

**ADDIS ABABA UNIVERSITY**



**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,  
JOURNALISM AND COMMUNICATION**

**DEPARTMENT OF FOREIGN LANGUAGES AND  
LITERATURE**

**ASSESSING THE PRACTICE OF TEACHING WRITING SKILLS IN  
ENGLISH LANGUAGE AT GOVERNMENT AND PRIVATE SCHOOLS:  
THE CASE OF DEJAZMACH WONDIRAD AND HILLSIDE  
SECONDARY SCHOOLS, GRADE 11, IN ADDIS ABABA.**

**BY**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL).**

## **ACRONYMS**

FA –Five days in a week

FRA –Four days in a week

TRA –Three days in a week

TWA –Two days in a week

OA –Once in a week

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## **ABSTRACT**

The study was mainly focused to assess the practice of teaching writing skills in private and government schools that are found in Addis Ababa City in the case of Hillside and Dejazmach Wondirad Schools: Grade 11 in focus. To achieve the research objectives and to answer the research questions, questionnaire, document analysis and classroom observation were employed as data gathering instruments. It was a descriptive research design undertaken to complete the study. Grade 11 English language teachers teaching at Hillside and Dejazmach Wondirad schools, who were three and eight in number respectively, were the participants of the study selected by purposive sampling. Besides them, two hundred forty one (Dejazmach Wondirad) and seventy nine (Hillside) students were randomly selected and took part in the study. The data collected through questionnaire was analyzed and interpreted quantitatively whereas the data collected through observation and document analysis were analyzed qualitatively using the set check lists. Based on the interpretation of the collected data and the analysis of the extracted sample documents, English language teachers do not teach the theoretical aspect of writing skills in the actual teaching learning environment. They do not teach also the writing skills by integrating with other English language skills such as speaking, listening, reading, etc in their classroom teaching practice in both private and government schools. The teaching materials are not similar to teach English language (Writing skills) in the context of private and government schools at the same grade level, and the materials do not have theoretical input related to the lesson of writing skills. The skill (writing skill) is not planned to be taught or learned accordingly under the lesson plan in both school cases in addition to the difference in the number of days to teach writing skills in a week. Relying on the findings, private and government schools should teach writing skills by providing theoretical inputs like the approaches of teaching-learning writing skills. They should also teach writing skills by integrating with other English language skills besides using the same teaching material for the same grade level by planning it under the lesson plan.

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# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Writing is an integral part of everyday life. It is one of the language skills that has got more concern in the teaching-learning process because of its significance. Writing skill is more prominently important for professionals and language learners those who spend their time in the field of education and in other business and non business organizations more than others for facilitating successful communication. Regarding to this point, Richards (2003) and Hyland (2003) pointed that a well developed writing skill is significantly high for learners in a community. Based on their view, this can be possible if learners learn writing skill effectively with the support of disciplinary teachers ,teaching techniques and if ample practice is made in the classroom. Moreover, many language teachers believe that a good writing skill is compulsory to learn other language aspects besides to the role it plays in communication. Hedge ( 1988 :7), for example claims that “A good deal of writing in English language classroom is undertaken as an aid to learning ,for example, to consolidate the learning of new structure , or vocabulary or to help students remember new items of language.” In supporting this view, Hedge entails that while students are encouraged to learn (practice) the skill of writing under the help of their teachers. They concurrently may improve the other aspects of a target language at a time.

Pincas (1982) stated that writing is an integral part of everyday life , and teachers should be able to use appropriate techniques and practices so that students’ progress in their writing skill. The other benefit of writing skill is that it helps the writer to express and share what is in the mind of audiences or readers . Hedge (1988:9) tried to illustrate “ Most of the writing we do in real life is written with a reader in mind: a friend , relative ,colleague, an institution or a particular teacher.” Therefore, understanding the importance of writing skill by going further to apply in the teaching-learning environment of its implementation from the side of both teachers and students is required in a lot. Raimes (1991) and Raimes (1983), for instance, the teaching of writing skills should consider the form, writer, context and reader through out the practice sessions in the classroom.

Writing skill needs to be supported by practices in the actual teaching-learning context parallel with the explanation forwarded by experts or teachers. For example, Pearsall and Cunningham (1988) advocated that the teaching of writing skill is a ‘hard work’ which needs more effort on the side of teachers to manage and instruct the class room properly.

In summary of the views of the above scholars, all types of schools like private and government schools are expected to teach the writing skills in following the methods to teach it.

## **1.2. Statement of the problem**

Based on our real life experience, teaching or learning writing skills is highly significant for academic and non-academic purposes, and it needs to be employed equally in both private and government schools in considering the theoretical framework and its classroom application (school context).

Even if there is no investigation concerning how the teaching of writing skills is practiced prior to this study, there were some researchers who have been conducting a study related to the practices of teaching writing skills in general.

Primarily, Desalegn Simachew (2011) conducted a study on the practice of teaching writing skills at Bahir Dar University and concluded that instructors hardly used all approaches of teaching writing skills and did not use integrated language skills to teach writing skills in particular. They did not teach also writing skills by designing the tasks of the skill as pre task, while task post task activities.

GeteneshTeskaye (2008) studied the feedback given to EFL students writing in government and non-government schools in Addis Ababa City in particular focus of Miskaye Huzunan and DagnawjiMenelik Secondary Schools (Grade 11 students in focus) .In her investigation, students obtained feedback, but teachers did not implement all marking strategies to give feedback on students’ writing .In addition to this, teachers did not teach or provide the theoretical input about the marking strategies to give feedback to their students.

In addition to her, Habtamu Mulugeta(2011) conducted a study on FFL Teachers’ Beliefs of Teaching Writing Skills and their Classroom Practices. He concluded that there was no mismatch

between teachers' beliefs of teaching writing skills and their actual classroom practices for various reasons.

However, none of the above mentioned researchers made their investigation on the assessment of teaching writing skills being practiced at private and government schools in Addis Ababa City. Therefore, there is a gap which has not yet touched on the current practices of teaching writing skills in private and government schools. For this reason, this study is designed to fill the gap by investigating all issues related to the current practice of teaching writing skills at government and private schools in the case of Hillside and Dejazmatch Wondirad Secondary Schools representing private and government schools respectively (Grade 11 in focus).

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective of the Study**

The general objective of this study was to assess the practice of teaching writing skills in both private and government schools in Addis Ababa City.

#### **1.3.2. Specific Research Objectives of the Study**

The specific research objectives of the study were to:

- ❖ identify the approaches that English teachers employ in teaching writing skills in private and government schools.
- ❖ compare to what extent English language teachers integrate other English language skills to teach writing skills in private and government schools.
- ❖ explore the frequency of teaching writing skills in both types of schools in a week.

### **1.4. Research Questions of the Study**

In order to achieve the above stated objectives effectively; this study attempted to focus on the following research questions.

### **1.4.1. General Research Questions of the Study**

The general research question of this study is: how does the practice of teaching writing skills look like in private and government schools the case of Hillside and DejzmatchWondirad Schools (Grade 11 in focus)?

### **1.4.2. Specific Research Questions**

This study is designed to answer the following specific research questions:

- ❖ what approaches do English teachers employ to teach the writing skills in private and government schools in Addis Ababa City?
- ❖ to what extent English teachers teach writing skills by integrating it with other language skills while teaching writing skills?
- ❖ how many days do English language teachers teach the writing skills in a week in the private (Hillside) and government (Wondirad) schools?

## **1.5. Significance of the Study**

The study is highly significant for English language teachers to shift forward the traditional practice of teaching writing skills by employing the appropriate teaching methods , techniques ,approaches and to design tasks to teach the skill accordingly. It is also very helpful for the students to adjust themselves to all approaches, tasks, methods and all techniques of teaching and learning writing skills that teachers employ in the actual classroom practice by accessing supporting details to each point to make the teaching- learning process of writing skills practically easier to learn. It can be used as a joining line between private and government schools to share the good experience of teaching-learning by putting the good share in to practice in its level by working more on the weakness. Besides this, the study serves as an additional reference for other researchers to conduct further study on the same or related issues about the writing skills regardless of the grade levels.

## **1.6. Scope of the Study**

Even though there are many private and government schools in Addis Ababa City, this study is limited to Hillside and DejzmatchWondirad Schools, Grade 11 students in focus. Moreover ,the

study emphasizes only Writing skills in English language to assess its practice of teaching the skill representing private and government schools at the current situation particularly.

### **1.7. Limitations of the Study**

At the time of conducting this study, the following limitations were faced by the researcher.

- ❖ Since this study is conducted only in the two schools due to a shortage of time, conclusions drawn from such study cannot be used for generalizing all issues in the context of other schools found in Addis Ababa City.
- ❖ Even if the researcher intended to make the full document analysis of all units of Grade 11 text book, and all parts of students' exercise book ,but this study consists of only 'Unit One' and a part of students' exercise book consisting of the lesson conducted for a week due to the limitation of time to do so.
- ❖ The absence of three teachers for two days at the time of observation was the other limitation of the study to collect the data which is the crucial input of it according to the schedule.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. The Nature and Definition of Writing in English Language

##### 2.1.1. Definition of writing in English Language

According to Byrne (1998), writing is a process of encoding (putting messages in to words) with a reader in mind. Similarly, writing is considered as primary message oriented , so a communicative view of language is a necessary foundation (Mc Donough and Shaw,1993). These scholars explain that writing is a process which should be addressed to the readers .Writing is also a means of exploration and discovery, today, more than ever, being able to write well is a vital skill: people all over the world communicate ,exchange information and conduct business instantaneously (Kelly and Lawton,1998).

Richard (1990) writing to write either in the first or second language in one of difficult tasks a learner encounters. Not only for those learning English as either foreign or second language , but it is also difficult for the native speakers as well (Esmeralda, 2013). Indeed, a good writing has to incorporate some aspects of writing; grammar, vocabulary, mechanic, content and organization Jacob (1985).

Grammar is a set of rules that support learners to write sentences that make meaning and are in acceptable English (Whinch, 1996, P, 108). Vocabulary has something to do with English words learners choose to express their ideas in their writing. More significantly, organization is learners' ability to organize their ideas into logical coherence and cohesion to make a unified paragraph (Jacobs, P. 93).

Writing is a process of sending, putting messages into words with a reader in mind. Similarly, writing is considered as primary message oriented, so a communicative view of language is a necessary foundation (MC Donough and Shaw, 1993). All these scholars tell that writing is a process that should be produced to the readers. Writing is also a means of exploration and discovery, today, more than ever, being able to write well is a vital skill: people all over the world communicate, exchange information and conduct business (Kelly and Lawton).

Hedge (1988) elaborates that writing skill requires much more care, patience and cooperation in its learning than speaking. According to Hedge, well developed writing is a result of high degree of organization and accuracy to avoid ambiguity.

### **2.1.2. The Nature of Writing**

Tangpermpoon(2008, P.1) states that writing is the most difficult skill because it requires to focus on lexical and syntactic knowledge of organization in second language to produce a good writing. Writing is the most challenging skill to acquire at once because to produce a certain piece of text, the writer should consider various parameters in its production. It is highly associated with vocabulary, organization, mechanics, content and the like parameters of a good written language usage (Grabe and Kaplan, 1997).

An attempt to acquire the skill of writing for learners is a time consuming procedure in the course of learning English language since it causes them for anxiety and frustration (Marselina, 2009).

## **2.2. The Importance of Writing Skills in English Language**

According to Byrne (1988) and Hyland (2003), language teachers should be clear with why they teach writing skill since it is bounded in value and difficult to acquire easily with in a short period of time.

Therefore, Byrne and Hyland explain the importance of teaching writing skill that should be managed by language teachers and must be clear at the beginning of teaching the skill. Byrne (1988) also explains that teaching writing through effective techniques serves as a break from practicing other aspects of language. Finally, Byrne (1988:6-7), teaching writing serves for both formal and informal aspects of life in the community in which we are living. Besides to this, Hyland (2003:XV) pointed out that “Writing is among the most important skills... The ability to teach writing is central to the capability of a well-trained language teacher.” Raimes (1983) pointed out the following uses of teaching and learning writing skills.

- To enable them to express ideas without the pressure of face to face communication.
- To enable students to communicate with readers of their written texts.

- To enable them explore a certain subject matter.
- To enable them record different aspects of experience.
- To make them familiar with the conventions of written English discourse.

### **2.3. Teaching Writing as a Language Skill**

Troika (1996) mentioned that teachers teach writing skills through various teaching techniques since it develops the students' capacity of thinking on the nature of the linguistic aspects of the target language. So, to realize it teachers teach writing skill by using different teaching techniques with their classroom contexts. With a reference to this point, Brookes and Grundy (1990) explained that the new implementation of the teaching of writing skill involves three teaching principles to achieve its objective. The first is the communicative practice in which learners are encouraged to communicative circumstances while practicing. The second is the integration of one skill (writing skill in this context) with the remaining language skills. This principle of teaching writing makes the teaching learning process authentic. The last principle is termed as <humanism> which gives expression themselves by putting their ideas in writing form.

### **2.4. The Approaches of Teaching Writing Skills**

Scholars on the teaching of writing skill currently advocate some approaches to be used by language teachers in the teaching of writing skills. However, as scholars on the field note, no single approach is completely perfect to teach writing skills. All of them have their own defects and criticisms as they have their own strong sides (Unrau, 2004 John and Danna, 2005; Hyland, 2003).

However, many experts listed out that among the approaches of teaching writing skill as product approach, genre-based approach and process approaches are the dominant ones that are widely employed in ESL writing classes. These scholars further consolidate that these three approaches have dominated much of the teaching of writing skill in the EFL classrooms (Unrau, 2004, Gee, 1997, Tangpermpoon, 2008).

### **2.4.1. The Product Approach**

The product approach also called: ‘The controlled-To-Free Approach’ (Raimes, 1983), ‘The Text-Based Approach’ and ‘The Guided Composition’ (Silva, 1990) Richard’s and Rodger’s (2001:57) investigation.

In other words, this approach is in line with a structural linguistic view that language is a system of structurally related elements for the encoding of meaning, and a behaviorist view that language learning is ‘basically a process of mechanical habit formation.’ The product approach observes writing development as mainly the result of imitation of input most probably from the classroom teacher.

Moreover, the product approach of teaching writing skill gives much emphasis on the end product of written texts rather than on the activities that writers (students) perform through specific known steps of writing. In this approach, the classroom teacher gives an emphasis on the final outcome of an accurate text in its word choice, grammar, punctuation, spelling and the like parameters (Silva, 1990; Badger and White, 2000; Dana and John, 2005). According to their views, teaching of writing skills involves the imitation of what the teacher provides for the student as an input which is the real application of product approach.

Based on the concept of product approach, the students are expected to produce an error free product as a written text. Relating to this point, Raimes (1985: 229) claimed that “Contrary to what many text books advise, writers do not follow a neat sequence of planning, organizing, writing and then revising. For a while a writer’s product-the finished essay, story or novel is presented in lines...”

The significance of writing skill mastery is quite reasonable for EFL learners. In terms of this, Harmer (2004, P.3) said that the ability to write in English is an important for foreign language learners. In addition, writing can offer opportunities to learn English. Furthermore, Andrew (1996, P. 90) said that writing skill can offer students considerable opportunities to increase their vocabulary, refine their knowledge of the grammar, and develop their understanding of how things are best expressed and how well their message is understood.

In this regard, Raimes tried to explain that in using the product approach of writing skill, students write their own product of text without involving in the steps of writing an essay.

Referring to this point, Harmer (n.dt) also reminded teachers to pay attention on the appropriate usage of vocabulary, syntax, and cohesive devices when they employ the product approach of teaching writing skill. This is because learners directly imitate what they were being taught by their classroom teachers.

#### **2.4.2. The Genre-Based Approach**

According to Badger White (2000), the genre-based approach, also called “English for Academic purposes approach” (Silva, 1990:16-17) places greater emphasis on the social context depending on which the teaching and learning of writing is practiced cooperatively. This can be accomplished on the basis of the provision of model texts and by encouraging the learners to look and discuss on its genres being in groups or pairs. The teacher encourages the students to read, discuss, evaluate as well as criticize the model composition and then encourages them to write a text of their own after the discussion. In addition to this, Swales (1990) described this approach of writing as “a class of communicative events” by which students are encouraged to focus on analyzing the communicative purposes of the texts and the means used by the writers of these texts to achieve such purposes. On the other hand, students mainly learn to produce their own texts in attempting to achieve closer communicative purposes by selecting the most appropriate language for it.

The genre-based approach emphasizes on the explicit and systematic explanation as an input on the way language uses in the social interactive contexts. This way of providing input, according to Hyland (2003), is provided prominently by teachers rather than by some other else. According to Vigotsky (1978) as cited in (Hyland, 2003), the underpinning implication of this approach is an emphasis of the interactive collaboration between the teacher and students during the teaching-learning process. In this case, the teacher takes an authoritative role to “Scaffold” or support learners in the way they move their level of performance. Students are equipped with various model products of text at the very beginning of the lesson and required to discuss and react on the given text together with the classroom teachers, and then write their own essays.

In developing this idea, Hyld (2003) pointed out that writing instruction in this perspective could be divided in the three stages: modeling the target genre, analyzing the genre through teacher-student negotiation and constructive a final text.

In the genre-based approach, the intended role of the teacher is to assist students at the very beginning, and then gradually give full autonomy to the learners. Supporting this idea, Desalegn (2011:16) pointed out that:

*----- the teacher assists the learners and leaves them to produce their own writing when they are good enough to do so by minimizing the effort of the teacher by changing himself /herself from a teacher to a coordinator, and the teacher's role diminishes gradually. The role of the teacher here is shifting the help of learners from the maximum to the minimum limit to make them self dependents in acquiring and learning the skill .*

Furthermore, according to Tribble (1996), language teachers in employing genre-based approach play four basic roles audience, assistants, evaluators and examiners. As audiences, teachers play the role of readers providing responses to the ideas or feelings that learners are trying to convey through writing. As pointed out by Kehl (1970), teachers need to communicate with the writer or student. As assistants, teachers help students to make their writing more fruitful. Teachers also have an important role in selecting the correct genre determining the purpose and using appropriate language so that students practice writing meaning fully.

As evaluators, teachers give their comments on the learners strength, weakness and on their overall performances so that they improve their skill of writing based on the comment they get.

### **2.4.3. The Process Approach**

The process approach focuses on how a writer or learner goes through certain procedural and recursive steps in producing any kind of piece of writing. The advocators of this approach of teaching writing skill such as Nunan (1988), Zame (1983), Hyland (2003) and Richards (1990) pointed out that the teaching of writing skill through these steps as writers discover the process until they reach their final end products. According to Chew (2006), these steps of writing are:

Prewriting, (brainstorming),first draft, conferencing second draft, editing and sharing or feedback. Here, Chew (2006) added that the process approach of teaching writing skill is an approach in which learners at each steps of writing work cooperatively with their classmates under the Supervision of the classroom teacher. However, Richards and Renandya (2002) categorized these stages in to four macro steps as planning, drafting (writing), revising (redrafting), and editing. For clarifying the concept of process approach, Hyland (2003) pointed out the process approach of teaching skill needs an in-depth understanding from the sides of teachers concerning the nature of writing and the way they showed to instruct learners.

Based on the views of Tomkins (2004), Hyland (2003), Kapkav and Olerman (2001) as well as Clark (2003), the following are the steps of writing that teachers need to follow to teach writing skills and a process-based task.

**Brainstorming:** it is the first and an important activity in which the writer generates ideas that are planned to be incorporated in his/her work of writing. Transforming as one of the first step in composing would be more effective if is performed in groups. While the students are ordered to brain storm, the teacher needs to organize the students in to pairs and groups so that they come up with important ideas that are to be incorporated in their compositions.

**Planning:** this is the second step of writing at which teachers encourage students to think about how they are going to organize the ideas that they came up with in the brainstorming **stage**. This stage is an important step of the writing process; it allows the writers to produce a kind of skeleton for their writing before they begin writing the first draft of the actual composition. In this stage, teachers are responsible to help students who have a difficulty in determining a framework for their compositions.

**Drafting:** in the drafting stage, the students are expected to put the arrangement or the frame work ,that they set in the planning step. In this stage, mechanical language aspects such as spelling, punctuation, capitalization and other similar errors are not emphasized.

**Revising:** revising is an important step which involves reassessing to the large conceptual matters of writing: organization, content of ideas, coherence, how to include and what to exclude from a first draft composition. That means this step of writing consists of the students' review of the written draft, sharing the draft with a writing group that was formed in the brain storming

step. This stage also involves rearranging the content of the composition according to the feedback obtained from partners or from the teacher. During this stage of writing a composition according to Rani Mandal (2009), lots of discussions among the students (in pair or group) and with the help of the teacher should be taken place. This is because discussion in this stage enables the students to think and improve the language that they used in writing their compositions. Besides this, students may expand the text with new ideas or remove the parts that they think unnecessary depending on the feedback given.

**Editing:** this stage of process writing is attended after a paper is in near final draft form. This is a step at which the writer is committed to and cares enough about the topic to attend to the correctness and draft of writing. Editing is primarily a line by line assignment at which the writer makes sure that ideas are articulated clearly, precisely, and correctly for a given audience or reader. In this stage, unlike to the drafting stage; grammar accuracy, spelling rules and punctuation appropriateness, which are called the mechanical aspects of writing are checked and got an emphasis.

**Writing the final draft (publishing):** this is the last stage of the writing process. In this step, the students rewrite the text that they edited in the above step as a final draft. Writing the final draft is the step at which the writers invite the text they have composed through all the above steps for their readers that they determined in the prewriting stage.

## 2.5. Writing Strategies

According to Muphy (2007), there are different types of strategies that are used by L2 writers which are cognitively based in origin , but in the mid 1990s the trend shifted to a more socio-cognitive perspective “thus positing that writing is a socially situated , cognitive ,communicative activity” Roca de Larios (2007) explains that writing strategies include both general macro-processes i.e planning, writing and revising and very specific processes like patch writing , avoidance,backtracking,evaluation,rehearsing,reformation,rehetorical refining and the use of models .He has also identified a broad and narrow conceptualization of writing strategies .The broad characterization includes a learner-internal trend (any action or technique employed by writers constructed practice.

A narrow conceptualization , on the other hand ,applies to writing strategies lay from purely cognitive ,intra-learner angle and defines strategies in terms of either control mechanisms (cognitive models of L1 writing) or problem-solving devices (Manchon,2007) .Raizi's (1997) longitudinal study which maintains that developing disciplinary literacy (the demonstration of which is mostly through writing ) is an interactive socio-cognitive process in that production of texts required interaction between the individual's cognitive process and social or contextual factors in different ways.

## **2.6. Integrating the Other Skills in the Teaching of Writing Skills**

According to Desalegn (2011:21), integrative language teaching engages the students to develop their ability in the use of two or more skills with in real contexts and in a communicative framework. Teaching language in integration enables students to develop their cognitive and communicative skills of a certain language.

Furthermore, according to Oxford (2001), the teaching of language skills (Writing skill in particular) in integration is logistically simpler than teaching them as segregated skill. Therefore, as explained by Harmer (1991), second language teachers should emphasize and apply their crucial responsibilities in the teaching of writing skill as an integrative skill than as segregated (isolated)skill. Besides, Braur (1991) also claimed that writing should be on an equal footing with reading, listening and speaking so that the practitioners improved their skills easily and more contextually. For elaborating this idea, Gruyter (2006) also states that writing skill is highly integrated with reading, speaking, listening, and other language elements such as vocabulary, grammar. As a result, writing skill should be taught in integration with all these skills and language aspects.

### **2.6.1. The Reading -Writing Integration**

According to Dana and John (2005:40), most of the writing courses are sometimes founded on the premise that “writing competence results somehow from exposure to reading, and that good readers make good writers.” This clearly tells us reading and writing come together at the time of teach-learning writing skills in English language. In addition, Reid (1993:43) also pointed out that “Good writers are often good readers.”

Relying on this point, Reid assures that both reading and writing appear jointly, therefore; learners learn writing skill when they practice reading interdependently.

### **2.6.2. The Speaking- Writing Integration**

According to Greenia(2010), the teaching of speaking and writing skills can be best integrated through the use of group or pair work activities. Hence, teachers can instruct learners to think of their own topics, write and discuss up on it collaboratively. Once they finish writing, they can be made practice their oral (speaking skill) with their peers by making discussions.

### **2.6.3. The Listening- Writing Integration**

This manner of teaching writing skill is mainly used for dictating students to put down the notes on their note book. Supporting this idea, Atkins et al (1996) claimed that the English teachers must provide practice in listening to teachers and must help students to learn and to take good notes.

### **2.6.4. Advantages of Integrating Other Skills in the Teaching of Writing**

According to Desalegn (2011), the integrated skill approach, as contrasted with the purely segregated approach, exposes language learners to practice language skills contextually and meaningfully. This means teaching language skills integratively is an opportunity to learn all language skills at once with in language teaching and learning environment.

Greenia (1992) also mentioned the following advantages of teaching writing skill in integration with the others language skills:

- Through various relevant writing practices in the second language classrooms, the students' reading capacity can be enhanced concurrently. Thus, Greenia (1992) concluded that writing is a way of reading better because it requires the learners to reconstruct the structure and meaning of ideas expressed by another witer.
- Furthermore, while the practice of teaching writing skill is on a course of action, teachers can also teach students pragmatic conventions and audience awareness at a time.
- Finally, Greenia that writing can facilitate students' problem solving capacities and even help them to improve their abilities to organize different information meaningfully.

### **2.6.5. Activities to Integrate Other Language Skills in the Teaching of Writing Skill**

To teach language skills in an integrated manner, teachers are also responsible to create context for learners by designing appropriate tasks which enable them to learn the writing skill in such manner.

To develop this idea, White and Arndt (1991) recommended teachers to set challenging and rewarding tasks that lead learners to combine other skills while teaching writing skill. In addition to this, Harmer (1991) writing skill teachers can engage the students with writing topics that are appropriate, interesting and that are on the basis of their day to day life experiences to enable them easily carryout the other skills concurrently.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **INTRODUCTION**

The general objective of this study as stated in chapter one is to assess the practice of teaching writing skills in private and government schools comparatively that are found in Addis Ababa city. Therefore, to achieve this objective as it was intended to be achieved effectively, the following research design, research setting and methodologies were being carried out at the stated research area.

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

The type of research design that the researcher used was a descriptive research design in order to describe and specify naturally occurring events as suggested by Silver and Shohamy (1989) to analyze the data collected through the research tools like questionnaire , observation and document analysis .In addition to this, descriptive research design was chosen because Sharma(2000) claimed a descriptive research design is preferable o identify the present conditions and immediate solution of a phenomenon (the teaching practice). To end this , both quantitative and qualitative approaches were employed to analyze the collected data for narrating the qualitative data in words and describing the quantitative data numerically in the forms of frequency and percentage.

#### **3.2. Research Methodology**

This section describes how the study answered the research questions. The collected data was analyzed by using both quantitative and qualitative methods of data analysis .The collected data tabulated and simple statistical technique used for numerical interpretation. The collected data through questionnaire was analyzed and interpreted quantitatively using frequency and percentage .On the other hand, the data collected through observation and document analysis was analyzed and interpreted qualitatively using the set checklists for each.

### **3.3. Research Settings**

The data collection was carried out at Hillside and DejazmachWondirad schools found in Addis Ababa City at Yeka Sub City under Woreda 11 administrative district. The selection of the sample schools for the study is made due to the proximity to the researcher, but the two schools are in the context of private and government ownership.

### **3.4. Data Sources**

To collect data for answering and achieving the research questions and objectives effectively and , both primary and secondary sources of data were employed. Classroom observation and document analysis were the two primary sources of data consisting of their own checklists to observe the teaching learning phenomena in the classroom and to check students' text book and exercise book using the each lists respectively, and also questionnaire was used as a secondary source of data in this study delivered for both teachers (English language) and students.

#### **3.4.1. Techniques of Data Sampling**

To choose and decide the focus of the study, purposive sampling technique has been employed. The researcher dealt only this area because other more areas are time consuming to study in advance with in the given time and the funded budget in addition to the researcher found it as it is more fitting with the problem area to be investigated or assessed.

#### **3.4.2. Participants of the Study**

The participants of this study throughout its completion were those who directly engaged in the teaching learning process at grade 11 level in both government( DejazmachWondirad) and private(Hillside) Schools. These were teachers teaching English language and students learning at grade 11 in Social Science and Natural Science Streams. This study was conducted on eleven English language teachers.

Eight of them were teaching at DejazmatchWondirad School, and three of them were doing the same job at Hill Side School in the stated grade level. From those teachers, three of them were females teaching at DejazmatchWodirad School, and the remaining eight teachers were male in their gender. Concerning about their age level, nine of them were in the age range between thirty

to thirty five and the rest of two teachers were above forty. With regard to their qualification, seven of them were BED holders, and one teacher was MA holder at DejazmachWondirad School in English Language teaching ; however, all English teachers teaching at Grade 11 were BED holders.

Moreover, nine of them have five to nine years working experience, and the other two teachers have more than ten years working experience.

In addition to this, 320 randomly selected students who were taught by the corresponding teachers were other participants of this study. Form these respondents 241 were taken from DejazmachWondirad School comprising of 112 females and 129 males. The rest 79 of them were from Hill Side School with the cover age of 31 females and 48 males covering 30% of the total population of the two school cases separately.

### **3.5. Methods of Data Collection**

As methods of collecting data for the crucial input of the study, questionnaire, classroom observation and document analysis were exclusively employed.

#### **3.5.1. Questionnaire**

The questionnaire was designed and delivered for all grade 11 English language teachers teaching at Hillside and Dejazmach Wondirad Schools as well as 320 sample students in the same schools. The questionnaire consisted of structured and unstructured kinds of questions designed in English language. The areas of the questionnaire were about the approaches, frequencies and the teaching and learning integration of writing skills with other English language skills in English class for English as second language learners and teachers.

The responses of the questionnaire about the frequencies of teaching and learning writing skill from five days up to never about the approaches of teaching writing skill, the questionnaire for both teachers and students consisted of one-close ended question and the other two questions were open-ended.

The questionnaire about the teaching-learning integration of other English language skills with writing skills, there were two close-ended questions and the last question was the same in

structure having different options of skills as a choice for teachers and students to be ticked if it was integrated in the teaching learning process.

The questionnaire emphasized on the difficulties related to the teacher, student, school, classroom and the teaching material.

### **3.5.2. Observation**

Observation was one of the main tools designed to see the practice of teaching and learning writing skills in their actual classrooms. To support this idea, Fullan and Promfret (1977), classroom observation is the most appropriate data collection instrument to study the practices of language skills, writing skill in particular. For this reason, classroom observation as data collecting firsthand account relating to the actual practice of teaching the skill.

The observation was administered with having the checklist on the columns parallel to each points to be checked, and then the research made a tick mark on it when the classroom teacher did that activity while teaching the lesson. The tick mark was put on the option of ‘Yes’ if the intended activity was implemented by the classroom teacher. ‘No’ when the assigned English language teacher failed to implement it.

Therefore, this study purposively selected eleven teachers teaching English language at Hillside and DejzmachWondirad School that were continuously observed while teaching English language. Before directly administering the observation, their consent was asked and agreed on it. The observation was administered for five periods each of the teachers except three government school teachers (DejzmachWondirad School) that were observed only for three days due to their absence. It was taken place for a total of 64 periods having 45 minutes to each period in the two school cases.

The items included in the checklist were designed considering the objectives and the research questions of the study.

### **3.5.3. Document Analysis**

Document analysis was mainly administered on students’ exercise book and the text book having their photo copies. The sample document which was taken from students’ exercise book

composed of the English lesson delivered for a week. The selected and the delivered lesson was measured using the checklist (the items of it). Each item had options to be ticked like 'Yes' or 'No.' If the selected document possessed the idea of the item, 'Yes' was ticked. If not, the researcher ticked on the option of 'No' parallel to each item.

Beside this, the same technique was made on the text book (Grade 11 English Text book) by taking 'Unit One' as a sample unit of the text book in the form of photocopy. Then the researcher analyzed and measured the sample material (Unit One) based on the prepared items incorporated in to the checklist. Each items had two choices that were 'Yes' or 'No'. If the idea of each item fulfilled in the sample unit, the choice of 'Yes' was ticked if not choice 'No' was chosen as the key for the item in ticking on it.

#### **3.5.4. Method of Data Analysis**

The data collected through observation, questionnaire and document analysis were analyzed and interpreted in their order of administration. First the data collected through questionnaire analyzed and interpreted quantitatively using percentage value.

Each items of the observation checklist was interpreted according to its realization and implementation in the actual classroom by taking participants (teachers) in to accounts in he realization of the checklist. Other additional observed phenomena related to the study were recorded and registered carefully and then stated explicitly as well as analyzed and interpreted qualitatively since the observed phenomena did not have similarity for each classes or teachers to interpret and analyze in percentage.

Secondly, the data obtained by questionnaire was analyzed and interpreted quantitatively using the items of the checklist. Each items of the checklist was analyzed and interpreted separately according to its order by changing the responses collected from teachers and students into percentage. Since the questionnaire of teachers administered first, it was calculated and done, then students' response followed by it.

The additional response obtained using open-ended questions in the questionnaire was analyzed and interpreted qualitatively because of unlike responses among the teachers for interpreting the collected data qualitatively in the form of percentage.

At last, the document analysis was employed. The document which was taken from students' exercise book in the form of photocopy was analyzed and interpreted based on the items of the checklist in a qualitative manner of interpretation and analyzing. The document which was analyzed and interpreted in such manner consists of the full lesson delivered for a week. On the other hand, the document which was taken from grade 11 English text book or books (Hill Side School) was/were analyzed and interpreted in the same way like the document taken from students' exercise book having the items of the checklist. The document that was done in this way was "Unit One" from each kinds of books that was used as a teaching material by the assigned teachers.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### Introduction

As stated in chapter one, the main objective of this study is to assess the practice of teaching writing skills in private and government schools in the case of Hillside and Dejazmach Wondirad Schools (Grade 11 in focus) .

#### 4.1. Analysis of the Data Collected from Students and Teachers through Questionnaire

##### 4.1.1. The Response of Students (Hillside School) about the approaches of Teaching Writing Skills.

<b>No</b>	<b>Question /Item</b>	<b>Response</b>	
<b>1.</b>	Does your English Teacher teach you about the approaches of teaching/learning writing skills?	<b>Alternative</b>	
		<b>Yes</b>	<b>No</b>
		23 students (29%)	56 Students (71%)

**Table 1**

In the response of students, 23 students that account 29% of the total students agree that their English teacher elaborates the kinds of approaches to be used teaching or learning writing skills in English class when they learn writing skill. However, 56 students who are the majority of the respondents that cover 71% of the entire respondents prove that their English teacher does not give any awareness or details about the approaches of teaching or learning writing skills while delivering(earning) the lesson of writing skills.

<b>No</b>	<b>Question /Item</b>	<b>Response</b>			
<b>2.</b>	If your answer is ‘Yes’ for question number ‘1’,how many approaches are there in the teaching or learning the writing skills?	<b>Alternative</b>			
		<b>One</b>	<b>Two</b>	<b>Three</b>	<b>Four</b>
		2 (9%)	3 (13%)	6 (26%)	12(52%)

**Table 2**

Among the 23 number of respondents who reply ‘Yes’ for question number ‘1’, only six students give an accurate answer for question number ‘2’. They say that there are three approaches of teaching or learning writing skills in English language that account 26% of ‘Yes’ saying respondents. From the total number of respondents, more than half that means 12 (52%) of them give their response as there are four approaches in English language to teach writing or learning skills. The other remaining number of students by saying there is one who are 2(9%) and ‘two’ approaches of teaching writing skills. They are 3 in number and 13 in percentage those who say ‘Two’ approaches are found in English language in learning or teaching.

**Writing skills**

<b>No</b>	<b>Question</b>
<b>3.</b>	What are their names? Write down their names and its concept in brief here. (It is only for ‘Yes’ saying respondents for question number ‘1’)----- -----

**Table 3**

From all 23 ‘Yes’ Saying respondents for question number ‘1’ about the names of the approaches of teaching writing skills only six respondents respond exactly even if their response is positive towards their teacher in creating awareness about the approaches of teaching or learning writing skills in the classroom. On the other hand, the remaining 9 students attempt to give their names, but none of them is right in knowing their names. One respondent says that group discussion and participation are the approaches of teaching writing skills in English language. Three students explicitly put down descriptive of writing skills to be employed for teaching the same kind of response by saying vocabulary, punctuation and grammar at actual teaching learning environment.

Essay, informal and formal are forwarded by one respondent as they are the approaches of teaching the skill. The last respondent put down his/her response as reading, speaking, writing and listening are the approaches of teaching or learning writing skills in English language ,but the other three students do not attempt in giving the names as they responded. Among the 9 students who attempt to mention the names of the approaches of writing skills, no one knows their names correctly. The right names for the approaches of writing skills are: process-based, product-based and genre-based approaches of teaching writing skills in English language.

#### 4.1.2. The Response of Students DejzasmachWondirad School about the Approaches of Teaching Writing Skills

The data collected through questionnaire from students about the approaches of teaching writing skill from government school is interpreted and analyzed using each items separately in order as follow.

<b>No</b>	<b>Question /Item</b>	<b>Response</b>	
<b>1.</b>	Does your English teacher teach you about the approaches of teaching/learning writing skills?	<b>Alternative</b>	
		<b>Yes</b>	<b>No</b>
		17 (7%)	224 (93%)

**Table 4**

As the response indicates, only 17 students which is calculated as 7% of the total respondents agree that as their English teacher teaches about the approaches of teaching or learning writing skills in English language. The other 224 respondents which is 93% of the whole respondents completely disagree by giving or choosing the option ‘No’ as their answer for the stated question. Relying on the majority of the respondents, the English language teachers teaching at government school particularly Dejzasmach Wondirad School do not aware his/her students about the approaches of writing skills to be employed to teach or learn in the actual teaching-learning environment.

<b>No</b>	<b>Question /Item</b>	<b>Alternative</b>			
<b>2.</b>	If your answer is ‘Yes’ for question	<b>One</b>	<b>Two</b>	<b>Three</b>	<b>Four</b>

	number '1', how many approaches are there in teaching or learning the writing skills?		9 (53%)	5 (29%)	3 (18%)
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**Table 5**

It is the questionnaire presented for only 'Yes' saying respondents for question number '1', As it is depicted in number and percentage, only 5 students that account 29% of them correctly responded by saying there are three approaches of teaching-learning writing skills among the seventeen students who have chosen 'Yes' which is given in the form of alternative for the first question.

However, a significant number of students who are 9 in number taking 53% of the entire respondents of it have given their witness as there are two approaches of writing skills to be used for teaching-learning purpose. The remaining 3 students having 18% of the aggregate number of respondents figure out as there are four approaches of teaching writing skills in English as second language learners.

No	Question
3.	What are their names? Write down their names and its concept in brief here. (If your answer is 'Yes' for question number '1') _____. _____

**Table 6**

Among the 17 'Yes' saying respondents, it is only 3 students have attempted in giving the names of the approaches of teaching writing skills even though they are completely wrong in specifying their names correctly. Respondents from 9 of the respondents who have responded as there are two approaches in teaching writing skill, mention speaking, writing, grammar and reading as the approaches of teaching or learning writing skills in English language. And 1 student from the 5 students in giving their response as there are three approaches to be implemented in teaching or learning writing skills for English as second learners. But in pointing out their names, the respondents have listed out writing, speaking and listening are the names of the approaches to be employed in delivering the lesson of writing skill. The left over 14 students do not make any

attempt to mention the names of the approaches even though 9,5 and 3 students respond as there are two, three and four approaches respectively to teach or learn writing skills in English language.

To declare the truth about the number of the approaches of teaching writing skill, there are three approaches which is correctly responded by 5 respondents accounting 29% of them in knowing the number but not their names. The names of the approaches are: process approach, product approach and genre-based approach.

#### **4.1.3. The Response of Private School Teachers (Hillside) about the Approaches of Teaching Writing Skills**

There are three teachers who have been assigned to teach English language at Hillside school for grade 11 students. They teach students using materials prepared by the school and government text book. They put down their response as follow separately.

<b>No</b>	<b>Question</b>	<b>Alternatives</b>	
		<b>Yes</b>	<b>No</b>
<b>1.</b>	Do your English language teacher teach you about the types of approaches and its concept that are employed to teach the writing skills?	-	3 (100%)

**Table 7**

As it is clearly stated under the column of alternatives, teachers do not teach about the approaches of teaching or learning or writing skills with their respective concepts. Because of their response is ‘No’, they do not proceed doing question number ‘2’ and ‘3’ since they are driven from it. So, teachers teach the skill without providing details about approaches of writing skills that can guide learners to learn the skill and produce any piece of writing efficiently.

#### **4.1.4. The Responses of Government School Teachers (Dejzmach Wondirad) about the Approaches of Teaching Writing Skills**

There are eight English teachers who are assigned to teach eleventh grader students at DejzmachWondirad School. The following are the questions that are presented for them to know about the approaches of writing skill that they employ to teach writing skills specifically.

No	Question	Alternatives	
		Yes	No
2.	Do your English language teacher teach about the types of approaches and its concept that are employed to teach the writing skills?	-	8 (100%)

**Table 8**

As it is calculated in the questionnaire under the alternative column, all of the teachers which is exactly 100% do not teach about the approaches of writing skills that can be carried out to teach or learn writing skills in English language. Because of this, they do not provide any detail about each approaches of teaching the skill.

Since the response of teachers for question number '1' is 'No', they do not attempt to do question number '1' and '2' that are found in the set questionnaire delivered for them; for this reason, they do not state the names and the number of approaches although their names are product approach, process approach and genre-based approach.

#### **4.2. The Responses of Students (Hillside School) about the Frequency of Learning Writing Skills**

The response of the students collected through questionnaire about the frequency or number of days that they learn writing skills in a week is interpreted and analyzed separately by taking each items of the questionnaire in to a great consideration.

No	Question	alternatives					
		FA	FRA	TRA	TWA	OA	
1	We learn the theoretical inputs about the way how we write a certain piece of writing.	10 (13%)	9 (11%)	29 (37%)	18 (23%)	13 (16%)	Never

**Table 9**

Based on the response of the students as it is illustrated in the table among 79 respondents, 29 of them that represents 37% prove that as they learn that the theoretical facts about the way how they write a certain piece of writing three days in a week. 18 respondents demonstrative 24% of participants have confirmed in learning the theoretical facts which enable them to know the way

how to write a piece of writing. The same number of students in this regard which is 13 in number and 16 in percentage have chosen as they learn five days and one day in a week the theoretical facts or inputs that are important to point out the ways of writing a certain piece of writing in English language. The other 9 students agreed up on learning the theoretical frameworks to write a piece of writing four days in a week covering 11% of the whole directly participated students in the school.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
2	There is an encouragement which arises from our English teacher to write composition by giving the value of grammar, spelling, punctuation ,etc in our writing.	2 (3%)	15 (19%)	12 (15%)	10 (13%)	20 (25%)	20 (25%)

**Table 10**

As it is explained in the part of the questionnaire, 20 respondents (25%) assure that their English teacher encourages them once in a week to write a paragraph or composition by giving the value of grammar, spelling, punctuation, etc in their writing. The same number and percentage of the respondents like once in a week completely disagree that their English teacher never encourages them to write a paragraph or composition. 15 respondents on the same case representing 19% of the total respondents give their response as they are encouraged by their teacher to write a paragraph or composition four days in a week by giving the value of grammar, spelling, punctuation, etc for newly produced piece of writing. 12 and 10 respondents covering 15% and 13% provide their response as their English teacher encourages them to write a paragraph or composition, etc of the writing three days and two days in a week respectively. Only 2 students that takes 3% from the entire participants show their agreement as their teacher encourages them to write a paragraph or a composition by considering the value of grammar, spelling, punctuation, etc.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never

3	We learn writing skills in considering the pre task, while task and post task activities practically at the actual teaching learning environment.				13 (16%)	26 (33%)	40 (51%)
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**Table 11**

More than half of the respondents which means 40 of them and 51 in percentage give their response as they never learn writing skills in considering the pre task, while task and post task activities at the actual teaching learning environment. 26(33%) respondents give their witness in learning writing skills by considering the pre task, while task and post task activities. The remaining 13 students having the coverage of 16% provide their response as they learn writing skills twice in a week by considering the pre task, while task and post task activities in the actual teaching learning environment.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	UP
4	We are being encouraged by our English teacher to write the required piece of writing following the steps of writing.			6 (8%)		16 (20%)	57 (72%)

**Table 12**

57 respondents having 72% say that their English teacher never teaches them the writing skills with following the steps of writing. 16 respondents taking 20% of the total respondents agree that their teacher teaches the writing skills once in a week following the steps of writing. The left over respondents that are 6 in number and 8% show their agreement as their teacher teaches them three days in a week following the steps of writing.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
5	We learn writing skills with a sample piece				13	18	48

	of writing by our English teacher to make our learning of the skill easier to learn and write.				(16%)	(23%)	(61%)
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**Table 13**

48 respondents covering 61% of the whole students give the response of ‘Never’ which means their English teacher does not provide a sample piece of writing to make the teaching-learning process easier to learn and write. On the other hand, 18 students with the coverage of 23% of the respondents prove that as their teacher presents a sample piece of writing to make the process of learning the skill more easier to learn and acquire the skill, but the remaining 13 respondents representing 16% of the whole respondents give the response of ‘Never twice in a week’ that means their English teacher provide a sample piece of writing to make the actual learning easier for learners.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
6	Our English teacher organizes us in pair and in group where it is necessary to learn the writing skills practically.				20 (25%)	21 (27%)	38 (48%)

**Table 14**

Among the whole number of respondents, more than half of them say that their English teacher never organizes them in pair and in group practically. It is fifty two when the number is converted in to percentage. 21, 20, 28 and 22% when it is expressed in number and percentage respectively say that once and twice in a week their teacher organizes them in pair and in group where it is necessary to learn the writing skills practically.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
7	Our English teacher teaches us the writing skills by integrating it with other macro and sub skills.				7 (9%)	5 (6%)	67 (85%)

**Table 15**

A large number of respondents that are 67 in number and 85 in percentage have chosen ‘Never’ which means their teacher does not teach the writing skills by integrating it with other macro and sub skills. 7 and 5 respondents that account 9% and 6% according to their order say that their English teacher teach them twice and once in a week by integrating writing skill with other language skills.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
8	Our English teacher provides us a constructive feedback immediately about our piece of writing.					29 (37%)	50 (63%)

**Table 16**

50 participant students that are 63% from Hillside School have responded that their English teacher ‘Never’ give them an immediate feedback for the piece of writing they produced to learn the skill accordingly. On the contrary, 29 students taking 37% of them prove that their teacher provide an immediate feedback which is constructive to learn the writing skills once in a week.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
9	It is a good opportunity that our English teacher gives us a chance to choose a title to write about by using our background knowledge to compose a well developed piece of writing?				43 (54%)	26 (33%)	10 (13%)

**Table 17**

43 respondents which are 54% have shown their agreement as their teacher gives them a chance to choose the title to write a piece of writing in the way that they use their background knowledge to compose a well-developed piece of writing. The other number of respondents that

are 26 in number and 33% once a week they have a chance to use their background knowledge by choosing the title of the writing , and the other 10 students representing 13% of the entire respondents completely disagree by choosing ‘Never’ which means their English teacher does not give them a chance to choose the title to compose any piece writing in order to use their background knowledge for producing well developed piece of writing.

No	Question
10	Please write down here other activities that your English teacher does to teach you the writing skills if any. ----- -----

**Table 18**

For this question, there is no any respondent who attempts to give any kind of responses on the provided space.

**4.2.1. The Response of Students (DejzmachWondirad School) about the Frequency of Learning Writing Skills**

The response of students collected through questionnaire from DejzmachWondirad School eleventh grader students about the frequency of learning writing skills is analyzed and interpreted separately as follow.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
1	We learn the theoretical facts about the way how can we write a certain piece of writing.				11 (5%)	70 (29%)	160 (66%)

**Table 19**

The greatest numbers of respondents that are 160 and 66% have shown their disagreement by choosing ‘Never’ in learning the theoretical facts about the way how can they write a certain piece of writing.

70 respondents having the coverage of 29% agree that as they learn the theoretical facts about the way how can they write a certain piece of writing once in a week. Other respondents who are 12 in number and 5 in percentage have responded that as they learn the theoretical facts how can they write a certain piece of writing twice in a week.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
2	There is an encouragement which arises from our English teacher to help us to write a paragraph /composition by giving the value of grammar, spelling, punctuation, etc in our writing.				63 (26%)	97 (40%)	81 (34%)

**Table 20**

It is possible to conclude that 97 respondents that is 40% of the responding students have agreed that as there is an encouragement which arises from our English teacher to help us to write a paragraph or composition by valuing grammar, spelling, punctuation, etc in their writing once in a week.

Again 63 number of respondents covering 26% have shown their agreement as their English teacher helps them to write a paragraph or composition by valuing its grammar, spelling, punctuation, etc. twice in a week.

On the other hand, 81 students that accounts 34% have shown their disagreement as they never learn it writing a paragraph or composition by valuing its grammar, spelling, punctuation, etc in their piece of writing.

No	Question	Alternatives
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		<b>FA</b>	<b>FRA</b>	<b>TRA</b>	<b>TWA</b>	<b>OA</b>	<b>Never</b>
3	We learn writing skills in considering the pre task, while task and post task activities practically at the actual teaching learning environment.				40 (17%)	22 (9%)	179 (74%)

**Table 21**

179 responding students that are estimated in to 74% have concluded that they never learn writing skills considering the pre task, while task and post task activities practically at the actual teaching learning environment. Nevertheless, 40 respondents that account 17% have witnessed that they learn writing skills by dividing the tasks separately like pre task, while task and post task activities at the actual teaching learning environment twice in a week.

There are also 22 respondents taking 9% who have responded as they learn writing skills once in a week by dividing the tasks as pre task, while task and post task activities in the actual teaching – learning environment.

<b>N<sub>o</sub></b>	<b>Question</b>	<b>Alternatives</b>					
		<b>FA</b>	<b>FRA</b>	<b>TRA</b>	<b>TWA</b>	<b>OA</b>	<b>Never</b>
4	We are being encouraged by our English teacher to write the required piece of writing following the steps of writing.				16 (7%)	39 (16%)	186 (77%)

**Table 22**

As it is illustrated in the above, more than half of respondents that are 186 students who have the coverage of 77% have shown their disagreement as they never write a piece of writing in being encouraged by their teacher following the steps of writing. On the contrary, 39 and 16 respondents covering 16% and 7% have given their witness as they are encouraged by their English teacher to write the required piece of writing following the steps of writing once and twice in a week respectively.

<b>N<sub>o</sub></b>	<b>Question</b>	<b>Alternatives</b>					
		<b>FA</b>	<b>FRA</b>	<b>TRA</b>	<b>TWA</b>	<b>OA</b>	<b>Never</b>

5	We learn writing skills with a sample piece of writing by our English teacher to make our learning of the skill easier to learn and write.				34 (14%)	192 (80%)	15 (6%)
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**Table 23**

A large number of respondents that are 192 calculated in to 80% have proven that they learn writing skills once in a week with a sample piece of writing by their English teacher to make their learning of the skill with the sample piece of writing to make the learning of the skill easier to learn and write. 34 students that are 14% have agreed up on learning the skill with the sample piece of writing to make the learning of the writing skill easier to learn and write twice in a week. The least number of respondents who are 15 in number and 6 in percentage have chosen ‘Never’ that the students do not learn the skill with a sample piece of writing to make the process of learning easier to learn and write.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
6	Our English teacher organizes us in pair and group where it is necessary to learn the writing skills practically.				14 (6%)	94 (39%)	133 (55%)

**Table 24**

As it is stated parallel to question number ‘6’ under the column of alternatives, 133 students composing of 55% agree that their teacher’ Never’ organizes them in pair and group where it is necessary to learn the writing skills practically. However, 94 and 14 respondents representing 39% and 6% agree that their English teacher organizes them once and twice in a week in pair and group where it is necessary to learn the writing skills respectively.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never

7	Our English teacher teaches us the writing skills by integrating it with other macro and sub skills.	72 (30%)				68 (28%)	101 (42%)
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**Table 25**

More than half of the respondents that are 72 and 68 representing 30% and 28% of them have said that their English teacher teaches them the writing skills by integrating it with other macro and sub skills five days and once in a week respectively. Opposite to this, 101 respondents taking 42% have shown their disagreement as their teacher never teaches them the writing skills by integrating it with other macro and sub skills.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
8	Our English teacher provides a constructive feedback immediately about our piece of writing.				12 (5%)	48 (20%)	181 (75%)

**Table 26**

As it is explicitly stated in the above table of students' response, 181 respondents covering 75% of the whole participants of government school have accepted that their English teacher never provides a constructive feedback immediately about their piece of writing. In contrast to this, 48 respondents estimated in to 20% have given their response as the teacher provides a constructive feedback immediately about their piece of writing once in a week, and 12 of them that take an account of 5% give their witness as their English teacher provides the something twice in a week.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never

9	It is good opportunity that our English teacher gives us a chance to choose a title to write about by using our background knowledge to compose a well-developed piece of writing.			16 (7%)	3 (1%)	191 (79%)	31 (13%)
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**Table 27**

Based on the collected data that students provided, 191 respondents for question number ‘9’ which is calculated in to 79% of the whole respondents have shown their consent for their teacher in giving good opportunity or chance to choose a title to write about by using their background knowledge to compose a well-developed piece of writing once in a week. The other 16 and 3 similar participants taking 7% and 1% have agreed on the same issue as their English teacher does it three and twice in a week respectively. Despite of others response on this issue, 31 respondents covering 13% have said that their English teacher never gives them a chance to choose a title to write about by using their background knowledge to produce the same kind of writing.

No	Question
10	Please write here other activities that your English teacher does to teach you the writing skills if any. _____. _____. _____

**Table 28**

Question number ‘10’ is an open-ended question provided to the students, but they do not give any response on the provided space. Therefore, no other activities that the teacher does to teach writing skill in the actual teaching-learning environment.

#### **4.2.2. The Response of Private School Teachers (Hillside) about the Frequency of Teaching-learning Writing skills**

The response of teachers about the frequency of teaching writing skills at private school (Hillside) is analyzed and interpreted using each items separately as follow.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never

1	I teach important facts about the way how to write a certain piece of writing.	2 (67%)			1 (33%)		
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**Table 29**

According to the response of teachers depicted parallel to question number ‘1’, 2 respondents covering 67% have responded that as they teach important facts about the way how to write a certain piece of writing five days in a week, and 1 participant teacher of the school counting 33% has said that as s/he teaches the same lesson twice in a week.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
2	There is an encouragement which arises from me to help the students to write a paragraph or composition having the value of grammar, spelling, punctuation, etc in the newly produced writing.	3 (100%)					

**Table 30**

As it is explicitly stated all respondents taking the value of hundred percent have assured that they encourage to help students to write a paragraph or composition having the value of grammar, spelling, punctuation, etc in the newly produced writing.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
3	I teach writing skills in considering pre task, while task and post task activities practically at the actual time of teaching the skill.				3 (100%)		

**Table 31**

All English teachers at Hillside school show their implementation of teaching writing skills in considering pre task, while task and post task activates twice in a week practically at the actual time of teaching the skill.

No	Question	Alternatives
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		FA	FRA	TRA	TWA	OA	Never
4	I encourage students to write a piece of writing in following all steps of writing.	2 (67%)		1 (33%)			

**Table 32**

2 of the respondents that cover 67% encourage students write a piece of writing in following all steps of writing five days in a week whereas 1 responding teacher that is estimated in to 33% agrees in doing it three days in a week.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
5	I teach writing skills by showing a sample piece of writing in the classroom.		1 (33%)		2 (67%)		

**Table 33**

Based on the illustration above, 2 teachers measuring 67% pass through teaching writing in the classroom twice in a week, but 1 teacher with the total coverage of 33% has chosen three days in a week that he encourages students to write a piece of writing in the classroom accordingly.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
6	I organize students to write a piece of writing in pair or group where it is necessary.			3 (100%)			

**Table 34**

All of the three teachers that is 100% have responded three days in a week that they organize students to write a piece of writing in pair and group where it is necessary.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never

7	I teach writing skills with other English language skills an integrative manner.			2 (67%)		1 (33%)	
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**Table 35**

About teaching writing skill integrating with other skills, 2 teachers in sharing 67% have agreed as they teach it by integrating with other skills three days in a week; however, 1 teacher taking 33% has proven that once in a week the teacher teaches the skill by integrating it with other language skills. So, there is an attempt to teach writing skills with other language skills at private schools.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
8	I give an immediate feedback for students on their piece of writing.		2 (67%)	1 (33%)			

**Table 36**

In giving immediate feedback, 2 teachers with 67% have said that they give an immediate feedback for students on their piece of writing four days in a week. The remaining 1 teacher taking the share of 33% agrees on the same act of giving feedback three days in a week.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
9	I give an opportunity to the students to choose a title to write about based on their interest for using their background knowledge to write a well-developed piece of writing.				1 (33%)	2 (67%)	

**Table 37**

As it is mentioned under the column of alternatives, 2 teachers (67%) once in a week and 1 teacher (33%) twice in a week they give an opportunity to the students to choose a title to write

about based on their interest for using their background knowledge to write a well-developed piece of writing.

No	Question
10	Please mention here below if you have more things that you do while you are teaching the writing skills in the classroom besides all items listed above. <hr/> <hr/> <hr/>

**Table 38**

Nothing they mention for question number ‘10’ that required them to list out the remaining activities that they do in the classroom to teach the writing skills if they have any.

#### 4.2.3. The Response of Government School Teachers (DejzmachWondirad) about the Frequency of Teaching-learning Writing Skills

The response of teachers about the frequency of teaching writing skills at government (DejzmachWondirad School) is analyzed and interpreted using each items separately as follow:

No	Question	Alternatives					
1	I teach important facts about the way how to write a certain piece of writing.	FA	FRA	TRA	TWA	OA	Never
				4 50%	2 25%	2 25%	

**Table 39**

Among the respondents, 4 teachers (50%) of them have answered question number <1> three days in a week they teach important facts about the way how to write a certain piece of writing. The other equal number of respondents, 2 of each totally 4 teachers (50%) do the same thing in teaching important facts about the way how to write a certain piece of writing once and twice in a week. Therefore, there is a practice of teaching important facts about ways of writing a certain piece of writing.

No	Question	Alternatives					
	There is an encouragement which arises from me	FA	FRA	TRA	TWA	OA	Never

2	to help the students to write a paragraph or composition having the value of grammar, spelling, punctuation, etc. in the newly produced writing.		2 25%	6 75%			
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**Table 40**

The majority of the respondents who are 6 in number (75%) are in the course of encouraging students to help them to write a paragraph or composition having the value of grammar, spelling, punctuation, etc in the newly produced piece of writing three days in a week.

The other 2 respondents (25%) four days in a week they implement it to help students to write a piece of writing considering the value of grammar, spelling, punctuation, etc in writing.

No	Question	Alternatives					
3	I teach writing skills in considering the pre task, while task and post task activities practically at the actual time of teaching the skill.	FA	FRA	TRA	TWA	OA	Never
					4 50%	2 25%	2 25%

**Table 41**

4. teachers (50%) do the task of teaching writing skills in considering pre task, while task and post task activities practically at the actual time of teaching the skill for two days in a week, 2 teachers (25%) agree in accomplishing the same thing like that of the four teachers but once in a week whereas the other 2 teachers (25%) have demonstrated their disagreement as they never teach writing skills in considering the pre task, while task and post task activities practically at the actual time of teaching the skill.

No	Question	Alternatives					
4	I encourage students to write a piece of writing in following all step of writing.	FA	FRA	TRA	TWA	OA	Never
			8 100%				

**Table 42**

In response to question number (4), 8 teachers (100%) at DejzmachWondirad School agree in showing their encouragement to their students to write a piece of writing in following all steps of writing four days in a week. So, there is an attempt in helping students to write any piece of writing following the steps of writing.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
5	I teach writing skills by showing a sample piece of writing in the classroom.			6 75%		2 25%	

**Table 43**

As it is observed from the table, 6 teachers (75%) have given their response of teaching writing skills three days in a week by showing a sample piece of writing in the classroom.

In addition to it, 2 teachers (25%) of them deliver the lesson of writing skills by showing a sample piece of writing in the classroom once in a week.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
6	I organize students to write a piece of writing in pair and in group where it is necessary.			8 100%			

**Table 44**

All teachers (100%) have agreed up on organizing students to write a piece of writing in pair and group where it is necessary for three days in a week.

No	Question	Alternatives					
		FA	FRA	TRA	TWA	OA	Never
7	I teach writing skills by integrating with other English language skills.			4 50%		4 50%	

**Table 45**

The same number of teachers 4 (50%) each carries out the process of teaching writing skills by integrating with other skills once and three days in a week. Therefore, there is the practice of teaching writing skills by integrating with other skills in government school no matter how the frequency of doing it has a variation.

No	Question	Alternatives					
8	I give an immediate feedback for students on their piece of writing.	FA	FRA	TRA	TWA	OA	Never
					2 25%	6 75%	

**Table 46**

Regarding giving immediate feedback, 6 teachers (75%) have given their witness as they give an immediate feedback for students on their piece of writing once in a week, and 2 teachers (25%) provide the same kind of feedback two days in a week. Depending on it, there is a practice of giving feedback for students about the text what they wrote.

No	Question	Alternatives					
9	I give an opportunity to the students to choose a title to write about based on their interest for using their background knowledge to write a well-developed piece of writing.	FA	FRA	TRA	TWA	OA	Never
					8 (100%)		

**Table 47**

Here, all teachers (100%) have responded that as they give an opportunity to the students to choose a title to write about based on their interest for using their background knowledge to write a well-developed piece of writing, so there is a practice of realizing their prior knowledge for composing the text easily.

No	Question
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10	Please mention here below if you have more things that you do while you are teaching the writing skills in the classroom besides all items listed above. ----- ----- -----
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**Table 48**

For question number ‘10’, among the eight teachers, no one has attempted giving an answer accordingly, therefore, it is possible to say that no other activities that they do when they teach writing skills in the class room except the activities presented in the form of question.

### **4.3. The Responses of Private School Students (Hillside) about the Practice of Learning Writing skills in an Integrated Manner with other Skills**

The data collected from students through questionnaire about the practice of learning writing skills in an integrated manner is analyzed and interpreted as follow.

No	Question	Alternatives	
1	Does your English language teacher teach you the writing skills by integrating with other language skills?	Yes 9 (11%)	No 70 (89%)

**Table 49**

According to the calculated data in the above column, 70 respondents (89%) have chosen “No” which verifies that they do not learn the writing skills by integrating wither other English language skills such as speaking, listening, reading, etc; however, 9 represents (11%) have confirmed that as they learn writing skills in an integrated manner in responding ‘Yes’.

So, the day to day practice of teaching or learning writing skills does not take place in an integrative manner with major and sub skills of English language in taking the accounts of the majority respondents.

No	Question	Alternatives	
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2	If your answer is 'Yes' for the above question, for how many days do you learn in such away?	FA	FRA	TRA	TWA	OA 9 (100%)
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**Table 50**

From the seven 'Yes' saying respondents, all of them (100%) have verified that once in a week they learn the writing skills in an integrated way with other skills.

No	Question	Alternatives				
3	Again if you answer is 'Yes' for question number '1', which language skills that you learn in an integrated manner when you learn writing skills in English language class?	Speaking skill	Reading skill	Grammar 6 (86%)	Listening skill	Vocabulary 1 (14%)

**Table 51**

Among the total nine students who answered 'Yes' six of them (86%) have shown their experience of learning writing skills with an integrated way with grammar sub skill, and the other one student (14%) agree in learning the skill similarly with vocabulary sub skill of English language.

#### **4.3.1. The Response of Private School Teachers (Hillside) about Teaching Writing skills in an Integrated Manner with Other Skills**

The data collected from private school teachers (Hillside) about the practice of teaching writing skills in an integrated manner with other English language skills is analyzed and interpreted as follow.

No	Question	Alternatives	
1	Do I teach the writing skills with an integrated manner with other language skills?	Yes 3 (100%)	No

**Table 52**

With the response of private school (Hillside) teachers, 3 of them (100%) have chosen the response of “Yes” in teaching writing skills by integrating it with other language skills. Therefore, there is a practice of teaching writing skills in an integrative manner in private school with other language skills.

No	Question	Alternatives				
		FA	FRA	TRA	TWA	OA
2	If your answer is ‘Yes’, for the how many days do you teach the skill by integrating it with other language skills in a week?		1 (33%)		2 (67%)	

**Table53**

Relying on the response of teachers, 2 (67%) of them have expressed their practice of teaching writing skills as it is implemented in the actual teaching-learning environment for two days in a week, and the remaining one teacher (33%) has witnessed as the teacher does the same practice four days in the week. It is possible to conclude that teachers teach writing skills by integrating with other English language skills having difference in the number of teaching days in a week.

No	Question	Alternatives				
		Speaknig skill	Reading skill	Grammar	Listening skill	Vocabulary
3	Again if your answer is ‘Yes’ for question number ‘1’, with what language skills that you integrate to teach the writing skills practically?			2 (67%)		1 (33%)

**Table 54**

To conclude with what skills teachers teach writing skills with an integrative manner, 2 teachers (67%) of them agree that they teach writing skills by integrating with grammar whereas 1 teacher(33%) that means teacher 3 teaches it by integrating the skill with vocabulary sub skill practically in the actual classroom.

#### **4.3.2. The Response of Government School Students (Dejzmach`Wondirad) about the Practice of Learning Writing Skills in an Integrated Manner with Other skills**

The data collected from students through questionnaire about the practice of learning writing skills in an integrative manner with other skills is analyzed and interpreted as follow.

No	Question	Alternatives	
1	Does your English language teacher teach you about the writing skills with an integrated manner with other English language skills?	Yes 38 (16%)	No 203 (84%)

**Table 55**

In the response of the above question, 203 (84%) students do not agree as they learn writing skills in an integrative manner with other English language skills by choosing the given alternative “No” However, less number of respondents that are 38 (16%) agree that they learn writing skill by integrating with other English language skills.

No	Question	Alternatives				
2	If your answer is ‘Yes’ for question number ‘1’, for how many days do you learn in such way?	FA (13%)	RRA 33 (87 %)	TRA	TWA 5 (13%)	OA 33 (87%)

**Table 56**

According to “Yes” saying respondents for question number ‘1’, 33(87%) of them have shown their experience of learning writing skills once in a week in an integrated way with other language skills whereas 5 respondents (13%) have said as it is delivered twice in a week.

No	Question	Alternatives				
3	Again if your answer is ‘Yes’ for question number ‘1’, with which language skills that you learn in an integrated manner when you learn writing skills in English language class?	Speaking skill	Readingskill 11 (29)	21 (55%)	Listening skill	Vocabulary 6 (16%)

**Table 57**

Based on the above figure, 21 “Yes” saying respondents (55%) have said that they learn grammar sub skill when they learn writing skills in an integrated way. The other 11 (29%) and 6 (16%) students have responded the same way of learning the skill with reading and vocabulary

respectively. So, here more or less there is a practice of learning writing skill in an integrative way.

### 4.3.3. The Response of Government School Teachers (DejazmachWondirad) about the Practice of Teaching Writing skills in an Integrated Manner with Other Skills

The data collected from government school teachers (DejazmachWondirad) about the practice of teaching writing skills in an integrated manner with other English language skills is analyzed and interpreted as follow.

No	Question	Alternatives	
1	Do I teach the writing skills with an integrated manner with other language skills?	No	Yes 8 100%

**Table 58**

Depending on the above response of teachers, all of them (100%) are in the practice of teaching writing skills in an integrative way with other skills.

No	Question	Alternatives				
2	If your answer is 'Yes' for question number '1', how many days do you teach the skill by integrating with other language skills?	FA 2 25%	FRA	TRA	TWA	OA 6 75%

**Table 59**

The integrity of teaching writing skills with other skills varies from teacher to teacher. For example, 6 teachers (75%) teach the skill in such way once in a week, but 2 teachers (25%) teach writing skill by integrating with other English language skills five days in a week.

No	Question	Alternatives				
3	Again if your answer is ‘Yes’ for question number ‘1’, with which language skills that you integrate to teach the writing skills?	Speaking skill 2 (25% )	Reading skill	Grammar 6 (75%)	Listening skill	Vocabulary

**Table 60**

In verifying the skill that they teach an integrated manner with other skills, 6 teachers (75%) integrate writing skills with grammar sub skill of English language to teach it practically. On the other hand, 2 teachers (25%) practice the same activity of teaching the skill with speaking skill at DajzmachWondirad Preparatory School in case of eleventh grader students.

#### **4.4. The Classroom Observation Interpretation**

##### **4.4.1. The Classroom Observation Interpretation In Private (Hillside) School**

The sample data collected through observation from three observed English teachers is presented as follow separately (Hillside School) based on the observation checklists. (See appendix 7)

## Teacher 1

The observation took place on September 17 when the teacher was teaching about ‘Pronouns’.

On this lesson, the teacher came to class on time. As soon as he entered to the classroom, he cleaned the blackboard and wrote the date. Then he asked them to remind him what they learned about in their previous class, and they told him as they learned about ‘Nouns’. Then after, he wrote the topic of the lesson and went back to ask students to tell him what they know about pronouns. They tried their best in telling it. Both of them are grammar lessons not writing lesson. The teacher started explaining about ‘Pronouns’ in detail including its types. It was at grade 11 C at the first period. He wrote the short note about “Pronouns”, and let students write it. At last, he dismissed the class by giving classwork to write two sentences for each using pronouns in subjective, objective and possessive cases.

On the second day, it was September 18,2019 at 11 A (Third period); he came to his respective class and wrote the date and topic of the lesson. It was literature lesson entitled as ‘Characters in the Necklace’. The ‘Necklace’ is the short story found in the school literature teaching material. He did the same procedures in asking students to remind him what they learned on the previous class, and they told him accordingly. After it, the teacher asked them about elements of noble and gave them a chance to discuss in pair about for five minutes. Then he invited them to reflect what they discussed regarding the topic. Students also reflected what they knew at the time of discussion. The teacher took his turn after the students and kept on elaborating the concept of character in literature by giving examples of characters from the book entitled as ‘Love up to Grave’ besides the ‘Necklace’. At last, he gave them an assignment to read any piece of story in English and to come up with its characters for the coming day, but he did not order them to pass throw the activity of producing any piece of writing by valuing its grammar, spelling, punctuation, etc.

On the third day, he came up with government book to teach about ‘Nationalities’. As the usual, he asked students to recall the lesson that they learned on the previous day, and they recalled it as it was about ‘Characters’. Next to that, the teacher brainstormed the students by asking their nationality. They answered the question raised by the teacher. Later, he explained what nationality is in detail with short note at a time. Students passed through writing the note and

listening to their teacher in the same way. At last, he gave them a chance to ask him question if they have any doubt, and he concluded the lesson by giving assignment to write the nationality of fifteen countries on the chart paper and to be posted in the classroom in the wall. Still there is no any writing activity designed by the teacher to teach writing skill in the form of pretask, while task and post task activities.

On the fourth day, it was Friday. September 20,2019, he entered in to the classroom and wrote the topic of the lesson “Composition” with a sub topic of ‘Writing about the Total Effect of the Necklace’. He followed the same procedures that he did to begin the new lesson on other three days. He gave them chance to discuss on the total effect of the ‘Necklace’ in group by taking five minutes. Students did it in the required way and reflected about it turn by turn from each groups in a represented form. Then he explained it in brief by relating it with its plot, character, setting, point of view and theme. At last, he gave them a classwork to put it in the form of writing on their exercise book even if did not teach the theoretical facts how to write a certain piece of writing by giving the value of grammar, spelling, punctuation, etc. He did not divide the tasks of the writing as pre task, while task and post task activities besides not following the steps of writing and no sample piece of writing. However, students might use their knowledge of vocabulary and grammar when they wrote it.

On the fifth day, it was Monday, September 23,2019. On this day, the teacher came to class to teach about ‘Verbs’. He asked students to tell him what they learned on their previous class, and they did it. He did also the something in revising and introducing the new lesson. After that, he explained the new lesson in detail with examples and gave them homework to do on page “1” to page “4” still no any writing related activity or lesson conducted on that day.

## **Teacher 2**

The day was Tuesday, September 17,2019 at 11F, the observation was taking place when the teacher was teaching about ‘Pronouns’ which is incorporated in the grammar lesson. He revised the previous lesson first and introduced the new lesson after writing the date and topic. Then he gave a brain storming question for his students to remember the use of pronouns. They tried to give an answer for the question. The teacher like teacher 1 kept explaining about pronouns after telling about nouns that they learned a day before Tuesday. At last, the teacher dismissed the

class by giving classwork to rewrite eight sentences using the appropriate pronouns instead of the given nouns in that sentences.

On Wednesday, September 18,2019 at 11E came to the class to teach about ‘Characters’ and gave the chance to the students to recall it. Then he asked a brain storming question to tell him some elements of novel. After it, he took a longer time to explain about elements of short story including characters in the ‘Necklace’. At last, he gave them a homework to write-down all characters found in the “Necklace”. Still that was not the lesson of writing skill.

On the third day, it was Thursday 19,2019. He came to the class to teach about ‘Nationalities’. The same procedures that followed to begin the new lesson. He started explaining about nationalities of different countries after asking a brainstorming question about students nationality. At last, he asked oral questions to tell him different nationalities when he called the names of countries.

On Friday, September 20, the teacher entered in to the classroom to teach about ‘Point of view’ in literature. He made a brief about it, and he gave them an assignment to be submitted after a week about the point of view in which the short story called ‘The Necklace’ narrated or told.

It was Monday, September 23,2019 that was the last day of the observation to be held at 11F, the teacher came on time to the respective class to teach about ‘Verbs’. He asked the students to tell him the kinds of words that are called verbs. They attempted giving their own perception. Finally, the teacher took time to explain about verbs with details and examples. At last, he gave an assignment to write fifteen examples of verbs expressed in present, simple past and future tense forms and to be posted on the wall in the classroom. However, it is not the lesson of writing skills rather grammar.

### **Teacher 3**

The day that the observation was taken place on September 17,2019, and the teacher was teaching the same title like Teacher 1 and teacher 2 what they taught on Tuesday. He came to the classroom in being late after six minutes. He started his explanation about ‘Pronouns’ directly without revising the previous lesson and giving brainstorming questions. Then after, he gave them a chance to ask him questions if they had any doubt on the delivered lesson but no one

asked him. Finally, he left the class without giving any classwork, homework, etc. Of course, the lesson was not writing lesson, but that was grammar.

On the second day, it was on Wednesday, September 18,2019, he entered in to the classroom to teach about ‘Nationalities’ of different countries. He started teaching the lesson after revising the previous lesson , and he gave them classwork to write-down the nationalities of the ten counties by their own choice. The activities that he did nothing connection that it has with writing lesson rather vocabulary.

On the third day, on Thursday, September 19,2019, he came to the classroom to teach about ‘Characters of the Necklace or Short Stories’, and he taught the lesson for a longer time after the revision he made about the previous lesson. At last, he gave them an assignment to be submitted after a week. to extract the characters that are found in the story entitled as ‘The Necklace’. That was not even directly linked with teaching writing skills

On the fourth day, September 20,2019, he thought about ‘Point of view’ which is an element of short stories, and he did the same thing what he did in the previous days except the assignment type was classwork that required students to identify the point of view that the short story entitled as ‘The Necklace’ is narrated or told. Here the same case was observed in relating it with the lesson of writing skills that means the lesson was not related with writing skills.

On the last day when it was September 23, 2019, the intended lesson was about ‘Verbs’ even though it did not have any connection with the practice of teaching writing skills. As the usual, he passed through introducing the new lesson, revising the previous class, explaining the new lesson and concluding the new lesson by giving a reading assignment about simple present, past and future forms of different verbs using the text book and reference books for the day after that day.

#### **4.4.2. The Classroom Observation Interpretation In Government (DejzmachWondirad) School**

The sample data collected through observation from eight observed English teacher is presented as follow separately.(See appendix7)

## Teacher 1

The Observation was taken place while the teacher was teaching about ‘Nationalities’ on Monday, October 21, 2019 .The teacher started the new lesson by revising the previous lesson and explained the new lesson with examples .At last the lesson was concluded by giving short note.

The same procedure that the teacher followed to teach about ‘Word stress’ except asking oral question at the end before dismissing the class about how to pronounce the nationalities of different countries. It was conducted on Tuesday, October 22,2019. It did not have any relation with teaching or learning writing skills in the actual context in planned manner of teaching writing skills.

On October 23,2019, it was about ‘Direct and Indirect speech’ .The teacher came in to the class room and revised the previous lesson in the form of question and answer . Then he explained how to change direct speech in to indirect speech in detail. At last he gave a home work consisting of seven questions(sentences) to change them in to indirect speech .

The lesson which was delivered on October 24 ,2019 was about ‘Taking good note’ ; he explained the lesson when and how students should take short notes after revising about direct and indirect speech by asking some questions .After it, he concluded the lesson without giving any task to be done in the classroom or at home.

On the fourth the day, the lesson was not the lesson of writing skills rather grammar which was about ‘Active and passive voices ’that was October 24, 2019. He revised the previous lesson , introduced the new lesson and kept discussing how to change active voice in to passive voice by illustrating with different forms of passive voices. The teacher asked students to change active voices in to their respective passive voices by dictating orally .After it, he ended the class and went out from the class room.

On the last day ,it was reading passage which was entitled as ‘The Symbol of the African Union’. It was on October 25,2019 as what he did on the previous days . He revised the privies lesson and introduced the new lesson . Later on ,he read the passage once loudly ,and he invited students to ready it turn by turn and did comprehension questions together with students orally .Since that was a reading lesson ,there was no any writing related activity.

## **Teacher 2**

The observation took place when the teacher was teaching about, 'Nationalities' on Monday, October 21, 2019. The teacher entered in to the classroom and revised the previous lesson by asking students to recall it. Then he started explaining the new lesson briefly after asking a brainstorming question. At last, he asked them orally to tell him the nationalities that end with '- an', '-nese', '-sh' and '-ch'.

Tuesday, October 22, 2019 was on the day that the second observation took place. The title of the lesson was about 'Word stress'. Like his first day, he revised the previous lesson, introduced the new lesson, and kept explaining the new lesson in detail with examples. At the end, he concluded the lesson by giving home work to write the names of countries that stress at the first, second, third, fourth, fifth, and six syllables.

On the third and fourth days, the teacher did not come to school, so the observation was not held because of the training that he had at Addis Ababa Bureau of Education.

Friday, October 25, 2019 was the last day to observe the teacher while he was teaching about 'Active and passive voices'. Revising the previous lesson, introducing the new lesson, asking brain storming questions and presenting the new lesson in detail were done by the teacher at last. He gave short note and homework. Among the three observation days, no day was planned to teach writing skills.

## **Teacher 3**

The observation was held when the teacher was teaching about 'Nationalities' on Monday, October 21, 2019. She revised the lesson as it was reading passage and introduced the new lesson without brainstorming students. Then she elaborated the new lesson with examples by writing a note on the black board. As soon as she finished writing the note, she left the classroom because the bell was rung.

It was Tuesday, October 22, 2019 that the teacher came to the classroom in being late after eight minutes, so she asked students an apology for her lateness and started teaching the new lesson about 'Word stress' with plenty of examples. Then she gave short note on the black board and left the classroom without giving class, work homework, etc. to evaluate students.

Wednesday, October 23, 2019 was the third day that she was teaching about 'Taking good note'. When the observation was held. The same procedures that she followed other days to teach the new lesson except the lateness case. On that day even, she did not give any task to be taken by the students either in the form of classwork or home work.

On Thursday, October 24, 2019, the lesson was grammar lesson which is entitled as ‘ Active and Passive voices’ .She revised the previous lesson, introduced the new lesson and kept on elaborating it in detail .At last, she gave home work to change ten active sentences in to passive voices.

February, October 25,2019 was the last day that observation held when the teacher was teaching reading passage about ‘The Anthem of the African Union’. First, she revised the previous lesson about active and passive voices .Then she started the new lesson by reading the passage to the students loudly. After it , she let students read it turn by turn .At last, she concluded the lesson by doing comprehension questions together with students.

### **Teacher 4**

It was on Monday, October 21,2019 that the teacher was teaching about ‘ Direct and indirect speech’. He revised the previous lesson ,introduced the new lesson with brainstorming activity by giving time to discuss the difference between direct and indirect speech and to reflect what they discussed. At last, he explained the new lesson in detail by giving individual reading assignment to ready further about it.

On Tuesday, October22,2019, the lesson that he delivered was about ‘Present perfect tense’. He passed through the steps of revision and introduction of the previous and the new lessons accordingly .He explained the form and uses of present perfect tense with examples .He gave also note about it and left the classroom by giving home work

It was the third day that the teacher came in to the classroom to teach about ‘Since , for and ago’ that was grammar lesson not writing skills .He did what he did on other days like revising the previous lesson , introducing the new lesson ,explaining the new lesson , giving note and giving classwork to fill in the blanks with ‘since’, ‘for’ and ‘ago’ .It was held on Wednesday 23, 2019

On Thursday 24, 2019, that was the lesson of writing skills about ‘Writing report on the African Union’. On that day also the teacher revised the Previous lesson and introduced the new lesson .Then asked students to write report having three paragraphs about the department ,history ,its success and future role of African Union not more than 400 words. However, he did not teach them about the steps of writing and the theoretical facts how to write report to make the teaching –learning process easier and easier , but students did not finish it on the given time, so he postponed it for the coming day since the bell rang.

On the fifth day that was Friday, October 25,2019 ;the teacher entered into the classroom and wrote the data and topic of lesson by cleaning the blackboard. He gave five minutes to complete what they started writing the report on the previous lesson ,and invited students to read what they wrote by coming to the

front turn by turn .Like the fourth day, the time run out of when only seven students read it, so he went out without giving any feedback on the written report even though there was an attempt to teach writing skills by integrating it with reading skill when they wrote and read.

### **Student 5**

The lesson which was delivered on Monday , October 28,2019 was about ‘ Past perfect tense’ .The teacher entered in to the classroom on time and wrote date and the topic of the new lesson on the black board .Then the teacher revised the previous lesson and introduced the new lesson by asking students to tell her the uses of past perfect tense and students tried to tell it .Next to this , she started explaining the uses of past perfect tense with examples in addition to giving the short note. At last , she concluded the lesson by giving home work.

On October 29, 30 and 31,2019 ,the teacher was teaching about ‘ Present perfect continuous tense’ , ‘Past perfect continues tense’, and ‘ Question tag’ respectively . On all those days, the teacher followed the same steps of revising the previous lesson , introducing the new lesson and giving note .Only on October 31 ,2019 that he gave home work to fill the correct form of question tag for each given statement.

November 1,2019 was the last day the observation completed in case of the teacher 5 when she taught about ‘ Invitation’ which is a spoken lesson .After revising the previous lesson , she explained for what purposes invitation is needed with examples, Lastly, she invited students to practice the lesson of invitation practically in the classroom among themselves and dismissed the class without giving any task to be carried out in the class room or at home.

### **Teacher 6**

In case of the sixth teacher, the observation was taking place on October 28,29,,30 and31,2019. On October 28,29,30 and 31, the teacher was teaching about ‘Present perfect continuous Tense’ ‘Question tag’ and ‘Past perfect continuous Tense’ respectively. All of them are grammar lessons. In teaching each of the titles, he revised the previous lesson, introduced the new lesson and explained the new lesson in detail with examples by giving short notes. On October 28 and 31, he gave them homework to be done on their exercise book, but on other two days he left the class without giving classwork, homework, assignment, etc.

On Monday, November 1, 2019, the teacher did not come to school, so the observation was not held although the reason of his absence was not clear on the time.

### **Teacher 7**

On October 28, 2019, the teacher was teaching about writing skill which was entitled as ‘Report writing on the African Union’. First, he revised the previous lesson and introduced the new lesson. Second, he began explaining how to write a report about a certain issue, but he did not provide them a sample report to make it easier to learn and write besides the steps which are important to write it. At last, he gave them homework to write a report about the African Union in considering its departments, history, success and its future role without determining it with a number of paragraphs.

On the other hand, on October 29, 30, 31 and November 1, 2019, the teacher taught about ‘Present Perfect Continuous Tense’, ‘Past Perfect Continuous Tense’ and ‘Question Tag’ respectively. In all those days, the teacher did the same activities of revising the previous lesson, introducing the new lesson and presenting the new lesson in detail with examples. None of the above days that the teacher gave tasks to be done either in the classroom or at home.

### **Teacher 8**

The observation had been held on October 28, 29, 30, 31 and November 1, 2019 while she was teaching about ‘Present Perfect Continuous Tense’, ‘Past Perfect Continuous Tense’, ‘Invitation’, ‘Question Tag’ and ‘Expressing Likes and Dislikes’.

‘Invitation’ and ‘Expressing Likes and Dislikes’ are speaking skill lessons, but others are grammar lessons. On the three days when ‘Present Perfect Continuous’, ‘Past Perfect Continuous’ and ‘Question Tag’ lessons were being conducted, the teacher gave short note after revising the previous lesson, introducing the new lesson and having a detail presentation about each topics even though he did not give any classwork, homework, etc.

On October 30 and November 1, 2019 when the lessons that were ‘Invitation’ and ‘Expressing Likes and Dislikes’ were conducted by the teacher respectively. Before the teacher started teaching about them, he revised the previous lesson, introduced the new lesson and had a detail presentation about how to invite someone to have lunch, drink, etc besides how to express likes and dislikes practically in the actual classroom context. Students actively participated on the two lesson on the two separated days. Again on the two days, the teacher left the classroom without giving classwork, homework, etc to evaluate their performance on the delivered lessons.

#### 4.5. Sample Document Analysis Taken from Students' Private (Hillside) and Government (DejasmachWondirad) Schools

In this section, the sample documents which are taken from students' exercise book and textbook are analyzed and presented based on the set of checklists separately to answer the research questions and objectives of the study.

##### 4.5.1. Sample Document Analysis Taken From Students' Exercise Book Private (Hillside) School

The sample document which is taken from Hillside school students' exercise book Grade 11 in focus is attached and analyzed based on the seven checklists as follow (see appendix 8).

No	Question /item	Alternatives	
1	Does the material consist of the lesson of writing skills?	Yes	No

**Table 61**

Based on the attached document at the appendix part (see appendix 8), the answer for question number '1' is "No" because students take nine days to cover or learn unit one. Among the nine days, two days spent for teaching and learning reading and comprehension skills about the passage which is entitled as 'The African union'. Six days are realized for teaching and learning grammar about active and passive voices as well as prepositions, and one day is taken to teach and learn vocabulary particularly about affixes. However, no day is planned to teach and learn writing skills. In the other word, writing skill is not practically learned or taught in the actual classroom in the case of Hillside school eleventh grader students.

No	Question /item	Alternatives	
2	If your answer is 'Yes' for question number '1', how many days does the material include it?	One day	<input type="checkbox"/>
		Two days	<input type="checkbox"/>
		Three days	<input type="checkbox"/>
		Four days	<input type="checkbox"/>
		Five days in a week	<input type="checkbox"/>

**Table 62**

Based on the answer for question number ‘1’, there is no any given lesson tasks of writing skills to be learned and taught in the extracted material.

No	Question /item	Alternatives	
3	Does the selected material consist of the theoretical concept of writing skills?	Yes	No

**Table 63**

The answer for question number ‘3’ is ‘No’ because there is no any theoretically explained concept of writing skills throughout the lesson of ‘Unit One’ found on students’ exercise book.

No	Question /item	Alternatives	
4	Does the selected material (sample) consist of pre task, while and post task activities in the lesson of the writing skills?	Yes	No

**Table 64**

In the same way, the answer for question number ‘4’ is ‘No’ because in the sample document there is no the lesson of writing skill with designed tasks to be learned or taught the skill accordingly.

No	Question /item	Alternatives	
5	Does the material incorporate the approaches of teaching or learning writing skills clearly?	Yes	No

**Table 65**

The answer for question number ‘5’ is ‘No’ since the sample document does not include the lesson of writing skills from the very beginning. Therefore , no approaches of teaching and learning the writing skills to have the awareness of their theoretical framework.

No	Question /item	Alternatives	
6	Is there any attempt in the material to teach the writing skills in an integrated manner with other skills?	Yes	No

**Table 66**

The answer for question number ‘6’ is ‘No’ because the lesson of writing skills is not incorporated or found in the material to be delivered the skill in an integrated manner with other skills, so there is no an actual practice of teaching writing skills by integrating with other language skills in the classroom.

No	Question /item	Alternatives	
7	Is the feedback given on the material by the teacher?	Yes	No

**Table 67**

Referring to the selected sample material the answer for question number ‘7’ is ‘Yes’ since the feedback or correction is provided by the teacher on the three tasks from the four given classworks and revision exercises or tasks.

#### **4.5.2. Sample Document Analysis Taken From Students’ Exercise Book Government (DejzmachWondirad ) School**

The sample document which is taken from eleventh grade students of DejzmachWondirad School is analyzed and integrated using the following checklists in the form of questions ( see appendix 9).

No	Question /item	Alternatives	
1	Does the material consist of the lesson of writing skills?	Yes	No

**Table 68**

The above question raises as the material consists of the lesson of writing skills or not. However, the material does not consist of the lesson of writing skills in ‘ Unit One’ of the sample material. The sample material does have only the activities of reading and vocabulary that are taken from the passage. Which is entitled as ‘The African Union’. Besides these, it also consists of grammar lessons about present perfect tense, conditional sentences, active and passive voices. There is also a speaking task which is designed to teach about expressing opinion and asking for clarification.

No	Question /item	Alternatives				
2	If your answer is ‘Yes’ for how many days does the material include it?	One day	Two days	Three days	Four days	Five days

**Table 69**

Since there is no a designed task to teach or learn writing skills on students' exercise book extracted from eleventh grader students of Dejazmach Wondirad School, so students did not learn the skill based on the above checklist.

No	Question /item	Alternatives	
3	Does the selected material consist of the theoretical concept of writing skills?	Yes	No

**Table 70**

The selected material does not have any task of writing skills. For this reason, the sample material is null in possessing any theoretical concept of writing skills.

No	Question /item	Alternatives	
4	Does the selected material consist of the pre task, while task and post task activities in the lesson of writing skill?	Yes	No

**Table 71**

Because of the absence of incorporating writing skills in the material, no task is designed to teach or learn the skill by dividing it as pre task, while task and post task activities for delivering it accordingly.

No	Question /Item	Alternatives	
5	Does the material incorporate the approaches of teaching writing skills clearly?	Yes	No

**Table 72**

There are three approaches to teach or learn writing skills in English language. These are: product approach, process approach and genre-based approaches. However, the selected material does not have any approaches of learning or teaching writing skill in theoretical or in other framework.

No	Question /item	Alternatives	
6	Is there any attempt in the material to teach the writing skills by integrating it with other language skills?	Yes	No

**Table 73**

Based on the sample material, no attempt is made to teach the writing skills by integrating it with other macro and sub-skills of English language.

No	Question /item	Alternatives	
7	Is the feedback given on the material by the teacher?	Yes	No

**Table 74**

In some extent, there is an attempt to give feedback on students exercise book. But the feedback given on students' exercise book is not satisfactory or constructive in giving or treating errors made by students line by line. The teacher only put his /or her signature on four places on the exercise book, without a depth in look of errors line by the line to rectify spelling, punctuation, grammar and other errors correctly.

#### **4.6. Analysis of the Document Taken From Grade 11 Textbook**

##### **4.6.1. Analysis of the Document Taken from Grade 11 Textbook (DejzmachWondirad) School**

The sample document which is taken from eleventh grader students of DejzmachWondirad School particularly the textbook (Unit One) is analyzed and interpreted using the following checklists. The check lists are formulated in the form of questions (see appendix 10).

No	Question /item	Alternatives	
1	Does the material consist of the lesson of writing skills?	Yes	No

**Table 75**

The answer for question number '1' is 'Yes' because there is the lesson of writing skill on page '22' which is entitled as 'B1.4 Writing Report on the African Union'. It requires students to go through listening and reading to gather a lot of information to write a report about African Union.

According to the document on page ‘22’, students are required to work with a partner and divide up the work among them. In other words, they are needed to share the burden of searching information about the departments, history, examples of its work, its success and its future role of ‘African Union’ for the purpose of writing a report about it.

No	Question /item	Alternatives
2	How many times does the materials include it? (If your answer is ‘Yes’ for question number ‘1’.)	Once <input type="checkbox"/> Twice <input type="checkbox"/> hree times <input type="checkbox"/> Four times <input type="checkbox"/> Five times <input type="checkbox"/> More than six <input type="checkbox"/>

**Table 76**

Twice is the answer for question number ‘2’ that is incorporated in the teaching material of grade 11 textbook referring only ‘Unit One’. It is found on page ‘19(4)’ and ‘22’. On page ‘19’ .It is all about writing a summary about ‘The Achievement of African Union’, and on page ‘22’. It is a task of writing a report about ‘African Union’.

No	Question /item	Alternatives	
3	Does the selected material consist of the theoretical concept of writing skills?	Yes	No

**Table 77**

The answer for question number ‘3’ is ‘No’ since there is no any provided theoretical framework about the concept of approaches, tasks and steps of writing skills in brief or broad.

No	Question /item	Alternatives	
4	Does the selected material consist of the pre task, while task and post task activities in the lesson of writing skills?	Yes	No

**Table 78**

Again the answer for question number ‘4’ is ‘No’ in designing and including the pre task , while task and post task activities. It includes only the post task activity in ordering learners to

summarize the information about ‘The Achievement of the African union’. This post task activity of summarizing the text is made on the text which is found on page ‘19’. The same is true on the writing lesson which is found on page ‘22’. In this regard, the lesson of writing skill is not presented by designing the tasks as pre task, while task and post task activities separately. However, it has only post task activity that asks students to write a report about ‘African Union’ having 350-400 Words mainly about departments, history, examples of its work, its success and its future role.

No	Question/Item	Alternatives	
		Yes	No
5	Does the material consist or incorporate the approaches of teaching or learning writing skills clearly?		

**Table 79**

The answer for question number ‘5’ is ‘No’ since no theoretical detail is given about the approaches of teaching or learning writing skills in English language even though there are more commonly used approaches like process approach, product approach and genre-based approaches to teach or learn the skill.

No	Question/Item	Alternatives	
		Yes	No
6	Is there any attempt in the material to teach the writing skills by integrating it with other language skills?		

**Table 80**

The answer for question number ‘6’ is ‘Yes’ since there is an attempt to teach writing skills with other skills like reading, speaking, listening and vocabulary (sub skills).

For example, on page ‘3’ taken from government text book, under instruction ‘1’, there is a designed task which asks students to fill the missing letters to make the spelling words (names of

countries), so there is a task of teaching writing skill in an integrated manner with vocabulary sub skill.

On page ‘7’ under instruction ‘3’, it demands students to take notes about ‘African Union’ by listening their teacher while dictating the story orally. So, there is an integration of writing skills with listening skills by creating an opportunity for learners to take notes about ‘African Union’. That means taking a note is a task of writing skills to be carried out by learners.

In the same context, writing and listening activities are jointly appeared on page ‘8’ under instruction ‘4’ that requires students to take notes while the teacher is going to read the information about ‘African Union’ through listening. For this reason, there is an actual practice of teaching writing skills in an integrated manner with listening skill in requiring students to take notes which is a task of writing skill at the time of listening the information about ‘African Union’.

On page ‘19’, there is also an integrative practice of teaching writing skills with the reading skill. In this regard, it instructs learners to write a summary of the information about the ‘Achievement of African Union’. In doing so or to write a summary of a certain text, a task of reading must be taken place. At the time, the two skills of reading and writing skills in an integrative manner are carried out simultaneously or interdependently.

#### **4.6.2. Analysis of the Document Taken from Grade 11 Textbook (Hillside) School**

The sample document which is taken from eleventh grader students of Hillside School particularly the text book prepared by the government is analyzed and interpreted at once in the same way like DejazmachWondirad School since the government text is similar either in private or government School.

However, the sample document which is taken from grade 11 text book of Hillside School is analyzed and interpreted as follow using the following separate checklists. The sample document includes both English Grammar and English Literature extracts that the school uses to teach English language at grade 11 level.

### 4.6.3. The Analysis of the Document Taken from Grammar Book (Hillside) School

The book which is designed to teach English grammar has eight units. However, for this study unit one is taken as a sample document and analyzed using the following checklists that are formulated in the form of questions as follow.

No	Question/Item	Alternatives	
		Yes	No
1	Does the material consist of the lesson of writing skills?		

**Table 81**

The answer for question number '1' is 'Yes' which is found on page '18' and '19'. On page '18', there is a topic that says 'Composition', under its sub-topic which entitled as 'Writing Themes and paragraphs' provides a detail about the steps of writing a paragraph that includes prewriting, first draft, revising, editing and prepare your writing with details about each steps of writing.

In addition to this, on page '19', there are important details about 'Outlining' and 'Writing Letters'. On the part of outlining, there is an explanation about the two forms of outlining. These are sentence outline and topic outline. The detail includes about the punctuation marks at which the outlining uses at the end.

On the same page, there is a writing lesson about personal and business letters. The lesson incorporates a brief detail about the forms and parts of the two kinds of letters.

The heading, greeting, body, complimentary close and signature are the parts of personal ad business letter as well as inside address in case of business letter. Indentation, block or semi block are forms of writing personal and business letters respectively. So, there is a lesson of writing skill in the material about the two topics which are outlining and writing letters.

No	Question/Item	Alternatives	
		Yes	No
2	If your answer is 'Yes' for question number '1', for how many times does the material include it?		

**Table 82**

The answer for question number ‘2’ is only three times. That are only about outlining, steps of writing and writing letters on page ‘18’ and ‘19’.

No	Question/Item	Alternatives	
		Yes	No
3	Does the selected material consist of the theoretical concept of writing skills?		

**Table 83**

The answer for question number ‘2’ is ‘Yes’ because on the three titles the theoretical details are provided in brief. For example, on page ‘19’ the two forms of out lining are explained in brief which are sentence and topic outlines. Each point in a sentence outline ends with a period; the points in a topic outline do not begins with a capital letter. A point may have no fewer than two sub points.

The three underlined sentences are provided in the material as the theoretical concept of out lining. At the same page, there is a given theoretical concept about personal and business letters. It includes the parts of letters with its concept. The forms of personal and business letters which are indentation and block or semi blocks are explained in short and in brief.

Going to back, page ‘18’, similar way of explanation about each steps of writing is forwarded or presented in keeping its sequence. So, there is the theoretical concept of the topic or topics mentioned in the material.

No	Question/Item	Alternatives	
		Yes	No
4	Does the selected material consist of the pre task, while task and post task activities in the lesson of writing skills?		

**Table 84**

The answer for question number ‘4’ is ‘No’ because it does not include pre task, while task and post task activities to teach the writing skills. It simply provides the theoretical framework of the

steps of writing, outlining and writing letters. However, to teach writing skills, tasks must be designed accordingly to let students practice the lesson practically.

No	Question/Item	Alternatives	
		Yes	No
5	Does the material incorporate the approaches of teaching writing skills clearly?		

**Table 85**

The answer for question number ‘5’ is ‘No’ even though there are three clearly defined approaches of teaching. These are product approach, process approach and genre-based approach. However, none of them is clearly stated to teach the writing skills from the perspectives of teaching language skills.

No	Question/Item	Alternatives	
		Yes	No
6	Is there any attempt in the material to teach the writing skills by integrating it with other language skills?		

**Table 86**

The answer for question number ‘6’ is ‘No’ because none of the macro or sub skills of language are in the attempt of teaching writing skills with listening, speaking, reading, grammar or vocabulary integratively one another.

#### ***4.6.3.1. Analysis of the Document Taken from the Grade 11 English Literature (Hillside) School***

The sample document which is taken English literature text book is analyzed as follow using the following check lists formulated in the form of questions.

No	Question/Item	Alternatives	
		Yes	No
1	Does the material consist of the lesson of writing skills?		

**Table 87**

The answer for question ‘1’ is ‘Yes’ because there is the lesson of writing skills on the last page of the selected document. The lesson is about ‘Writing about plot and point of view’ under the title of ‘composition’. Besides this, there is also another lesson of writing skill which is mainly about ‘Writing a description of new story’. It requires to write a paragraph about the setting, the king, the prices, the hero and the choice to they made in the extracted material.

<b>No</b>	<b>Question/Item</b>	<b>Alternatives</b>					
		<b>One times</b>	<b>Two times</b>	<b>Three times</b>	<b>Four times</b>	<b>Five times</b>	<b>More than Five times</b>
2	If your answer is ‘Yes’ for question number ‘1’,for how many times does the material include it?						

**Table 88**

The sample material incorporates the lesson of writing skills on two places or twice in it where it is on the last page of the extracted material of English literature. The first is mainly about how to write a plot and point of view about the short story which is entitled as ‘The Necklace’. The second lesson of writing skill is about how to write a description of a new story, so the selected material includes the lesson of writing skills two times in it under the title of composition.

<b>No</b>	<b>Question/Item</b>	<b>Alternatives</b>	
		<b>Yes</b>	<b>No</b>
3	Does the selected material consist of the theoretical concept of writing skills or the topic?		

**Table 89**

The answer for question number ‘3’ is ‘No’ since there is no any provided theoretical concept about how to write a plot, point of view and a description of new story. It simply needs students to write a piece on each points.

<b>No</b>	<b>Question/Item</b>	<b>Alternatives</b>	
		<b>Yes</b>	<b>No</b>
4	Does the selected material consist of pre task, while task and post task activities?		

**Table 90**

The answer for question number ‘4’ is ‘No’ because there is no pre task and while activities given on the page where the lesson is given. However, there is a post-task activities which asks students to write down about the plot and point of view of the given story or the ‘Necklace’. Again it requires also students to write a description of a new story about the setting, the king, the princes, the hero and the choice they made in the given story. So, the lesson incorporates only post task activity.

<b>No</b>	<b>Question/Item</b>	<b>Alternatives</b>	
		<b>Yes</b>	<b>No</b>
5	Does the material incorporate the approaches of the teaching writing skills clearly?		

**Table 91**

The answer for question number ‘5’ is ‘No’, however, there are three approaches of teaching writing skills in English language like product approach, process approach and genre-based approach. None of these approaches of teaching writing skills is explained to have a clear understanding or choice to write or learn the skill in depth.

<b>No</b>	<b>Question/Item</b>	<b>Alternatives</b>	
		<b>Yes</b>	<b>No</b>
6	Is there any attempt in the material to teach the writing skills by integrating it with other language skills?		

**Table 92**

The answer for question number ‘6’ is ‘Yes’ even though it is only with reading. On the last page, there is a task which asks students to write the plot and point of view of the story. To write the plot or point of view of the story which is entitled as ‘The Necklace’, students must pass through reading the whole parts of the story. So, here there is an attempt to teach writing skills with reading skills. Other skills such as speaking and listening are not taught in an integrative manner with writing skills.

#### 4.6.4. The Checklist for the Analysis of the Lesson Plan Taken from Private and Government Schools

##### 4.6.4.1. The Checklist for the Analysis of the Lesson Plan Taken Private School for Government Text Book (Hillside) School

The lesson plan (Annual) taken from the private school (Hillside School) is analyzed using the checklists that are presented in the form of question as follow.

No	Question/Item	Answer /response					
		One days	Two Days	Three days	Four days	Five days	More than Five days
1	How many days are planned to teach the whole parts of 'Unit One'?						

**Table 93**

The answer for question number '1' is 50 days. That means to teach the whole parts of 'Unit One' 50 days are utilized or planned for carrying out the activities of the unit which is entitled as 'African Union'.

No	Question/Item	Answer /response					
		One Day/week	Two Days/week	Three Days/week	Four Days/week	Five Days/week	More Than Five Days/week
2	How many weeks /days does the lesson of writing skill appear throughout the lesson plan?						

**Table 94**

The answer for question number '2' is only for two days or times that the lesson of writing skills is incorporated throughout the annual lesson plan.

It is found on the lesson planed which is planned on the date of 21-25-/1/11 and on 26-30/2/11. The lesson which is supposed to be taught is about 'writing Informal Letter' in the context of the two mentioned dates which are similar in its title. However, there is no a lesson about 'Informal Letter' throughout the extracted unit.

No	Question/Item	Answer /response
3	How many days or weeks are each of the following macro and sub skills of English language planned to be taught and learned throughout the plan of unit one?	Writing skill: _____ Speaking skill: _____ Listening skill: _____ Reading skill: _____ Grammar: _____ Vocabulary: _____

**Table 95**

The answer for question number ‘3’ is not similar in the frequency of each skills presence because it varies from skill to skill.

Taking writing skills separately, it is appeared in the plan in two weeks only among the total ten weeks with other skills like grammar and vocabulary. The lesson in the plan is mainly about the informal and formal letters, but it does not exist in the teaching material of grade 11 English text book. In the text book, regarding writing skill, there is a task of writing a summary about report on African Union.

Listening skill is not planned in the annual lesson plan to be taught the skill by carrying out different listening tasks. However, it exists in the teaching material of grade 11 English text book on page ‘7’, ‘8’ and ‘9’. On page ‘8’, there is a listening task which asks students to listen their teacher and to take note about ‘African Union’ while teacher is reading the information about African union. Again on page ‘9’, students are asked to match words with their similar meanings by listening the dictation of their teacher.

Reading skill is planned and existed for three planning weeks throughout the lesson plan of Unit One. It includes in lesson of week ‘1’, ‘5’ and ‘7’. The same number of weeks, it exists in the teaching material of grade 11 English text book. It is found on page ‘11’ and ‘13’ having the titles of ‘Anthem of African Union’ respectively.

Telling to vocabulary in the lesson plan, it is planned to be taught for four planning weeks. It is planned on week ‘4’, ‘5’, ‘8’ and ‘9’ having the title of world formation, prefix, acronyms and word building according to the above order of weeks.

On the other hand, the lesson of grammar sub skill is planned throughout the whole weeks of the annual lesson plan confined with ‘Unit One’. It is planned to teach about adjectives, voices, present perfect tense, comparison reported speech, infinitive, clauses, modal verbs, conjunction and participles; however, only three topics of grammar are included on the material which are about voices, present perfect tense and simple past tense on page ‘10’, ‘20’ and ‘21’.

#### **4.6.5. The Checklist for the Analysis of the Lesson Plan Taken from Government (DejzmachWondirad) School**

The lesson plan (Annual) taken from the government school (DejzmachWondirad) is analyzed using the checklists that are presented in the form of questionnaire as follow.

<b>No</b>	<b>Question/Item</b>	<b>Answer /response</b>					
1	How many days/weeks are planned to teach the whole parts of ‘Unit One’?	One Day/ Week	Two Days /	Three Days/ Week s	Four Days/ Weeks	Five Days/ Weeks	More Than Five Days/More than five weeks

**Table 96**

The answer for question number ‘1’ is ‘20 days’. In other word, to teach the whole parts of ‘Unit One’, 20 days are required to conduct the lesson or carry out the activities of the unit which is entitled as the ‘African Union’.

<b>No</b>	<b>Question/Item</b>	<b>Answer /response</b>					
2	How many days /weeks does the lesson of writing skill appear throughout the lesson plan?	One Days/ week	Two Days/ weeks	Three Days/ weeks	Four Days/ weeks	Five Days/ weeks	More than Five days/ weeks

**Table 97**

The answer for question number ‘2’ is only for a week or one day which is particularly planned on the third week dating from 19/1/12 – 23/1/12 E.C to teach writing skills like speaking, reading and language focuses.

No	Question/Item	Answer /response
3	How many days/ weeks are each of the following macro and sub skills of English language planned to be taught or learned throughout the plan of ‘Unit One’?	Writing skill: _____ Speaking skill: _____ Listening skill: _____ Reading skill: _____ Grammar: _____ Vocabulary: _____

**Table 98**

The answer for question number ‘3’ is not similar for all skills since the teaching-learning frequency of each skills varies from skill to skill according to the lesson plan. For example, taking the writing skills alone, it is planned to be taught only for one day ( a week). It is the third week dating from 19/1/12-23/1/12 EC when the writing skill is planned to be conducted.

On the other hand, speaking skill is taken in to the account of the lesson plan to be taught or learned for two weeks dating from 12/1/12-16/1/12 and 19/1/12-23/1/12 EC on the second and third weeks respectively considering other skills.

However, listening skill is planned only for a week to be included in the lesson of week one or first week. It is mentioned the date from 5/1/12-9/1/12 on the first week.

Making analysis of the reading skill from the perspective of its frequency in the annual lesson plan, it is included for two weeks which are the second week from the total of three weeks considered to teach the whole parts of ‘Unit One’ entitled as ‘The African Union’. The exact dates for the two week traced back from 12/1/12 to 16/1/12 and 19/1/12 to 23/1/12EC on the second and third weeks respectively.

Lastly, both vocabulary and grammar sub-skills are incorporated only for a week and two weeks to be delivered till the completion of ‘Unit One’. The lesson of grammar is included on the second and third weeks under the sub title of ‘Language Focus’ dating from 12/1/12 to 16/1/12 and 19/1/12 to 23/1/12. However, the lesson of vocabulary is planned under the sub title of ‘Word Power’ purposively designed to achieve the objective of increasing the students’ word power which is also dating from 5/1/12 to 9/1/12 EC on the first week of the annual lesson plan in the same context of calendar.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary

The general objective of this study was to assess the practice of teaching writing skills in English language at private and government schools in the case of Hillside and DejazmachWondirad Schools: (Grade 11 in focus). Besides this, the study attempted to answer the following specific research questions:

- What approaches do English teachers employ in teaching writing skills in both private and government schools in Addis Ababa City?
- to what extent English language teachers integrate other language skills to teach writing skills in private and government schools?
- how many days do teachers teach writing skills in a week in the two school types ?

To achieve the research objectives and answer all the above research questions ,the researcher employed questionnaire, document analysis and observation as a means of data collecting instruments. Based on the collected data, analysis and interpretation, the following findings were obtained.

The first finding drawn from students' and teachers' questionnaire about the approaches of teaching writing skills clearly tells that 70% of private school (Hillside) students and 93% of government school (DejazmachWondirad) students provide their response as their teachers do not teach them about the approaches of teaching-learning writing skills and do not get the theoretical aspect of the lesson when they learn writing skills. Due to this, students do not know the names and the kinds of approaches of teaching-learning writing skills in English language in both private and government school contexts.

In the context of teachers also, all of the private (Hillside) and government (DejazmachWondirad) eleventh grader English teachers do not teach about the approaches of teaching-learning writing skills and their respective names when they teach writing skills in English language.

The other finding related to the frequency of teaching-learning writing skills on the side of students, private school students learn the theoretical facts about how to write a certain piece of writing in different levels of frequencies such as once, twice, three days, four days and five days in a week. However, government school students do not learn it since more than half of them that are 160 (66%) have chosen “Never” among the given alternatives.

There is also an encouragement which arises from English teachers in helping students to practice writing by giving the value of grammar, spelling, punctuation, etc. in their piece of writing even though less number of students do not agree about it.

However, students do not learn writing skills by considering the pre task, while task and post task activities practically at actual teaching-learning environment. In addition to this, in both school types as the result of students’ questionnaire indicates, teachers do not encourage students to write the required piece of writing following the steps of writing.

In government school (DejzasmachWondirad), students do not learn writing skills with a sample piece of writing to make the teaching-learning process easier to learn and write as well as in private school (Hillside) students do not learn the skill with a sample piece of writing provided by their teachers to make the learning easier and easier.

In both private (Hillside) and government (DejzasmachWondirad) Schools, students do not get a chance to be organized in pair and in group where it is necessary to learn the writing skills practically even though the practice of private school English students are better than government school students since 50% of respondents of Hillside School agree on it.

In teaching writing skills by integrating with other skills, private school (Hillside) eleventh grader students do not learn writing skills by integrating with other macro and sub skills of English language since 84% of the respondents have chosen “Never” in doing so, and in government school (DejzasmachWondirad), 69% of the total respondents (students) disagree as they do not learn it in an integrated way with other skills. Students in the two schools contexts do not get a constructive feedback immediately since 62% of private school and 75% of government school students respectively have responded in such way.

In private (Hillside) and government (DejzmachWondirad) schools, English language teachers give an opportunity to their students to choose a title to write about by using their background knowledge to compose a well-developed piece of writing. Private school students do it once and twice in a week, but it is once, twice and three days in a week in the context of government school.

The finding obtained from teachers' response about the frequency of teaching writing skills, teachers teach the theoretical or important facts about the way how to write a certain piece of writing in different frequencies, like once, twice, three and five days in a week. There is also an encouragement which arises from teachers to help students to write a paragraph or composition having the value of grammar, spelling, punctuating, etc. in the newly produced piece of writing three days, four days and five days in a week. Private school English language teachers teach writing skills by considering pre task and post task activities practically at the actual time of teaching the skill twice in a week whereas government school teachers (DejzmachWondirad) do it in that way once and twice in a week, but 25% of them never teach the skill in considering the pre task, while task and post task activities. Teachers encourage students in both school types to write a piece of writing in following all steps of writing three days and five days in a week. They do not teach writing skills with a sample piece of writing in the actual classroom environment once, twice, three and four days in a week. Teachers also organize students in pair and in group to write a piece of writing where it is necessary at Hillside and DejzmachWondirad Schools with having variation in its frequency like once and three days in a week.

Both schools English language teachers give an immediate feedback to their students on their piece of writing once, twice, three and four days in a week having different variations of frequency between the two schools. They give also an opportunity to their students to choose a title to write about based on their interest for using their background knowledge to write a well-developed piece of writing once and twice in a week.

The finding related to the practice of teaching-learning writing skills with an integrated manner with other skills, students do not learn writing skills by integrating with other English language skills based on the collected data in both private (Hillside) and government (DejzmachWondirad) schools because 69% and 84% of the respondents (Students) respectively give their response as they do not learn it accordingly.

However, all English teachers in the two schools give their response as they teach the skill by integrating it with other English language skills once, twice, four days and five days in a week.

They teach grammar, speaking and vocabulary skill and sub skills, but 75% of government school teachers and 67% of private school English language teachers teach writing skills by integrating with grammar sub skill. On the other hand, vocabulary sub skill in private school (Hillside) and speaking skill in government school are taught by less number of teachers in the same way covering 33% and 25% of the total respondents (teachers).

In the classroom observation session also, in both schools, teachers (English language) teach grammar sub skill more frequently; there is a practice of teaching writing skill by integrating it with reading skill when they teach English literature at the time of students are require to rewrite the theme, plot, etc. of the short story entitled as 'The Necklace' in short in private school (Hillside). Vocabulary and reading skills are, taught in both schools context separately.

The finding obtained from the document analysis, there is no the lesson of writing skills in the document taken from students' exercise book from private (Hillside) and government (DejzmachWondirad) schools. Feedback is not given line by line rather only the signature of the teacher on four parts of the selected document.

The government school (DejzmachWondirad) teaching material consists of the lesson of writing skills to be delivered for two days, but it does not have the theoretical facts like the approaches of teaching or learning writing skills in English language. In addition to this, no pre task, while task and post task activities to carry out the lesson of the skill. Nevertheless, there is an attempt to teach writing skills in an integrated manner with reading, speaking and listening skills. The same is true about teaching material prepared by the government which is used by the private (Hillside) school.

English language and literature teaching materials prepared by Hillside school have the lesson of writing skills. The lesson of writing skills which is found in the grammar teaching material has the theoretical concept about forms of outlining, personal and business letters.

The pre task, while task and post task activities are not presented to teach the lesson in the required manner including the approaches of teaching-learning writing skills.

In the teaching material of English literature, there are writing skill lessons that appear only on two pages on the text (Unit One), but it does not have the theoretical concept, approaches of teaching the skill, pre task, while task and post task activities of teaching-learning writing skills.

The finding related to the lesson plan, writing skill is planned to teach it accordingly , but that was not practiced in the actual teaching-learning environment as it is proven from the classroom observation session and document analysis of students' exercise book in government school (Dejazmatch Wondirad School) and Private school (Hillside).Moreover, the lesson of writing skills is not included under the lesson plan to be taught as other English language skills to build communicative competence in Hillside (Private) school.

## **5.2. Conclusion**

The teaching materials do not have the theoretical inputs regarding writing skills. Therefore, materials (teaching) should have it to guide learners to master and practice the lesson easily together with the concept of the approaches of teaching-learning the skill.

- ⇒ The lesson of writing skills does not have pre task, while task and post task activities to teach or learn the skill practically.
- ⇒ Both schools do not have the same teaching material to teach writing skills in particular and English language in general.
- ⇒ Students are not encouraged to write a piece of writing following the steps of writing.
- ⇒ Teachers do not give an immediate feedback appropriately considering the spelling, grammar, punctuation, etc of the written text on students' exercise book.
- ⇒ The frequency of teaching writing skills must be balanced with other macro and sub skills like grammar to build communicative competence.
- ⇒ Teachers do not teach writing skills by integrating with other skills practically in both schools.
- ⇒ Teachers do not give an opportunity for students to choose a title to write about by using their own background knowledge in the two school types in the same degree.
- ⇒ The lesson plan (annual) does not incorporate all skills fairly like the teaching materials according to its importance.
- ⇒ Teachers do not teach writing skills by integrating with other skills in English language in their actual classroom practice in both school.

### 5.3. Recommendations

Relying on the findings of the study and conclusions drawn from the analysis and interpretation of the data and the document, the researcher forwarded the following recommendations which could be fruitful to improve the practice of teaching writing skills in private and government schools in the case of Hillside and DejazmachWondirad schools.

- ❖ The teaching materials in private (Hillside) and government (DejazmachWondirad) schools should equally incorporate all language skills to build language competence like writing skills in the context of the study.
- ❖ Writing skills in English language needs to be taught or learned with an integrated manner with other skills in the actual teaching learning environment.
- ❖ The frequency of teaching writing skills should be balanced in the number of days to be delivered parallel with other skills such as grammar.
- ❖ To have a successful practice of teaching writing skills, schools should develop similar teaching material at the same grade level having the appropriate syllabuses of teaching and learning the skills in English language.
- ❖ When teachers teach writing skills, they should teach their learners to know about the approaches of teaching-learning writing skills in English language concurrently (at the time of delivering the lesson).
- ❖ The teaching materials and the lesson plan (annual) should check the existence of each skill fairly to teach or learn it accordingly.

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# APPENDICES

## Appendix 1

### Teachers' Questionnaire

#### Dear teachers,

This questionnaire is designed for the purpose of collecting data for the completion of MA Thesis in ELT at Addis Ababa University regarding the practice of teaching writing skills in private and government schools that are found in Addis Ababa City. So, your genuine response to the questions provided below will have a significant contribution for the successful completion of this study .For this reason ,you are kindly requested to give your response genuinely for the items listed below.

Note: You need not to write your name on this questionnaire.

#### **Part 1:** Teachers' Profile

##### Direction1.1

The following items are designed for you to provide your personal information .Please go through each item and give your appropriate information by putting a tick (√) mark in going through each item.

Sex: Male  Female

Age : 21-25  26-30  31-35  36-40  Above 40

Field of study: \_\_\_\_\_

Qualification BA  BEd  MA  PhD

Year of Work Experience: 1- 4  5-8  8-12  Above 12

**Direction 1.2:**

**Note:**

FA=Five days in a week

FRA=Four days in a week

TRA=Three days in a week

TWA=Two days in a week

OA=Once in a week

Never

(Source: Adapted from former research with a significant modification)

No	Questions related to the frequency of teaching writing skill in a week	FA	FRA	TRA	TWA	OA	Never
1	I teach important facts about the way how to write a certain Piece of writing.						
2	.There is an encouragement which arises from me to help the students to write a paragraph /composition having the value of grammar ,spelling, punctuation, etc in the newly produced writing.						
3	I teach writing skills in considering the pre task ,while task and post task activities practically at the actual time of teaching the skill.						
4	I encourage students to write a piece of writing in following all steps of writing .						
5	I teach writing skills by showing a sample piece of writing in the class room.						
6	I organize students to write a piece of writing in pair and group where it is necessary.						

7	I teach writing skills by integrating with other English language skills							
8	I give an immediate feedback for students on their piece of writing.							
9	I give an opportunity to the students to choose a title to write about based on their interest for using their background knowledge to write a well developed piece of writing.							
10	Please mention here below if you have more things that you do when you teach the writing skills in the classroom besides all items listed above. _____ _____ _____ _____ -							

## Appendix 2

### Students' Questionnaire

#### የተማሪዎች መጠይቅ

#### Dear Students,

This questionnaire is mainly designed to the students for the purpose of collecting data for the completion of MA Thesis in ELT at Addis Ababa University regarding about the practice of teaching writing skills in private and government schools found in Addis Ababa City .So, your genuine response for each questions has a significant contribution for the successful completion of this study . For this reason, you are kindly requested to give your response for the following items genuinely .

#### ውድ ተማሪዎች፦

ይህ መጠይቅ በዋናነት የተዘጋጀው ለተማሪዎች ሲሆን ዋና ዓላማውም በ አዲስ አበባ ዩኒቨርሲቲ በ እንግሊዘኛ ቋንቋ በማስተማር ሙያ ለ ሁለተኛ ዲግሪ የመመረቂያ ፅሁፍ ማሟያ የሚሆን መረጃ ለመሰብሰብ ነው። በመሆኑም ይህ ስራ በተገቢው ሁኔታ እንዲጠናቀቅ የእናንተ ተሳትፎ መጠይቁን በተገቢ ሁኔታ በመሙላት በኩል እጅግ አስፈላጊ ስለሆነ ይህንን ተገንዝባችሁ መጠይቁን እጅግ እውነታ በሆነ መልኩ በመስራት ትተባበሩኝ ዘንድ እጠይቃለሁ።

Note:

#### ማስታወሻ፦

FA=Five days in a week

= አምስት ቀናት በሳምንት

FRA=Four days in a week

= አራት ቀናት በሳምንት

TRA=Three days in a week

= ሶስት ቀናት በሳምንት

TWA=Two days in a week

= ሁለት ቀናት በሳምንት

OA=One day in a week

= አንድ ቀን በሳምንት

Never

= ፈፅሞ ሁኖ አያውቅም

(Source:Adapted from former research with a significant modification)

No ቁጥር	Questions related to the frequency of learning the writing skills. የፅሁፈት ክህሎትን በመማር በኩል ያለው ድግግሞሽ።	AF	FRA	TRA	TWA	OA	Never
1	We learn the theoretical facts about the way how can we write a certain piece of writing . እንዴት መጻፍ እንዳለብን በፅንሰ ሀሳብ ደረጃ ያሉ እውነታዎችን እንማራለን።						
2	There is an encouragement which arises from our English teacher to help us to write a paragraph/composition by giving the value of grammar ,spelling, punctuation, etc in our writing. የሠዎሠው ህግ ፣ ሆሄ ፣ ስርዓተ-ነጥብ እና የመሣሰሉትን ዋጋ በመስጠት አንቀፅ /ድርሠት እንድንፀፍ የእንግሊዘኛ ቋንቋ መምህራችን / መምህርታችን ያበረታቱናል።						
3	We learn writing skills in considering the pre task ,while task and post						

	<p>task activities practically at the actual teaching learning environment</p> <p><b>የፅሁፈት ክህሎትን የምንማረው ቅድመ መፅሀፍ ፣ በፅሁፈት ሠዓት ፣ እና ከ ፅሁፈት በኋላ ያሉ ተግባሮችን ባገናዘበ መልኩ ነው።</b></p>						
4	<p>We are being encouraged by our English teacher to write the required piece of writing following the steps of writing.</p> <p><b>የእንግሊዘኛ ቋንቋ መምህራችን / መምህርታችን የ ፅሁፈት ቅደም ተከተልን ተከትለን እንድንፀፍ ያበረታቱናል።</b></p>						
5	<p>We learn writing skills with a sample piece of writing by our English teacher to make our learning of the skill easier to learn and write.</p> <p><b>የፅሁፈት ክህሎትን የምንማረው ትምህርቱን በቀላሉ ለመማር እና ለመጻፍ መምህራችን / መምህርታችን የናሙና ፅሁፍ በማቅረብ ነው።</b></p>						
6	<p>Our English teacher organizes us in pair and in group where it is necessary to learn the writing skills practically.</p> <p><b>የፅሁፈት ትምህርትን በተግባር ለመማር ሲባል የእንግሊዘኛ ቋንቋ መምህራችን / መምህርታችን በቡድን እና በጥንድ እንደአስፈላጊነቱ ያደራጁናል።</b></p>						
7	<p>Our English teacher teaches us the writing skills by integrating it with other macro and sub skills.</p> <p><b>የእንግሊዘኛ ቋንቋ መምህራችን / መምህርታችን የፅሁፈት ክህሎትን ከሌሎች የቋንቋ ክህሎቶች ጋር በማዋሃድ ያስተምሩናል።</b></p>						
8	<p>Our English teacher provides us a constructive feedback</p>						

	<p>immediately about our piece of writing.</p> <p><b>የእንግሊዘኛ ቋንቋ መምህራችን /መምህርታችን ፅሁፋችንን በተመለከተ ገንቢ አስተያይቶ ይሠጡናል።</b></p>					
9	<p>It is a good opportunity that our English teacher gives us a chance to choose a title to write about by using our background knowledge to compose a well developed piece of writing.</p> <p><b>የእንግሊዘኛ ቋንቋ መምህራችን /መምህርታችን የቀደመ እውቀታችንን ተጠቅመን እንፅፍ ዘንድ ርዕስ መርጠን እንድንፅፍ እድል ይሠጡናል።</b></p>					
10	<p>Please write down here other activities that your English teacher does to teach you the writing skills if any.</p> <p><b>የእንግሊዘኛ ቋንቋ መምህራችን /መምህርታችን የፅሁፈት ክህሎትን ለማስተማር ሌላ የሚያከናውኗቸው ተግባራት ካሉ እዚህ ክስር ይዘርዘሯቸው።</b></p> <p>_____.</p> <p>_____.</p> <p>_____.</p>					

## Appendix 3

### Teachers' Questionnaire

**Dear Teachers,**

You are required to do the following questions accordingly about the approaches that you employ while you are teaching writing skills for implementing the following activities .Please attempt all the items given below by putting a tick (√) mark on your choice that consists of a number of days in which the given activities are being implemented below in the form of choice. Here I would like to remind you to provide your genuine response for each items.

1.Do I teach about the types of approaches and its concept that will be employed to teach the writing skills?

Yes  No

2. If your answer is 'Yes' for question number '1', how many approaches are there in English that will be employed to teach writing skills?

One  Two  Three  Four   
Five

3.Please explain the concept of each approaches in brief here (If your answer is 'Yes' for question number '1')

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## Appendix 4

### Teachers' Questionnaire

#### Dear Teachers,

The following the items that are designed to be given for teachers teaching at government and private schools to collect data related to the practice of teaching writing skills integrating with other language skills .So, you are kindly requested to give your genuine response for each items given below accordingly.

1.Do I teach the writing skills in an integrated manner with other language skills?

Yes  No

If your answer is 'Yes' , for how many days do you teach the skill by integrating it with other language skills in a week?

Five days  Four days  Three days  Two days  One day   
Never

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Again if your answer is 'Yes' for the above question ,in which language skills that you integrate to teach the writing skills practically?

\*Speaking

\*Reading

\*Listening

\*Grammar

\*Vocabulary

\*Write here if any other.

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## Appendix 5

### Students' Questionnaire

#### የተማሪዎች መጠይቅ

##### Dear Students,

You are required to do the following questions accordingly about the approaches that you experience while you are learning writing skills .So, please attempt all the items given below by giving the appropriate response for each questions.

##### ውድ ተማሪዎች፦

ቀጥሎ የቀረቡት ጥያቄዎች በእንግሊዘኛ ቋንቋ ውስጥ የፅህፈት ክህሎትን ለማስተማር ወይም ለመማር ጥቅም ላይ የሚውሉ ዘዴዎች ወይም የአቀራረብ አይነቶችን በተመለከተ ነው። ስለዚህ ቀጥሎ የቀረቡትን ጥያቄዎች በተገቢ ሁኔታ ትክክለኛ መልሳቸውን ስጡ።

1.Does your English teacher teach you about the approaches of learning writing skills?

የእንግሊዘኛ ቋንቋ መምህራችሁ /መምህራታችሁ የፅህፈት ክህሎት የመማር ዘዴዎችን ያስተምራሉ?

Yes

No

አዎ

አይደለም

2.If your answer is 'Yes' for question number '1', how many approaches are there in teaching or learning the writing skills?

መልሳችሁ <አዎ> ከሆነ ስንት ዓይነት ዘዴዎች አሉ?

One

Two

Three

Four

አንድ

ሁለት

ሶስት

አራት



## Appendix 6

### Students' Questionnaire

#### የተማሪዎች መጠይቅ

##### Dear Students,

The following are items that are designed to be given for students to collect data related to the practice of learning writing skills integrating with other language skills .So, you are kindly requested to give your genuine response for each items given below accordingly.

##### **ውድ ተማሪዎች፦**

ይህ መጠይቅ በዋናነት የተዘጋጀው ለተማሪዎች ሲሆን መጠይቁም በዋናነት የዕህፈት ክህሎትን ከሌሎች የቋንቋ ክህሎቶች ጋር አዋህዶ መማርን ይመለከታል። በመሆኑም ለሚከተሉት ጥያቄዎች እንደየ ሁኔታው ተገቢውን መልስ እንድትሰጡ እጠይቃለሁ።

1.Do we learn the writing skills by integrating with other language skills?

የዕህፈት ክህሎትን ከሌሎች የእንግሊዘኛ ቋንቋ ክህሎቶች ጋር በማዋሃድ እንማራለን?

Yes  No

አዎ አይደለም

2.If your answer is 'Yes' for the above question, for how many days do you learn in such a way in a week?

ለጥያቄ ቁጥር'1' መልሳችሁ <አዎ> ከሆነ ለምን ያክል ቀናት በሳምንት ውስጥ በዚህ መልኩ ትማራላችሁ?

Five days  Four days  Three days  Two days  One day

ለአምስት ቀናት ለአራት ቀናት ለሶስት ቀናት ለሁለት ቀናት ለአንድ ቀን

Never

ፈፅሎ ሁኖ አያውቅም

(Source: Adapted from former research with a significant modification)

3. Again if your answer is 'Yes' for question number '1', in which language skills that you learn in an integrated manner when you learn writing skills in English language class?

ለጥያቄ ቁጥር '1' መልሳችሁ <አዎ> ከሆነ ከየትኛው የቋንቋ ክህሎት ጋር ነው በዚህ መልኩ (በተዋሃደ) የምትማሩት?

\*Speaking Skill  \*Grammar  \*Reading Skill  \*Listening Skill

በመናገር ክህሎት  ሰዋሰው ማንበብ ክህሎት ማዳመጥ ክህሎት

\*Vocabulary

ቃላት

Write here if any other.

ሌሎች ካሉ ከዚህ በታች ያፍ/ፊ።

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## Appendix 7

### Classroom Observation Checklists

The following are the checklists that the researcher will use to check how the teaching –learning practice of writing skills will be conducted in the classroom.

1 .Does the teacher teach the theoretical facts about the way how to write a certain piece of writing?

Yes  No

2.Is there any encouragement which arises from the assigned English teacher to help students to write a paragraph /composition by valuing its grammatical structure, spelling, punctuation, etc at the time of teaching the skill?

Yes  No

3.Does the teacher teach the writing skills in considering the pre task, while task and post task activities practically at the actual teaching-learning environment?

Yes  No

4.Does the teacher encourage the students to write following all steps of writing?

Yes  No

5.Does the teacher teach the writing skills with a sample piece of writing to make the teaching of writing skills easier to learn and write?

Yes  No

6.Does the teacher organize students in pair and in group where it is necessary to teach the skill practically?

Yes  No

7.Does the teacher teach the writing skills by integrating the skill with other macro and subskills of English Language?

Yes  No

If 'Yes', which language skills were being integrated to teach the writing skills? (Write here).

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8.Does the teacher provide a constructive feedback immediately for his /her students on the piece of writing they wrote?

Yes  No

9.Does the teacher give a chance for students to choose a title by their own to write a well developed piece of writing by using their prior knowledge about it?

Yes  No

10.Does the teacher teach about the approaches of teaching or learning writing skills in English Language class?

Yes  No

If 'Yes', what were they?

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## **Appendix 8**

**The Document Taken from Students' Exercisebook (HillSide) School**

## **Appendix 9**

**The Document Taken from Students' Exercisebook(DejazmachWondirad) School**

## **Appendix 10**

**The Sample Teaching Material Taken from Government (DejzmachWondirad) School**

## **Appendix 11**

**The Sample Grammar Teaching Material Taken from Private (HillSide) School**

## **Appendix 12**

**The Sample English Literature Teaching Material Taken from (HillSide) School**

## Appendix 13

**The Lesson Plan(Annual) Taken From Government (DejasmachWondirad School)**

## **Appendix 14**

### **The Lesson Plan (Annual) Taken from Private (HillSide) School**