and teachers interview students did not want to participate during writing activity in the class and do not daily practice. In addition teachers also not give more attention for writing practice.

Most of the students' response indicates that they did not prefer writing to do in the class and outside the class; and also the data shows students not feel free when they express their idea in

writing. It indicates students do not have daily practice and participation during writing lesson class.

As the data and class observation data obtained from the students reveal, even though most of the teachers trained learners to understand only grammar and vocabulary texts, they did not adequately train learners the writing skill how to select topics from variety of materials, techniques and methods.

As the data from students indicated, most of the teachers did not assess their students writing activities. More specifically, the teachers did not train learners how to correct their writing activity, and how evaluate their writing on their own.

Most of the teachers' response revealed that they motivate their students. But according the researcher observation teachers did not give more motivation to practice and participation in writing activities in the class and outside the class.

The observation data indicated most of the teachers did not use pair and group works in the class and outside and teachers did not encourage students to ask questions and make them to sit in their group works.

As the data obtained from the teachers show, most of the teachers did not use reading and other teaching writing techniques. And they did not select carefully the activities that match with students and writing skills.

As the data obtained from the teachers show, they did not evaluate their students writing activities. From the interview from teachers' class observation large class size and shortage of time are the main problems to do these activities. In addition students do not have more interest to participate writing activities and also they do not interest to show their work for their teachers and friends. Finally, students do not bring their text books in EFL classes.

The findings indicated that it is possible to minimize these difficulties in writing. This can happen only if the teacher adopts appropriate approach, techniques, good strategies and most important things are brought for the students to solve the problems of writing skill in EFL class.

5.2 CONCLUSION

On the basis of the above findings, the following conclusion remarks can be drawn. Generally, it would seem reasonable to conclude that the assessing practice of writing skill in teaching writing is unsatisfactory.

More specifically, the learners did not adequately exert their individual efforts to develop or improve their writing skill. This is to mean that, they did not sufficiently search opportunities to practice writing skill both inside and outside the class room. Furthermore, they were not also able to use different writing materials, like short story, letters, newspapers etc. Also learners did not evaluate their writing activities by teachers, friends and by themselves

Moreover, they did not participate and practice during writing activities in the class instead of working they like talk with their friends, although, most of the teachers did not give attention to writing activities and they give more consternation for only grammar and vocabulary. In addition teachers did not select different writing materials and techniques for their students to practice writing in the class and outside the class.

Generally, teachers did not give pair and group work, not give correction and feedback, not motivate or encourage asking questions to improve their writing skills and to develop positive attitude to Wordses their writing activities.

5.3 Recommendation

Based on the above finding and conclusion ,the following recommendations were made:

- ✓ Teachers need to border their horizon about teaching writing skill in EFL class. Teaching writing skill plays grate role and need more attention because, without writing it is impossible to achieve the learning teaching process. When teachers teach writing skill, they should use different methods and mechanisms that they employ in their English classroom. From the data gathered and the researcher observation there were no teachers who used mechanism of writing for the development of students writing skill. For successful teaching writing skill teachers need to provide different activities and tasks

using variety of methods ongoing and regular basis. This might need a motivation and commitment from teachers.

- ✓ In order to bring better improvement in writing skill in EFL class, the concerned bodies need to alleviate the problems such as problem of large class size, lack of students' motivation, availability of sufficient materials. In addition, students should be active participants in the teaching learning process. The researcher believes if these things are fulfilled ,it is possible to contribute something in increasing students' knowledge in writing skill
- ✓ Before all, it is very necessary for teachers, to consider sources of students 'writing challenges .Then, they must encourage the students to practice frequently in the area of difficulties. They also should give remedial action by teaching and re-teaching those challenging areas of the writing skills.
- ✓ Teachers also are expected to have adequate knowledge or experience towards giving feedback and correction for their students. Most teachers were observed providing correction simply by telling highlight on students' written work, however, this is not recommended by educators. Therefore, teachers should give great consideration to feedback as indispensable components of assessment.
- ✓ English teachers ought to create a good opportunity for students to practice writing skills. They also have to create conducive teaching environment so that students can get a chance to practice both in the class room and at home. They also have to allow students to choose the topics based on self-preferences and write paragraphs and essay without worrying about accuracy.
- ✓ The results from interview and questionnaire revealed teachers lack adequate understanding the ways of their students can benefited from the employment of writing skill in EFL classes. Consequently, teachers should have sufficient experience teach writing skill and their students can get benefit from writing skill in EFL not only in English language but also other subjects.
- ✓ Students' need to develop positive attitude towards the writing skills and show active involvement on it to improve writing communications as much as possible.
Finally, teachers also need to have positive attitude in regard to how bring best performance students in teaching EFL class in writing skill

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Appendix A

Teachers' Questionnaire

Adam Science and Technology University

School of Humanities and Law

Department of English Graduate program in TEFL

Dear teachers the purpose of this questionnaire is to collected for research work on the teaching writing skills in grade 10

students: ArsiNegele secondary school Therefore, I kindly request to
provide your honest response to this questionnaire.

Your cooperation is highly appreciated.

Thank you in advance

Read the following questions carefully and give your responses under each question by putting (✓)

1 Do you use library materials when teach writing skill?

Yes ☐ No ☐

2 Did you motivate yours students to practice writing in EFL?

Yes ☐ No ☐

3 If your answer is yes what do they like to write?

Letter ☐ dairies ☐ sentence ☐ paragraph ☐ daily activity ☐
All ☐

4 In your opinion which one is the most important skill?

Listening ☐ speaking ☐ reading ☐ writing ☐ all ☐

5 Of the following one is difficult for the students?

Listening ☐ speaking ☐ reading ☐ writing ☐ all ☐

6 From there two skills which one do students prefer to use?

Reading ☐ writing ☐

7 Which approach do you use to teach writing?

Product ☐ process ☐ both ☐

8 Do students feel free when the practice writing in EFL? Yes ☐ No ☐

9 How often do they practice?

Every day ☐ sometimes ☐ not at all ☐

10 Do students find difficulties when they write in EFL? Yes ☐ No ☐

11 If 'yes' this difficulty is due to lack of _____? Practice ☐ interest ☐

12 Do you assess your students' performance? ☐ Yes ☐ No ☐

13 If 'yes' in what you focus?

Hand writing ☐ spelling ☐ punctuation ☐ grammar ☐ all ☐

14 Do you exploit reading and other techniq_____s? Yes ☐ No ☐

15 How do you evaluate students writing skill?

Very good ☐ good ☐ poor ☐ not at all ☐

Appendix B

Students' Questionnaire

Adama science and Technology University

School of Humanities and Law

Department of English Graduate Program in TEFL

Questionnaire to be completed by students

Dear students, I am studying the Assessing the practice of Teaching Writing skill in EFL class of grade Ten: Arsi Negele Kiliturea Secondary School in Focus. Therefore, I kindly request you to provide your honest response to this questionnaire. Therefore, you are not supposed to write your name.

Your cooperation is highly appreciated.

Thank you in advance.

Instruction: Read the following questions carefully and give your opinion responses under each question by putting tick (✓)

1. Is your teacher motivating you to write in EFL?

Yes ☐ No ☐

2. If yes what do you like to write?

Letters ☐ sentences ☐ paragraph ☐ daily activity ☐

Dairy ☐

3. In your opinion which one is difficult for you?

Listening ☐ Speaking ☐ reading ☐ writing ☐

4. In your opinion which one is the most important for you?

Listening ☐ reading ☐ speaking ☐ writing ☐

5. From two skills which one do you prefer?

Reading ☐ writing ☐

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

Yes ☐ No ☐

7. If 'yes' how often do you practice?

Every day ☐ Sometimes ☐ Not at all ☐

8. Do you find difficulty is due to

Teachers' ☐ students ☐ lack of practice ☐ lack interest ☐ all ☐

9. If 'Yes ' this difficulty is due to

Teachers' ☐ students ☐ lack of practice ☐ lack of interest ☐ all ☐

10. If your teachers asses your writing skill?

Yes ☐ No ☐

11.If your teachers use reading technique when he /she teach writing?

Yes ☐ No ☐

12. How do you evaluate your writing skill in EFL?

Very good ☐ Good ☐ Not at all ☐

Appendix C

Adam Science and Technology University

School of Humanities and Law

Check List for Class Observation

Teachers Name _____ **Date** _____ **Topic** _____

Section _____ **No Students** _____ **Period** _____

No	Activities done by the students	Availability of lesson	
		Yes	No
1	Do students Individual writing practice in EFL class?		
2	Do students Pair and group work writing in EFL class?		
3	Do students punctuality in EFL class?		
4	Do students sit in their groups in writing activities?		
5	Do students have the exercise book and text book?		
6	Do students participate in the classroom during writing lesson?		
7	Do the students show interest and effort to do writing task?		
8	Do students use different writing thiqunques?		
	Activities done by the teachers		
9	Does the teacher carefully select the activities that match with writing skill?		
10	Does the teacher motivate the students to participate and practice writing in the classroom?		
11	Does the teacher give written comments on the students writing practice?		
12	Does the teacher arranging students seating in their groups?		
13	Does the teacher give enough time for writing lesson?		

14	Does the teacher use Varsity of tasks for writing practice in the class room?		
15	Does the teacher use appropriate teaching method ?		
16	Does the teacher give writing activities?		
17	Does the teacher use different instructional material?		
18	Does the teacher give feedback for individual activities		

Appendix D

Questions for Teachers' Interview

Dear Teachers

The purpose of this interview is to find out the practice of English language teachers' teaching writing skills. In this regard your genuine responses would be very much important for the success of this research. Therefore, I kindly request you to respond to all the questions.

1. What are the prerequisites for teaching writing skills?
2. What are the major problems that can hinder to teach writing in EFL Class?
3. Do you in outnumbered class possible to teach writing skills in EFL Class?
4. Do you think teaching writing skills helpful for the student's language ability?
5. What do you do you think should be done for the success of teaching writing skills?
6. How can you help your students to improve their writing skills?

Appendix E

Adam Science and Technology University

School of Humanities and Law

4.3.1 Interpretation and Analysis of Data collected from classroom Observation

In this part, the main objective of students and teachers activities observation to assess students' and teachers' related problems when practice of teaching writing skills in EFL class.

Some selected checklist pointes out for observation. It helps for the researcher to have some data concerning the practice of teaching writing skills in grade ten students and English language teachers at Arsi Negele Kilt urea Secondary School.

In this part the main objective of Students' and Teachers' activities to assess the practice of teaching writing skills in EFL class.

As it was observed, there were almost no students, participate and practice writing activate except few students in the class. These were due to students' lack of giving attention for writing skills and were afraid to practice writing skills. Because of, students assume English language too difficult to express their idea easily. And the students did not arrange in pairs and group work. This may problem the practice and improvement of writing exercises in the classroom and outside classroom.

In line with this, during class observation students did not taking and making note. Also almost all students did not show interest and effort to exercise writing tasks They were talk with their friends instead of writing any activities in the writing lesson. To avoid this when the teacher inters the class the teachers should motivate and advices their students mind to the habits of participate and practice writing activities in the class and outside the class as much as possible.

In the same time, students did not use different teaching writing techniques such as process writing and other techniques to minimize the problems of writing skills .In addition most of the students did not bring their text book and exercise books, so this is one of the hinder not to improve writing skills and the teachers also did not use teaching writing material from the library. To improve writing skills teachers should give advice for their students to bring students text books in the class and to use library materials during the writing lesson. It makes students interesting and they give more consternation for writing lesson class.

As the researcher identified from observation in the classroom the teachers did not motivate students and did not give enough time for students writing skills practice in the classroom. As the researcher analyzed this was because of large size class and shortage of time in one period in the case of these it is not enough for proper practicing writing skills. Also the teacher did not give comments on each students writing texts, the teacher skipped on the writing exercises. The teacher ran to cover the portion and more focused on vocabulary and grammar in order to prepare students to exam. Therefore, in this practicing writing skills could be ignored.

Similarly, from the observation, the teacher did not emphasize for writing activities. They did not use variety of tasks and writing teaching techniques .Varieties of tasks and techniques very important for the students in order to practice to improve writing skills in the class room and outside class room. For example according to Picanss(1988) and Raimes (1983),writing tasks can be controlled writing tasks, guided writing task and free writing task. These tasks help the students in their effort to achieve effective writing by giving contextualized situation to practice writing. Thus, it is be lived that teachers should use variety of tasks to bring the students to self confidence and also to enable students to express their ideas through writing appropriately and independently.

In general it is suggested that teachers try to make effort to help and motivate their students in the classroom and outside the classroom and also students should make effort during the EFL class to participate and practice to develop their skills in general writing in particular.

Appendix F

Adam Science and Technology University

School of Humanities and Law

4.3 Transcription of the Interview with English Teachers

Q1 what are the perquisites for teaching writing skills?

Teacher 1 . “ I believe the perquisites to teach writing in EFL effectively the first one is interest of the teachers. if the teacher is interested he/she can do more on their students and try to teach by using different mechanisms and methods”.

Teacher2. “ In my opinion the perquisites are practicing writing day today and motivate students to write inside the class and outside the class. And give students advice how to improve their writing by correcting grammar, vocabulary, and their hand writing”.

Teacher3. “ I think the perquisites for writing teachers must agree with their students’ interest and give more practice”.

Teacher4. “ In my opinion the perquisites for writing the first one is teacher interest and the second is students’ interest and practice”.

Teacher5. “There are a lot of perquisites for writing but some are; first, students’ interest and teachers motivate their students to practice writing .Second, prepare different writing materials according to students’ level and so on.”

Q2 what are the major problems that can hinder to teach writing in EFL class?

Teacher 1 “It is not hidden there are a lot of problems ,one is interest of teachers for writing lesson. And Second number of students and they don’t have interest to write anything when writing lesson. Third, teachers don’t motivate their students to take dally practice”.

Teacher2. “I believe the major obstacles are lack of different kinds of teaching writing materials and lack of library inside the school”.

Teacher3.”According to my opinion number or class size of the students is the main problem”.

Teacher4. “In my opinion students don’t bring their text book and they didn’t try to write during class activities”.

Teacher5 “I think teachers also don’t use different teaching writing methods”.

Q3 Do you think in outnumbered class possible to teach writing skill in EFL class?

Teacher1.” No, because teaching writing need to assess individual work daily in all students .So, in the shortage of time it is impossible to teach writing skill and to give feedback for the students activity.”

Teacher2. “It is obstacle to improve our students writing skill because the teacher can’t check or assess the students’ exercises in a given time.”

Teacher3. “Definitely, it needs assessing daily activity .But the class is large, it is very difficult to follow and give feedback for students’ written work.”

Teacher4. “In my opinion it is so difficult to get good result from the students.”

Teacher5.” Our students’ number is more than 60 students in class. so, how to give feedback for our students .There for this is so difficult to get good performance from our students.”

Q4 Do you think teaching writing skill help full for the students’ language ability?

Teacher1. “In my opinion when you write you can improve your grammar, vocabulary, and punctuation. So, writing can help for the students’ language ability.’

Teacher2. “I think writing is like backbone of language development, because, you can correct your mistakes when you write. So, writing is very important to our students’ language development.”

Teacher3. “Definitely, writing skill help full for the students’ language ability.”

Teacher4 “Yes, it is help full.”

Teacher5 “Yes, when they learn writing skill they learn different skills together.”

Q5. What do you think should be done for the success of teaching writing skill?

Teacher1. “In my opinion as possible as the class size should be minimizing, give freedom for students to practice writing skill, and check their own free writing”.

Teacher2. “I think the school should prepare confer table library and use different reading materials.

Teacher3. “I would like to give advice for free writing practice teachers should motivate their students to do writing exercise in pairs and groups”.

Teacher4. “I would like to give advice for my students to show their writing activity for their friends and take correction”.

Teacher5. “I think to success of teaching writing skill teachers play a main role .They should use different teaching methods for their students by using different methods”.

Q6. How can you help your students to improve their writing skill?

Teacher1. “In my believe appreciating our students when they make error give correction and checking their work daily”.

Teacher2. “All stakes should work together to improve writing skill. In addition teachers have a positive attitude to words writing lesson”.

Teacher3. “Teachers write short story on the black board and motivate students to write like their teachers”.

Teacher4. “Teachers give writing home work as students’ interest title that means free writing. It gives students to write without worry. And read students work in the class to motivate them for the next time”.

Teacher5. “I would like to give advice for my students to like all English skills and try daily all skills to improve their writing skills”.