

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**FACULTY OF LANGUAGE STUDIES**

**A STUDY OF THE PRACTICE OF TEACHING WRITING SKILLS:  
THE CASE OF BAHIR DAR UNIVERSITY**



**BY**  
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**MAY, 2011**  
**ADDIS ABABA**

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**BY: DESALEGN SIMACHEW**

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## **List of Abbreviations**

**I<sub>1</sub>**- Respondent Instructor 1

**I<sub>2</sub>**- Respondent Instructor 2

**I<sub>3</sub>**- Respondent Instructor 3

**I<sub>4</sub>**- Respondent Instructor 4

**I<sub>5</sub>**- Respondent Instructor 5

**Instructor 1**- Observed and Interviewed Instructor 1

**Instructor 2**- Observed and Interviewed Instructor 2

## **Abstract**

*The main objective of this study is to assess how the teaching of writing skill is being implemented at Bahir Dar university English major instructors and the corresponding students taught by them (as a source of data only). In achieving the stated objectives; purposive, comprehensive and random sampling techniques were employed to determine the participants of the study. In collecting data from these participants, classroom observations, questionnaires (administered for both instructors and students) and semi structured interviews with two instructors were employed. Latter on, the obtained data was presented, analyzed and interpreted both qualitatively and quantitatively. The data obtained from the classroom observations and instructors' interviews were analyzed in an intermingled way with the instructors' questionnaire. Where as, the data obtained from the students' questionnaire is presented separately.*

*The findings of the inquiry revealed that the instructors do not have a clear cut approach that they frequently use in teaching writing skill. Nevertheless, as the study indicates the instructors sometimes employ a product approach and sometimes process approach depending on the time scheduled for the course. However, the study designates that they hardly employ the genre based approach in teaching writing skill. In addition, the study also shows that instructors frequently carry out (practice) reading skill while teaching writing skill. Besides, as the study reveals, speaking and listening skills are also sometimes practiced concurrently in the teaching of writing skill. However, instructors and the corresponding students hardly put vocabulary and grammar language elements in to practice in writing skill lessons. Moreover, the investigation shows that the instructors sometimes carry out reading, speaking, and listening skills at a time while teaching writing skill. However, they hardly integrate all of the language skills with writing skill in tandem. Furthermore, the study illustrates that instructors, while teaching writing skill, do not consider the students' interests; preferences and day to day life experiences in providing the writing topics up on which the students practice the rest of language skills in their writing skill lessons. Besides, instructors hardly provide project works in order that students work cooperatively for such purposes. The study also indicates that impediments that are related to the students, the instructors themselves, the classrooms, and the university (department) directly or indirectly hampered the teaching of writing skill not to be effective.*

*Finally, In light of these findings, it is recommended that instructors would be more effective in teaching writing skill if they follow the process approach as claimed by many scholars. Besides to these the university (department) need to follow the annual and semester schedules strictly, increase the time allotted for the course, minimize the number of students grouped in each section, increase the accessibility of computers, photocopy machines, books in the libraries, and the like facilities to make the teaching of writing skill more effective.*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Some decades before, the teaching of English as a foreign language was not satisfactory due to the use of ineffective teaching approaches, methods and techniques. However, since the 1960s the teaching and learning process has been showing dynamic changes due to the innovation of new teaching and learning theories, linguistic theories, as well as language pedagogy. Even, currently different scholars changed their emphasis from language theories to the language pedagogy; focusing on the teaching of language skills. The prominent rationale for this lays on their belief towards the unlimited significance of mastering these language skills than theoretical assumptions (Richards and Rodgers, 1986, 2001; Harmer, 1983; Richards, 1990).

From the four macro skills, writing is the one that has got more emphasis in the teaching-learning process currently due to its significance. Writing skill more prominently is important for elites and language learners who spend most of their time at different educational institutions and other organizations than others. Supporting this idea, Richards (2003) and Hyland (2003), for example, pointed out that a well developed writing skill is important for learners both in its academic role and as a means of communication in a community. According to their view this can be possible if practitioners (learners) learn writing effectively with the help of effective teachers, teaching techniques and if ample practice is made in the classroom. Moreover, many language researchers believe that a well developed writing skill is vital 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 the English language classroom is undertaken as an aid to learning, for example, to consolidate the learning of new structures or vocabulary or to help students remember new items of language.”* By this point, Hedge entails that while the 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.

Moreover, Pincas (1982) stated that writing is an integral part of every day life, and therefore teachers should be able to use appropriate teaching techniques and practices so that students progress in their writing skill. The other value of writing skill is that it allows the writer to forward and share what is in his mind to his/her audiences (readers). Supporting this view, Hedge (1988: 9) also mentioned that "*Most of the writing we do in real life is written with a reader in mind: a friend, a relative, a colleague, an institution or a particular teacher.*" Due to all these and many other roles of writing skill, teachers and students in the current teaching-learning context need to have a detailed know-how regarding how to implement this skill in the classroom. According to Raimes (1991) and Raimes (1983), for example, the teaching of writing skill should consider the form, writer, content, and reader in a balanced way throughout the practice sessions in the class room. Therefore, according to the aforementioned experts and others' views, language teachers are advised to employ appropriate teaching techniques, with effective classroom practices. However, many experts claim that writing skill is a difficult and more challenging skill as compared to other skills by its nature. Scholars say that the ability to write well is not a naturally acquired skill. Rather, they claim it is a skill which needs more effort, extended time, and a good teacher that can manage and properly guide the learners during the practice session. According to Grabe and Kaplan (1996), writing is a technology, a set of skills which must be practiced and get improved with the help of appropriate teaching techniques from the side of teachers.

Moreover, Writing needs a sort of practice in all environments, particularly in the formal classroom situations inline with the clue forwarded by the teacher. Supporting this idea, Pearsall and Cunningham (1988) advocated that the teaching of writing is a 'hard work' which needs much effort on the side of language teachers to manage and instruct the classroom properly.

To this end, this paper is designed to assess how appropriately BahirDar university language instructors are implementing the teaching of writing skill in the classroom.

## 1.2. Statement of the Problem

As it is explained in the background, writing skill plays a vital role for different aspects of life nowadays. The skill more prominently is valuable at different institutions and day to day life experiences of a community. However, many experts around the skill claim that the teaching of writing skill is a difficult and more challenging task both for the teachers (instructors) and students in the teaching-learning process. Thus, experts reminded writing skill teachers to understand different teaching approaches, methods and principles taking the students' background and current abilities in to consideration. For example, according to Byrne (1988) and Hyland (2003) since writing is a difficult skill to acquire at once, it demands teachers' contribution to be clear about the methodological principles and the purpose that they have in teaching it.

However, as to literature many scholars and researchers abroad criticize that the teaching of ESL/EFL writing is not practically implemented well in the second and foreign language classrooms nowadays. Liu (2000: 38), for example, argued that "..... *skill of writing is the problem that plagues many ESL students. How to help students overcome the problem has long been a challenge to ESL teachers.....*" Spaventa (n.dt: 47), on the other hand, also claimed that ".....*many teachers of English as a foreign language put off the teaching of writing until students reach their higher levels of proficiency.....*" By these points, Spaventa and Liu argued as the teaching of writing skill is not properly carried out in ESL and EFL classes currently.

Similarly, in the context of our country, different complains were being raised towards the teaching-learning practices of writing skill at BahirDar university. As far as my experience is concerned, such complains are mainly inclined to instructors rather than the learners. The Students were being heard complaining on their instructors incase they were not making efforts for their learning in writing skill courses. In addition, the present researcher was also faced with and shares such complains while learning writing skills at undergraduate level. Therefore, this is on this ground that the researcher is initiated to investigate the actual practices of the teaching of writing skill at the stated area; believing that the findings at the end may throw a sort of light in minimizing such problems.

Concerning this, as far as the researcher knows, there is no any systematically scientific based collected data that portrays how writing skill is being taught as it is intended to be in the university until the present time.

However, even if there is no any investigation concerning how the teaching of writing skill is practiced prior to this study, there were some researchers who have been conducting a study on problems that are related to the skill in general.

Primarily, Alamirew (2005) studied on the relationships between self efficacy, writing instructions, and the writing performances of grade twelve students .He also studied students' and teachers' beliefs about the teaching and learning of writing skill. In his investigation he concluded that the writing instructions provided by the plasma television teacher and the classroom teachers were ineffective. As to his finding, due to this and other factors the students' writing performance was almost low. Besides, his finding indicated that grade twelve students' attitude and belief towards learning writing skill was positive even if their performance was not satisfactory.

Italo (1999), on the other hand, conducted an investigation regarding a comparative study on the effectiveness of teachers' versus peer feedback on Addis Ababa university students' writing revisions. In his study, he concluded that there was no significant difference between peer feedback and the feedback provided by the classroom language teachers (instructors).

Moreover, Geremew (1999), in his doctoral dissertation, explored that students' writing skills at different faculties of AAU is poor to deal on a given topic both in content and form. In his investigation, he concluded that students were unable to identify the relevant information from the irrelevant one. Besides, he also found out that students were incapable of organizing (composing) an in information (connected discourse) meaningfully.

In addition, Misrak (2007) also made a study on different points related to teaching writing skill through the satellite plasma television at grade nine. Her finding indicates that the plasma television teacher had a defect on time allotment while teaching writing skill. Her finding also

concluded that the classroom teacher and grade nine students had a negative attitude towards the writing lessons provided by the plasma television.

Finally, Mulugeta (1997) also made an attempt to identify the writing strategies used by urban planning college students. In his study, he concluded that the Meta cognitive strategy was highly used by college learners than the other strategies. He also noticed that the affective strategy was not that much employed in learning the skill both inside and out side the classrooms.

However, none of all the above researchers made their investigation on how the teaching of writing skill is being practiced at university level. Therefore, to this end there is a gap which has not yet touched on the current practices of teaching writing skill. As a result, this study is designed to fill this gap by investigating points that are related to the current teaching of writing skills at Bahir Dar University.

### **1.3. Objectives of the study**

In order to deal on the problem stated above, this inquiry is aimed to achieve the following general and specific research objectives at the end of the over all accomplishment.

#### **1.3.1. General objective**

The main objective of the study is:

- ◆ To assess the practice of the teaching of writing skill.

#### **1.3.2. Specific objectives**

- ◆ To identify the approaches that language instructors employ in teaching writing skill.
- ◆ To find out to what extent instructors integrate other language skills in the teaching of writing skill.
- ◆ To explore the impediments that hamper the practice of the teaching of writing skills, if there are any.

## **1.4. Research Questions**

In order to achieve the above stated objectives effectively, this investigation attempts to focus on the following research questions.

### **1.4.1. Basic Research Question**

The main research question that this paper aimed to answer is:

- ◆ How do language instructors practice the teaching of writing skill?

### **1.4.2. Specific research questions**

Under the above basic research question, the following specific research questions were intended to be answered.

- ◆ What approach (es) do instructors employ in teaching writing skill?
- ◆ To what extent do instructors integrate other language skills in the teaching of writing skill?
- ◆ What are the impediments that hamper the practice of teaching writing skill, if there are any?

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

After the accomplishment of this investigation, the over all research is assumed to be important for the following concerned bodies:

- ◆ To in-service and pre-service teacher training institutions by providing a basis for understanding how best to implement the teaching of writing skills.
- ◆ To students who learn writing skill in adjusting themselves with the approach that the instructors employ in teaching the skill.

- ◆ For curriculum (syllabus) designers in preparing different teaching materials after identifying how best writing skill can be taught by reducing the impediments that hamper the teaching-learning process.

## 1.6. Delimitation of the Study

Even though there are many higher institutions (colleges and universities) in our country, Ethiopia at which writing skill is being taught, this investigation is delimited to BahirDar university language instructors and the corresponding students taught by them merely. Moreover, this inquiry is only delimited to investigate the practice of the teaching of writing skill at the target research area. More specifically, the study in its scope is delimited to: identify the approach (es) that instructors employ to teach writing skill, find out to what extent instructors integrate other language skills in the teaching of writing skill through the approach that they employ, and to explore the impediments (if there are any) that hamper the implementation of the teaching of writing skills.

## 1.7. Limitations of the Study

In conducting this inquiry, the following limitations were faced by the researcher.

- ◆ Because this inquiry is conducted on one university only due to shortage of time, conclusions obtained from such a narrow study area may not be generalized to and even may not serve in the context of other universities.
- ◆ Even if investigating the positive determinant factors in the teaching of writing skills is indispensable, this inquiry focuses only on the negative impediments due to limitation of time.
- ◆ Although document analysis was intended to be made on the module that instructors and students use in the teaching-learning process, it was not accomplished since there was no any deliberately prepared module for teaching purpose.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

In this chapter literatures that are related to writing skill in general, and the objectives of this inquiry in particular are presented.

#### **Introduction**

According to many writing skill experts, compared to other language skills, writing skill is more complicated and challenging skill to attain and be equipped with it at once within a short duration. Rather, it needs ample practice and extended time to achieve it well. Supporting this idea, Langan (1987) and Gunning (1998), fore example, claimed that writing skill is difficult, more complex and more abstract than speaking reading, and listening skills. Even, it is the lastly attainable skill as compared to the other skills. On the other hand, Pearsall and Cunningham (1988) as well as Emmons (2003) claimed that writing is a skill which needs the practitioners' devotion of more time and of energy to express their ideas, feelings and emotions effectively and meaningfully. According to these experts and others' views, the skill of writing unlike to other skills is more challenging that could not be improved at once. Rather, it needs flexible time. Nevertheless, as it is noted by Hyland (2003) and Dana and John (2005), language teachers, particularly at an advanced level need to employ appropriate teaching approaches and principles that can be used as cornerstones for learners in practicing the skill.

#### **2.1. The Nature and Definition of Writing**

##### **2.1.1. The nature of writing**

As stated in the introduction section above, writing is the most challenging skill to acquire at once. What makes it a difficult task is more or less related to the parameters that the writer should consider to produce a good text and to put his/her idea on a flat paper effectively. This is to mean that it is highly related to the vocabulary, organization mechanics, content and the like parameters of a good written language usage (Grabe and Kaplan, 1997).

In addition to this, Byrne (1988:4) further elaborates that teaching and learning writing skill is a challenging and difficult skill in its psychological, cognitive and linguistic aspects of the teacher and the learners in particular while both of them are on the practice session. In line with this, Brown (2007) also argued that Writing is a complex activity which involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas on to paper in a way that is intelligible to other audiences or readers. By this point, Brown entails that the skill of writing needs the writer to think deeply on the intention that he/she wants to express, how he/she organizes ideas coherently and in a unified manner, the diction of words that he/she uses to express ideas, as well as to what extent the text captures the readers' interest through out the accomplishment of reading the whole text.

Moreover, according to Marselina (2009) learning to write in either a first or second language is a difficult task that a learner encounters. In addition, Marcelina added that learning to write is a difficult and lengthy process which induces anxiety and frustration on many language learners, writing skill practitioners in particular. This implies that learning to write is not just a question of developing a set of mechanical (orthographic) skills. But it also involves learning a new set of cognitive and social aspects depending on which the writer produces various written texts.

### **2.1.2. Definition of writing**

Many language scholars forwarded their own definitions by taking the different characteristics and features of writing skill in to account. Byrne (1988: 1), fore example, forwarded the following point in defining writing: "*Writing is the act of graphic symbols on a flat surface, and latter it is more than the production of graphic symbols... ..*" By this definition Byrne points out that writing is not simply putting letters on a flat paper, but it is a way of transmitting certain information through a systematic and logical arrangement of those symbols in the way that they convey a certain message meaningfully.

Moreover, writing skill is also defined by Lyons and Heasley (1984:209) as :

*Writing is a communicative occurrence between a writer and an intended reader in which the writer creates a discourse with the imagined reader and*

*derives from this a text by which an actual reader may approximate to the original discourse.*

This in other words means that writing is a bridge which relates the writer with his/ her audience-a reader in exchanging ideas, opinions, views and other information across a certain time and place. Besides, Lyons and Heasley further explained that before writers put their ideas on a white paper, they need to consider the audience to whom they are writing for.

Arapoff (1976: 8), on the other hand, defined writing as “*writing is much more than an autographic representation of speech; it is most importantly, a purposeful selection of experience....*” Arapoff further argued that writing is a skill which involves a step by step activity from planning to publishing that has a recursive nature when we see it as a process; so too is the teaching of the skill in the classroom situation.

Kelly (1999) also explained writing as *a deliberate and more fully thought skill* and that needs much emphasis from the part of the writer in crafting words appropriately for the right effect. This expression implies that writing is a skill which needs the writer in selecting and arranging words in their appropriate flow to convey meaningful message. Due to this and many other rationales writing needs to be appropriately carried out in the classroom so that it will be gradually improved and at the end mastered by practitioners. This could be achieved through the implementation of effective and appropriate teaching techniques with ample practices by classroom language teachers and learners.

## **2.2. The Aim of Teaching Writing Skills**

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 within a short period of time. Therefore, Byrne and Hyland explain some of the purposes for teaching writing skill that should be considered by language teachers as a goal to be achieved at the end. On one hand, they have to be aware that writing is a skill which provides learners with different learning styles and learning needs. For example, learners

who do not learn easily through oral interaction will feel more comfort if they are allowed to learn through writing and reading integratively. For such learners writing is aimed as retention for them. In addition, written work provides learners with some tangible evidences as if they are progressing in acquiring the language. Besides, Byrne (1988) also explains that teaching writing through effective techniques serves as a break from practicing other aspects of a language. Finally, according to Byrne (1988: 6-7), teaching writing serves for both formal and informal aspects of life in the community in which we are living. In addition 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.*" Moreover, Raimes (1983) pointed out the following specific aims for teachers in teaching writing skill, and why the learners are intended to learn (develop) this skill.

- To enable them express ideas without the pressure of face- to- face Communication.
- To enable the 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

Troyka (1996), on the other hand, mentioned that teachers teach writing skill through various teaching techniques since it develops the students' capacity of thinking on the nature of the linguistic aspects of the target language.

Therefore, to realize these and many other aims of teaching writing skill, teachers need to use different teaching techniques with their appropriate classroom practical procedures. In relation to this, according to Brookes and Grundy (1990) cited in (Alamirew, 2005) the new implementation of the teaching of writing involves three teaching principles to achieve its objectives. The first is the communicative practice in which the learners are encouraged in to a 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 much emphasis to the freedom of learners to express themselves by putting their ideas orthographically.

## **2.3. Stages in Teaching Writing Skill**

Regarding the stages of the teaching of a language structure, writing skill in particular, Byrne as cited in (Pincas, 1982) argued that a well organized lesson has three dominant stages in general. These are the presentation stage, the practice stage and the production stage.

### **2.3.1. The Presentation Stage**

In this stage of teaching the writing skills, the new language structure which is intended to be practiced is demonstrated by the teacher as an input. This stage of teaching, however, is more of teacher centered in which he/she provides orientations for the learners. On the other hand, the students are passive recipients in which they listen to what the teacher is teaching (lecturing).

### **2.3.2. The practice Stage**

In this stage, the teacher provides more opportunities to students so that they practice the new structure (skill). In this stage, the teacher may use materials such as pictures, charts, tables, projectors and the like to easily elicit predictable responses in a more interesting way for students' writings. Harmer (1983) calls this stage as 'personalization' and 'localization'. According to him, the former allows students to convey meaningful information about themselves or their colleagues through writing; and the latter allows them to use the environment in which they live in as a context.

### **2.3.3. The production Stage**

This is a stage at which language teachers incur students to an activity upon which they employ the target item in to a genuine function in their writing lessons. Concerning this, Squire (1993) pointed out that the teaching of writing involves around three major stages. These are: the pre writing stage, the writing (composing) stage and the post writing stages. The pre writing stage is a lesson session in which the teacher delivers an assistance, guidance

and appropriate instruction. The writing (composing) stage is a stage at which the students begin to write depending on the input provided by the teacher in the pre writing stage. Finally, the post writing stage is the last phase at which the students work collaboratively and get feedback from the teacher or from their classmates.

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

The teaching of writing skill in ESL classes has brought dynamic changes in the last twenty years that has led to paradigm shifts in the field. Through the stages of these dynamic changes, scholars on the teaching of language skills (writing skill in particular) currently advocate some approaches to be used by language teachers in the teaching of writing skill. However, as scholars on the field noted, no single approach is explicitly absolute to teach writing skill. All of them have their own defects and criticisms as they have their own strong sides (Unrau, 2004; John and Dnna, 2005; Hyland, 2003).

However, many experts pointed out that among the approaches of teaching writing skill, 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). Thus, it is based on these experts that one of the objectives of this study is designed to investigate the approach that language instructors employ from these three approaches merely.

### **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) is almost similar with the audio-lingual ideology of 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 certain recursive steps of writing. In this approach, thus, the classroom teacher pays an emphasis on the final out come 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 the view of these experts, the teaching of writing through this approach implies that the students practice the skill through imitation in the way that their teachers teach them. They are expected to produce an error free end product text. Specifically, Badger and White (2000: 154) claim that “..... concerned with the knowledge about the structure of language, and writing development mainly the result of imitation of input, in the form of texts is provided by the teacher.” This entails that the input from the teacher provides an important source of imitation which can be a major driving force of language learning. Therefore, from this it is possible to generalize that the product approach of teaching writing skill is more of teacher centered (traditional) than student centered. This is because the teacher, in this approach, is the core source of knowledge in the form of an input.

In this approach, the students are aimed to produce an error free and the end product text at once, with no any step. Supporting to this point, Raimes (1985: 229) claimed that “*Contrary to what many textbooks advice, writers do not follow a neat sequence of planning, organizing, writing and then revising. For while a writer’s product - the finished essay, story or novel - is presented in lines...*”. By this point Raimes pointed out that in using the product approach of writing skill, the practitioners (students) write their texts at once with out thinking and planning what they are going to include in their essays. Besides, the students do not have opportunities to improve their essays through revising, and rewriting multiple drafts collaborating with their peers.

Concerning 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. As a result, linguists claim this approach as a traditional approach and now it is being replaced by other approaches such as process and genre based.

According to the aforementioned scholars, the focus of this approach unlike to the process and genre based approaches is on the end product that the learners achieve rather than on how the learners pass through certain procedural and recursive steps. Regarding to this, Nunan (1988: 86) claim that “*the product approach as the name indicates focuses on the end result of the learning process of writing skill.*” By this, Nunan entails that this approach emphasizes on the teaching of what the learners are expected to be able to do as fluent and competent users of the target language. Moreover, Richards (1990) added that the primary emphasis of product approach is to enable learners to produce a perfect (accurate) final text at once with no steps. According to him this approach of teaching writing at advanced level leads to the practice of the structure and organization of different kinds of compositions (paragraphs and essays) with higher priority in their accuracy or correctness.

According to Hyland (2003), in the product approach of teaching writing skill, teachers have an authoritative role to provide sufficient input, to guide each student in the way they want them to perform, and to correct each student’s errors. Here, in this approach the students’ role is restricted to receive what their teacher taught and perform an activity in the way they were being taught. They act only as writers, not evaluators of each others works. If teachers follow this approach in teaching composition writing, the students learn how to follow a formula depending on the way their teachers taught them. Therefore, teachers should take care in providing meaningful and accurate information on the perspective of grammatical, vocabulary, organization, mechanics, content and the like aspects since the students directly imitate and then manipulate what their teachers taught them. Besides to this, the teachers play an important role in providing writing topics by themselves with out considering the students’ preferences. However, the writing topics need not be intensely personal; they just need to be important and true for the whole class (Silva, 1990).

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

According Badger and 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. Besides 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 basis of such an analysis, students learn to write their own texts trying to achieve similar communicative purposes by way of selecting the most appropriate and expressive language.

The genre based approach focuses on the provision of explicit and systematic explanation as an input on the way language functions in the social interactive contexts. This delivery of the 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. Hence, in this approach of teaching writing skill, the teacher takes an authoritative role to “scaffold” or support learners as they move towards their potential level of performance. The students are provided with different model essays at the very beginning of the lesson and are asked to discuss and react on the model essay together with the classroom teacher, and then write their own essays. Supporting this, Hyland (2003) pointed out that writing instruction in this perspective could be divided in to three stages: modeling the target genre, analyzing the genre through teacher-student negotiation and constructing a final text.

In this approach, the dominant role of the teacher is to help students at the very beginning and then gradually give full autonomy to the learners. The teacher coordinates and manages the discussion and scaffolds the students to write their own compositions. But as the students upgrade their ability to produce a text independently, the task of scaffolding should be minimized gradually. Therefore, the role of the teacher in this approach moves from being explicit instructor to being coordinator and finally the students gain full autonomy to practice writing by themselves. Supporting this idea, Richards and Renandya (2002: 322) also pointed out that:

*.....the teacher occupies a central role in the scaffolding process and must be familiar with the learning situation, the material that is being presented, and the specific features associated with the writing students are going to produce ,and must be able to guide students to help them accomplish the goal..... as the students gain greater control, the teacher's role diminishes.*

From this quote, it is possible to understand that the role of the teacher in the genre based approach of teaching writing skill is to guide and help the students' practice writing , especially at the beginning of the lesson and then gradually to give a full autonomy for them.

Furthermore, according to Tribble (1996), language teachers in utilizing genre based approach play four basic roles: audience, assistants, evaluators and examiners. As audience, 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 (student practitioner). As assistants, teachers support (scaffold) learners to make their writing more effective. Teachers also have an important role in selecting the correct genre, determining the purpose and using appropriate language so that the students practice writing meaningfully. As evaluators, teachers give their comments on the learners' strength, weaknesses and on their overall performances so that they improve their skills based on the comment they get.

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

In contrary with the product approach of teaching writing skill, the process approach focuses on how a writer goes through certain procedural and recursive steps instead of producing a text at once with no steps. The advocators of this approach of teaching writing skill such as Nunan (1988) ,Zamel (1983), Hyland (2003) and Richards(1990) pointed out that the teaching of writing skill through this approach is accomplished through many and varied 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/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. On the other hand, Richards and Renandya

(2002) categorized these stages into four macro steps as planning, drafting (writing), revising (redrafting), and editing. However, Richards and Renandya (2002) mentioned that there are some sub-steps under these macro steps of process writing. According to the aforementioned scholars, these steps are recursive at which learners work cooperating with each other throughout the writing process. The process approach brings meaningfulness to learners and allows them to understand the steps involved in writing since they share ideas with their colleagues at each step. However, as Hyland (2003) pointed out the process approach of teaching writing skill needs an in-depth understanding from the sides of teachers concerning the nature of writing and the way they should instruct learners. As Hyland notes, this approach of teaching writing skill has led to viewing writing as a complex and recursive process rather than being a linear task. Like wise, Gardner and Johnson (1997) as cited in (Grabe and Kaplan, 1997) also claimed the writing process through this approach as

*Writing is a field process created by writers as they work. Accomplished writers move back and forth between the stages of process, both consciously and unconsciously. Young writers, however, benefit from the structure and security of following the writing process in their writing.*

Therefore, Gardner and Johnson claim that the process approach of teaching emphasizes moving from the first step to the last and again to the first and the like. This in other words means that there is a back and forth movements from one step to the other and vice versa through out the end of the final text.

As a result of this complex and recursive nature of this approach, White and Mc Govern (1994) as cited in (Italo,1999) noted teachers and students to know certain principles in implementing this approach of writing. They claimed that: writing is best seen as a recursive process; the writing process is more satisfying when it is shared cooperatively focusing on each step; the practice of writing will be effective as the writer proceeds through the text of a reader. Besides to this proper instruction is crucial in realizing the writing objectives.

### 2.4.3.1. Steps (Stages) of Process Writing

According to Tompkins (2004), Hyland (2003), Kapkave and Oberman, (2001), as well as Clark (2003) the following are the dominant steps that teachers need to give an emphasis and follow while teaching writing skill as a process.

**Brainstorming:** Brainstorming is the first and an important activity in which the writer generates ideas that are going to be included through out his/her essay. Brainstorming as one of the first step in composing would be more effective if it 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 included 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 frame work for their writing before they begin writing the first draft of the actual composition. Hence, in this stage teachers are responsible to help students who have a difficulty in determining a frame work for their compositions.

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

**Revising:** Revision is an important step which involves reassessing to the larger conceptual matters of writing: organization, content of ideas, how a writer puts his/her idea coherently, what 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 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, in this stage, the students may expand the text with new ideas or remove the parts that they think unnecessary depending on the feedback provided.

**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 craft 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 (reader). In this stage, unlike to the drafting stage; grammar accuracy, spelling rules and punctuation appropriateness, which are all called the mechanical aspects of writing, are checked and get 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 (colleagues or teachers) that they determined in the prewriting stage.

The role of the teacher in the process approach of teaching writing, as Gardner and Johnson (1997) as cited in (Grabe and Kaplane, 1997) stated, is to facilitate, encourage, organize and sometimes to help the learners at every writing step. Moreover, Hyland (2003: 12) puts the following point regarding the role of language teachers in the teaching of writing skill utilizing this approach.

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

In this approach of teaching writing skill, the delivery of an in depth input by the teachers is insignificant. Rather, as stated by White and Arndt (1991), in employing the process approach, teachers' primary role is to facilitate the learners' writing. Regarding to this, Byrne (1988) also pointed out that teachers are responsible to enhance collaborative writing in which students share and comment each others' written compositions in pairs and groups.

In this approach, the provision of an input or stimulus for learners is perceived as unimportant since the teachers' task is only to facilitate the exercise of writing skills and to draw out the learners' potential. Thus, the process approach of teaching writing skill is learner-centered in which the teacher is hardly expected to provide an input profoundly.

To help students learn how to write well, teachers also should attend to the process that students might follow to produce texts—and not only specify criteria for evaluating finished products (in form or content). Students should become comfortable with pre-writing techniques, multiple strategies for developing and organizing a message, a variety of strategies for revising and editing, and strategies for preparing products for public audiences as well as for deadlines (Sally, 2007).

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

Integrative language teaching engages the students to develop their ability in the use of two or more skills within real contexts and in a communicative framework. Teaching language skills in integration enable students to develop their cognitive and communicative skills of a certain language. Supporting this idea, Atkins, et al (1996:226) claimed that

*.....The learners are not only sharpening their communicative skills but also deepening their understanding of the course they learn. In other words by learning to integrate the skills, the students not only develop their ability to express themselves but also they develop their thinking power.*

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 play their crucial responsibilities in the teaching of writing skill as an integrative skill than as a 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 skill easily and more contextually. Supporting this, 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.

### **2.5.1. The Reading- Writing integration**

As Belanger (1987) and Stotsky (1983) cited in (Dana and John, 2005) indicated, writing and reading skills are highly correlated with each other by their nature of occurrence. Consequently, 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 indicates that reading and writing are more or less occurring together in the foreign language classrooms. In addition, Reid (1993, 43) also pointed out that *"good writers are often good readers."* By this point Reid claims that since reading and writing occur jointly, a reader develops his/her writing skill while he/she develops his/her reading skill concurrently. Even, those people who are well equipped in writing skill are accompanied by good reading skill as indicated by Reid's quote above. As a result, because writing and reading skills are highly related and interwoven by their nature, teachers need to integrate reading skill while teaching writing. This could be implemented, for example, while one reads his/her draft (essay), the other student listens and comments from what is being read through paraphrasing the original information. Therefore, teachers should teach writing skill by integrating with reading so as to improve the target skill easily. (Atkins et al, 1996; Celce Murcia, 1993).

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

According to Greenia (1992), the teaching of speaking and writing skills can be best integrated through the use of group and/or pair work activities. Hence, teachers can instruct learners to think of their own topics, write and discuss upon it collaboratively. Once they finish writing, they can be made to practice their oral (speaking skill) with their peers by making discussions.

Moreover, to teach speaking and writing skills in integration the teacher may first get students to write their own texts (essays) individually depending on the input provided, and then he /she may organize them to have a group/pair discussion up on their works collaboratively, or vice versa. In addition, these two skills most of the times occur in situations like interviews in which the interviewer asks and writes points by listening to what the interviewee responds to him. Therefore, language teachers are highly recommended to organize learners so that they act as an interviewer and interviewee .In doing so, students can develop both their speaking and writing skills at a time. Moreover, teachers can also use role plays in the class room by assigning two or more interlocutors in whom one asks and the other responds. In doing so, the teacher needs to order the rest of the students to write what the two interlocutors are responding (kroll, 1990).

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

This technique of teaching writing skill most of the time is used in classrooms for the purpose of dictating some notes for the students. Supporting this idea, Atkins et al (1996) claimed that the English teacher must provide practice in listening to lectures and must help students to learn and to take good notes. At this time, the students listen to what the teacher or colleague reads, and then write on their note book .This technique of teaching writing skill enhances both the students' writing and listening skills in integration at a time. According to kroll (1990), this technique prominently is used to teach guided composition writing skills than others. Besides to this, the teacher may instruct the students sit in pairs and groups so that they read their essays and listen to what are being read turn by turn. This time, while one reads the other listens to what is being read and then provides either an oral or written feedback standing from what he/she listened. These and many other teachers made activities and techniques can be used to enable the students carry out listening skill while learning writing skill in the classroom.

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

The integrated-skill approach, as contrasted with the purely segregated approach, exposes language learners to practice language skills contextually and meaningfully. This means of teaching language skills together allows teachers to track students' progress in multiple skills at a time. Moreover, integrating writing skill with the rest of language skills is very important to promote the learning of real content of a language item, not just the classification of language forms only. In addition, the teaching of writing skill interweaving with the other skills is also important to bring and create a sense of motivation for students so that they practice it more. As a result of these and many other rationales, teachers need to bring other language skills in to the life of the teaching of writing skill (Dana and John 2005, Harmer, n.dt).

Besides, Greenia (1992) also mentioned the following advantages of teaching writing skill in integration with the other 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 writer.
- ◆ 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 added that writing can facilitate students' problem solving capacities and even help them to improve their abilities to organize different information meaningfully.

### **2.5.5. Activities to Integrate other Language Skills in the Teaching of Writing Skill**

In the teaching of writing skill integrating with the other skills, contextualized and meaningful activities play pivotal roles. Among these activities project works, role plays, classroom interviews with note taking activities, simulations supported with writing and the like are the most appropriate activities that can effectively engage the students to practice the other skills in

the teaching of writing skill. Project works, for example, are better ways of providing learners with an opportunity for integrated skills practices. Such activities enable learners to acquire new vocabulary and expressions through writing different project works in the form of reports.

White and Arndt (1991) recommended teachers to set challenging and rewarding tasks that lead learners to amalgamate other skills while teaching writing skill. Besides, according to 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 today life experiences to enable them easily carryout the other skills concurrently. These tasks (writing topics) lead the students to practice the rest of language skill more combining with the teaching of writing skill in the classroom.

In addition, for the purpose of make the teaching of writing skill in integration with other skills more meaningful and effective, teachers are responsible to guide, assist, and organize them in to pairs and groups after delivering these tasks (Harrmer, 1991; Raimes, 1983; Shuying, 2002). However, while grouping the students for the practice of writing skill as an integrative skill through these tasks, teachers should take in to consideration the students' ages, sex, culture, back ground knowledge, day to day life experiences and the like parameters to make the cooperation of students more effective. Particularly, teachers are advised to deliver writing topics that are closer to the day to day life experiences and environmental activities of the students (Oxford, 2001, Shuying, 2002).

## **2.6. Factors that Hamper the Teaching of Writing Skill**

With regard to the factors that hamper the practice of the teaching of language skills, writing skill in particular, it can be seen from the perspective of teachers' related factors, classroom related factors, school (department) related factors and students related factors (Richards, 2001; Dana and John, 2005).

- ↪ Language teachers may not be adequately well equipped with sufficient knowledge and skills regarding how to implement the teaching of writing skill in the classroom. Particularly, as stated by Hartman (2002) most of second language teachers have no deep understanding on the implementing the teaching of writing skills as equal as native (first) language teachers in

composition classes. Mostly, they face problems on how to follow and practically implement the approach that they employ in the teaching of writing skill. They also pointed out that as far as second language teachers have no sufficient skill and knowledge with regard to the teaching of writing skill, they most of the time face problems to provide appropriate instructions and to manage as well as organize the students effectively in the classroom. Even, they do not have awareness on whom to assist, how to assist, when to provide the assistance and the like issues in writing classes.

Moreover, factors that are related to the schools (the campus in this context), there may be problems that are related to scarcity of instructional materials and equipments such as absence of appropriate office materials for instructors such as lack of reference books in the libraries, lack of photo copy machines, computers, and the like. Particularly, an absence of sufficient reference books in the libraries may also hinder the learners not to get detailed information concerning what to write, how to write, what devices to use in writing a certain composition and the like aspects of composing essays.

In addition to the above dominant factors, there may be student related factors that hinder the implementation of the teaching of writing skills in the classroom. For example, the students may not be interested to learn and practice writing skill in the way their teachers instruct them. They also may not have adequate background knowledge in lower grades regarding composition writing skill, their attitude may be negative towards the teacher or/and the course that they learn, they may not be willing to cooperate with their colleagues when their teacher instruct them to do so, and the like factors may hinder the teaching of writing skill, indeed (Daly, 1985)

Again, factors that are related to classrooms may also have a negative consequence on the practice of the teaching of writing skills. Classrooms may be narrow in proportion to the number of students, may not have suitable chairs and tables that are conducive in the teaching learning process, there may not be appropriate lighting, and the like.

Finally, the other serious problem that affects many second language teachers in the teaching of writing skill as stated by Hedge (1988) is shortage of time to enable the students practice the skill effectively. Writing skill, more than the other skills, needs an extended time to practice the skill

by writing and rewriting again and again. However, in ESL classes' language teachers and the practitioners, indeed are subjective to the problem of shortage of time most of the time. The time may not allow the teacher to give appropriate instructions and to encourage the students in practicing the skill depending on the input provided by him/her.

To sum up, the above stated factors may not be inclusive of all the factors that hinder the teaching of the writing skills. There may be other factors which are not mentioned here, or all the above factors may not be available in the stated research area.

## CHAPTER THREE

### THE RESEARCH DESIGN AND METHODOLOGY

#### **Introduction**

The main objective of this study as stated in chapter one is to assess the current practices of the teaching of writing skills at BahirDar University. Thus, to achieve this objective effectively and efficiently, the following research design and methodologies were being employed at the specified research area.

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

The over all design of this study was a descriptive research design which involves both qualitative and quantitative approaches through out its accomplishment. This research design was selected because as Sharma (2000) claimed a descriptive research design is preferable to identify the present conditions and immediate solutions of a phenomenon (the teaching practice).

##### **3.1.1. The Sampling Techniques**

To select the study area, purposive sampling technique has been employed. The researcher dealt on only this research area since other additional areas could not be managed within the given time and budget allotted for the whole study.

The participants of this study through out its accomplishment were those who were directly involved in the actual teaching-learning process. These were instructors and the corresponding students taught by them. This study was conducted on five instructors who were teaching the course '*Advanced Writing Skill*'. From these instructors, three of them were males and the rest two were females. With regard to their age level, four of the instructors were in the age range twenty six to thirty, and the other one of them was in the age range thirty one to thirty six. In addition, all of the instructors were MA in TEFL (Teaching English as a Foreign Language)

specialists. Moreover, three of the instructors have six to ten years work experiences and the rest two of them served for one to five years as an instructor in the university.

Besides, 42 randomly selected students who were taught by the corresponding instructors were the other participants of this inquiry. From these respondents, 26 of them were males and the rest 16 of them were females. When we see their age level, majority (32) of them were from eighteen to twenty three years old.

### **3.1.1.1. Students**

In the study area, there were 169 second year English department students. These students were assigned at four sections: A, B, C and D consisting of 43, 42, 42, and 42 students respectively. From these students, 30% of them were selected from each section as participants for the study, particularly for the administration of the questionnaire. To select these students, simple random sampling technique (lottery method) was employed. Thus, from sections A, B, C and D; 14, 12, 12 and 13 randomly selected students were taken respectively. Therefore, the total numbers of participant students selected for this study were 51 in number. However, from this much of the students, only 42 of them filled all the question items appropriately and returned back (see chapter four).

### **3.1.1.2. Instructors**

There were five instructors who have been teaching the course-Advanced Writing Skills for the corresponding second year English major students. From the five instructors, three of them were teaching 'Advanced Writing Skill Part II' in the second semester. The other two of the instructors were teaching part I of the same course for the same students in the first semester. Nevertheless, the researcher took all of them by using comprehensive sampling technique. This was done for the purpose of increasing the reliability of the study incase as the number of the samples taken for the study increases, more data can be obtained from the sample participants. All the participant instructors were taken for the purpose of collecting data through questionnaires (see below). In addition, the researcher took two of the instructors for observation depending on their consent

and willingness to be observed while teaching the skill in the classroom (see below). Besides, the two observed instructors were also taken for interview based on what they have been observed to get an in depth data.

### **3.1.2. Instruments of Data Collection**

For the purpose of getting an appropriate and trustworthy data from the aforementioned participants of the research, three data gathering instruments were employed. These were classroom observation, interviews and questionnaires (administered for both the students and the instructors). These data gathering tools were pilot tested on two instructors and the corresponding fifteen randomly selected students at Debre Markos University to check their reliability and validity. Latter, based on the pilot test, some ambiguous items were rephrased, conceptually repeated items were eliminated, and the arrangement of all the items was restructured to make them more logical and meaningful for the actual study. The content of these tools, the way how they were designed and then administered to the participants of the inquiry is presented as follows.

#### **3.1.2.1. Observation**

According to Fullan and Promfret (1977), classroom observation is the most appropriate data collection instrument to study the implementations (practices) of language skills, writing skill in particular. One rationale for this is that observation enables the researcher to get an eye witnessed and primary data directly from the participants in the actual classroom situations. Therefore, this data gathering tool was directly employed on two participants (instructors) of the study as a means of getting first hand data in the actual teaching-learning process. Supporting this view, Robson (2002) as well as Best and Kahan (1989) also point out that observation enables researchers to get the first account of situations to be investigated. Therefore, the observation which was being employed in this inquiry was a type of descriptive observation in which the researcher was simply observing the behavior (activity) and then inscribed what was being observed in the classroom. Thus, this data gathering tool in this inquiry, as stated by the

aforementioned experts, enabled the researcher to get primary data directly from the target research participants.

Therefore, in this study two purposively selected instructors were continuously observed while teaching writing skill in the classroom. However, before directly proceeding to observe the teaching practice, the consent of the two observed instructors was asked and both of them were glad to be observed. This was done for the purpose of being ethical in collecting the data, and assuming that they may feel uncomfortable if they were not explicitly informed. The observation was conducted for five periods for each of the instructors. However, since one of them was missing on March 14, she was not observed for one period. Thus, this instructor was observed for four periods only. In sum, the observation was taken place for a total of nine periods from both instructors. From these periods, four of them were single periods with an interval of 50 minutes each. Where as, five of the schedules were double that took 120 minutes each.

While the observation was taking place, the researcher was using observation checklists. Some of the items listed in the checklists were prepared in the way that the researcher put a tick mark on the option 'yes' if the activity was observed; and on the option 'no' if it was not observed. Nevertheless, some of the items (activities) were open questions depending on which the researcher was taking notes in the form of jottings (see appendix C). In addition, the researcher was also taking his own notes that were believed to be important for the achievement of the objectives of the inquiry concurrently. While taking field notes, abbreviations of key words and phrases were being used so that many points can be taken within a short time (Emerson, 1995).

The items incorporated in the checklist were designed on the basis of the objectives of the study, and the review of the related literature.

Before directly started to observe, the researcher considered issues regarding: who is to be observed, what is to be observed, when and where observations should be carried out, what kind of points should be taken, and the like to make the observation more effective.

### 3.1.2.2. Interview

According to Tukman (1972) as cited in (Mendida, 2001), semi structured interview is an appropriate tool to collect an in depth data regarding a certain problem to be investigated. Taking this point as a ground, in this study semi structured interview was employed besides to the other tools. The interview was made with two purposively selected instructors. The interviewed instructors were those who have been observed in the classroom. The researcher purposefully selected these instructors incase an in depth data might be obtained from them based on what they have been observed .Each of the ideas forwarded by the interviewees were noted down by the researcher.

### 3.1.2.3. Questionnaire

Besides to the classroom observations, the researcher also administered questionnaires for both instructors and the corresponding students taught by the instructors. The researcher employed questionnaires for two main purposes. The first one was to get data regarding the impediments if there were any that could not be concretely observed during the classroom observations. The other rationale was to supplement and triangulate the data obtained from the classroom observations and interviews.

Thus, two sets of questionnaire were administered. These were one for instructors and the other for the corresponding students taught by them. The question items administered for both of the participants were the same in content and number so that the responses were easily triangulated while analyzing and interpreting them (see chapter four). The question items were adapted from the review of the related literature on the basis of the objectives of the study. In addition, the question items were consisted of close ended and open ended for both instructors and students. The close ended items were prepared in the form of checklists in which the respondents answered them by putting a tick (✓) mark on the spaces provided for each of the items. They were prepared in such a way for two main reasons. The first rationale was to enable the respondents easily understand the intent of the questions as well as to enable them respond within a very short time. The other rationale that initiated the researcher to use checklists was assuming that the

respondents might get bored if all items were in an open ended (essay type) format. As a result, majority of the question items prepared both for instructors and the students were close ended. The question items were prepared having five rating scales (adverbs of frequencies) ranging from 'always' to 'never'. Moreover, the respondents were requested to give further responses if they had other additional ideas beyond the activities listed in the checklists (see appendixes A and B).

All the questionnaire items were directly presented in the target language, English. The first rationale behind this is because university students grew up and came from different nations and nationalities of the country with diversified mother tongue languages, it was not necessary to translate the items in to any other language. Secondly, the researcher did not translate the items believing that both students and instructors being university candidates can understand all the items if presented in the target language.

Generally, the questionnaire papers administered for the students were 51 in number which was as equal as the sample student participants taken for the inquiry. However, from these much copies of the questionnaire papers, only 42 of them were appropriately filled and returned to the researcher. Similarly, five copies of questionnaire papers were disseminated for the instructors, and all of them were properly filled and given back to the researcher.

### **3.1.3. Procedures of data collection**

While the course of data collection program through the aforementioned tools was taken place, the following actions were carried out procedurally one after another. Primarily, classroom observations were accomplished from both of the observed instructors simultaneously. The researcher initially executed the classroom observations assuming that the participants may modify their behavior if it was preceded by the administration of the questionnaires or interviews. Secondly, interview was made with two of the observed instructors based on what the researcher observed in the classroom to get further data. Lastly, following the classroom observations and interviews, questionnaires were administered both for instructors and students. However, to be ethical the aim of the inquiry was deliberately and explicitly introduced to both the instructors and students before administering the data gathering tools.

### 3.1.4. Method of Data Analysis

The data obtained through the above data gathering instruments were analyzed and interpreted according to their order of administration. The data gathered through the instructors' questionnaire, instructors' interview and classroom observations were analyzed qualitatively, whereas the data obtained from the students' questionnaire was analyzed quantitatively using frequencies and percentages. Besides, the responses obtained from the students' questionnaires regarding the approaches were computed by grand mean values. This was done to easily compare and identify the approach that the instructors mostly employ in teaching writing skills.

The data obtained from interviews and classroom observations were narrated (analyzed) in an intermingled way with the data obtained from the instructors' questionnaire. This was done for the purpose of easily triangulating and supplementing the data obtained from each instrument. However, the students' questionnaire is presented and analyzed separately following the analysis of instructors' questionnaires, interviews and classroom observations. The data obtained from the students' questionnaire was also triangulated with the data obtained from the instructors' questionnaire, classroom observations and interviews so that conclusions can be easily drawn.

In analyzing the responses obtained from the instructors' and students' questionnaires, the question items having similar content (information) were grouped together so that they were easily analyzed and interpreted. The tables containing the responses were presented preceding to the analysis and interpretation of the data. The data obtained from instructors' questionnaire was presented by putting each respondent directly representing with abbreviations: I<sub>1</sub>, I<sub>2</sub>, I<sub>3</sub>, I<sub>4</sub> and I<sub>5</sub> for respondent 1, respondent 2, respondent 3, respondent 4 and respondent 5 respectively. On the other hand, the data obtained from the students' questionnaire was simply tabulated using frequencies and percentages by counting the number of respondents for each item. In addition, grand mean values were also calculated for the question items that were set to collect data concerning the approaches employed by the instructors in teaching writing skills.

Furthermore, in analyzing the responses obtained from each respondent (both from instructors and students), five rating scales (adverbs of frequencies) were used in close ended items. These were 'always', 'usually', 'sometimes', 'rarely' and 'never'. From these scales; '*always*' and

'usually' indicate and were interpreted as '*the activity was frequently practiced*', where as 'rarely' and 'never' were interpreted as '*the activity was very rarely practiced*'. Besides, the adverb 'sometimes' indicates and was expressed as '*the activity was sometimes practiced*'. High frequency and percentage to the words 'always' and 'usually' signify that the activity was more frequently practiced, and low frequency and percentage to these expressions shows that the activity was less frequently practiced. The same is true for its reverse. On the other hand, in analyzing the open ended items, the responses forwarded by majority of the respondents (both by the instructors and students) from both the interview and questionnaires were narrated qualitatively and in an intermingled way. In addition, the impediments that were observed in classroom observations were also presented.

Finally, the data analysis and interpretation obtained through the above data analysis methods were summarized and concluded in to certain generalizations. At the end, recommendations were forwarded based on the findings and the conclusions obtained.

## CHAPTER FOUR

### DATAPRESENTATION, 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 the case of BahirDar University (see chapter one).

Therefore, the data obtained from the participants of the research through the data collection instruments is presented and analyzed in this chapter. In analyzing the findings, the instructor respondents are directly presented by using abbreviations for the ease of the analysis, whereas the student respondents are tabulated using frequencies and percentages (see chapter 3). Besides, the students' responses regarding the approaches were computed by grand mean values.

#### 4.1. Instructors' Responses

In this sub-section, the data obtained from instructors concerning their practices of teaching writing skill is presented and analyzed.

##### 4.1.1. Instructors' Responses on the Approaches of Teaching Writing Skill

#### Table 4.1: Instructors' Responses Concerning the Provision of Theoretical Inputs

According to Unrau (2004), language teachers can easily achieve their teaching objectives if they deliver explicit instructions and guidelines before they directly go to the practical aspects of writing. Besides, Van Patten (1997) also claimed that second language writing skill teachers are supposed to provide learners with appropriate inputs before they incur them to the practice stage. Similarly, the present investigation was also intended to get data regarding how frequently instructors provide theoretical inputs concerning composition writing.

No	Question item	Alternatives					
		Al	Us	St	R	N	T
1	I teach theoretical points on a certain composition type and the way how it is written	I <sub>1</sub> I <sub>3</sub> I <sub>4</sub>	I <sub>2</sub> I <sub>5</sub>	-	-	-	5
	Others						

**Note:** Al=always Us= usually St= sometimes R= rarely N= never T= total frequency

Table 4.1 above asks the respondents concerning how frequently they provide theoretical inputs regarding how a certain composition could be written. As the table explicitly shows, respondents I<sub>1</sub>, I<sub>3</sub> and I<sub>4</sub> replied that they ‘always’ provide such guidelines on the ways of writing a certain composition. On the other hand, the rest two of the instructors (I<sub>2</sub> and I<sub>5</sub>) responded that they ‘usually’ offer such an input at the beginning of the lessons. In sum, all of the instructors, that is, I<sub>1</sub>, I<sub>2</sub>, I<sub>3</sub>, I<sub>4</sub>, and I<sub>5</sub> frequently (always= I<sub>1</sub>, I<sub>3</sub> & I<sub>4</sub>, usually= I<sub>2</sub> & I<sub>5</sub>) teach theoretical concepts before they instruct students to practice writing. Besides to this, majority of the student respondents also asserted as their instructors frequently teach them how they should write a certain essay at the beginning of the lesson (see table 4.8). Regarding to this, the researcher in most of the observation days also observed that instructors provided an input on the daily lesson topics before they directly guide the students to the practice session. For example, **instructor 1** was observed on March, 20 while she was teaching on - “*Argumentative writing*”. During this time, the instructor as soon as she wrote the lesson topic, she provided brief theoretical concepts for the students. She was observed while lecturing on what an argumentative writing is, how it can be composed, what cohesive devices can be used in writing such compositions and the like points theoretically. Therefore, this data proves that the instructor seem to provide theoretical backgrounds before the students set out to under take the writing tasks. The data obtained from the instructors’ interview also discloses the same information with this finding. Both of the instructors reported that they provide brief lectures theoretically usually at the beginning of the lessons. As they further explained, they provide such inputs since the students have no sufficient background regarding the types of writings. Below is what they said:

**Instructor 1:**

*I provide short theoretical lectures at the beginning of the lesson. This is because unless the students are provided with such an input as a clue, they do not know what they write, how they write, what transition words to be used, how to write an introduction, body and conclusion parts of a certain composition.*

**Instructor 2:**

*Since the students have no adequate background knowledge regarding the skill, they expect more input from me concerning each type of essay writings. However, since the course is more of practically oriented, I do not give much emphasis on the theory. I do not think that the theory is important for the students.*

**Table 4.2. Instructors' Responses Regarding Whether They Employ the Product Approach or Not**

The focus of the product approach of teaching writing skill is on the end written product rather than on how the learners approach writing as a process through the steps of writing. In this approach of teaching writing skill, the teacher encourages the writer to imitate and produce texts in the way he/she taught. In other words, the writer in this approach is guided to focus on the end product of the text rather than on the gradual improvements through many revisions of multiple drafts (Brakus, 2003; Badger and White, 2000). Similarly, the present researcher was also gathering data regarding whether instructors teach writing skills as a product in the classroom or not. Table 4.2 below presents the data obtained from instructors.

No	Question item	Alternatives					
		Al	Us	St	R	N	T
2	I encourage the students to write a composition focusing on language forms such as grammar, spelling, punctuation, etc aspects	-	I <sub>4</sub>	I <sub>1</sub> I <sub>2</sub> I <sub>5</sub>	I <sub>3</sub>	-	5
3	I encourage students to write final drafts of their compositions only once (with no steps) in the way I taught them	-	I <sub>4</sub>	I <sub>1</sub> , I <sub>2</sub> , I <sub>5</sub>	-	I <sub>3</sub>	5
4	I instruct each student to write individually with no peer collaboration	I <sub>1</sub>	I <sub>3</sub>	I <sub>2</sub> I <sub>4</sub>	I <sub>5</sub>	-	5
5	I provide feedback on the students' errors after they finished writing compositions	-	I <sub>3</sub>	I <sub>2</sub> , I <sub>4</sub> , I <sub>5</sub>	I <sub>1</sub>	-	5
	Others						

Note: **Al**=always    **Us**= usually    **St**= sometimes    **R**= rarely    **N**= never    **T**= total

Thus, in responding to item 2, I<sub>4</sub> reported that he frequently encourages the students to write compositions with grammatically correct and error free sentences. Hence, this respondent seems to give much emphasis to the form (accuracy) of the students' compositions. However, the majority of the respondents (I<sub>1</sub>, I<sub>2</sub> and I<sub>5</sub>) responded that they sometimes encourage their students to write compositions focusing on the form related aspects of a language. On the other hand, I<sub>3</sub> replied that she very rarely guides the students to do so while teaching writing skill. In sum, this data implies that instructors sometimes seem to emphasize on the students' accuracy of their texts. Similarly, the data obtained from the student respondents also indicates similar information (see table 4.9). Concerning this point, the instructors during the interview also replied that they occasionally encourage their students to emphasize on the form related aspects of a language such as grammar, spelling, punctuation and the like in writing their compositions. Below are the rationales that they forwarded to focus on such aspects.

**Instructor 1:**

*Unless students write compositions with grammatically correct sentences, the over all text may not give sense. This is because of this that I sometimes encourage them to consider punctuations, grammar, spelling and the like form related aspects in writing their compositions.*

**Instructor 2:**

*Even if the students have been learning the language structure (form) at lower grades, I believe that it needs to be considered at this level also to increase the students' proficiency of producing good texts.*

*Good essays are consisted from two and more well developed paragraphs, again good paragraphs are constructed from meaningful sentences, meaningful sentences by their own are consisted of meaningful words and phrases, appropriate punctuations with their appropriate place, and logical arrangements. Therefore, I believe that the students should pay attention to the accuracy of their essays besides to the content (information) they want to express.*

With regard to item 3, the instructors were also asked how often they instruct students to write their final drafts only once with no steps in the way they taught them. In replying to this item, I<sub>1</sub>, I<sub>2</sub> and I<sub>5</sub> said that they sometimes encourage the students to write their final draft compositions in such a way. However, only I<sub>4</sub> claimed he frequently encouraged the students to write compositions only once. I<sub>3</sub> also responded that she very rarely encourage the students to write compositions only once and with no steps. Hence, the over all data from item 3 indicates as instructors sometimes guide the students to write one final draft compositions strictly following instructions. As the researcher in classroom observations observed, instructors perform such activities at single periods mainly. But doing such activities was not observed at double time schedules. Therefore, this seems to indicate that the time scheduled for the course has a determinant factor for such activities. The data obtained from the interview was also similar with this data. Both of interviewees as can be seen below reported that they instruct students to write one final draft with out following recursive steps at single periods since the time does not allow them to practically write compositions following each steps of writing. **Instructor 1** and **instructor 2** forwarded the following idea from the interview.

**Instructor 1:**

*It is obvious that the process approach which involves certain steps, as claimed by many scholars, is a better means of improving students' writing skill. However, with the context of our university instructing the students to practice writing employing such an approach is a little bit difficult. Actually, as much as I can I guide the students to write following the steps: planning, writing first drafts, revising, correcting errors made in first drafts in collaboration with their partners, rewriting it and the like, especially at double periods. However, instructing the students to go through such steps at single periods is unthinkable. The time is too short; 50 minutes only. Therefore, I enforce the students to write their final essays with out brainstorming, planning, writing, revising, rewriting and the like till the time scheduled for that particular lesson is over.*

**Instructor 2:**

*I can not say that I completely guide the students to practice writing by following the steps or by writing their final drafts at once only, because, I instruct the students to write in both of the ways that you are telling me. The time schedule determines me to perform or not to perform these things. I think you know that writing a composition following the steps needs more flexible time than writing only one final draft at once. What I want to tell you is that the time scheduled for each period determines me to guide or not to guide the students in either of such approaches. I instruct them to follow the steps at double periods. But I do not do such things when the period is not doubled since the time restricts not to go through the steps.*

As the two instructors from the above interview reported, they seem to instruct the students to write following the steps of writing at double periods, whereas since the time offered at single periods is not sufficient to go through the steps, the instructors seem to instruct them to write one final drafts only.

Item 4 requests the respondents how often they instruct students to write individually with no peer collaboration. In responding to this, I<sub>1</sub> and I<sub>3</sub> responded that they frequently (I<sub>1</sub>=always, I<sub>3</sub>=usually) order the students to write compositions in such a way. The other two of the respondents (I<sub>2</sub> and I<sub>4</sub>) confirmed as they sometimes perform such activities. However, only I<sub>5</sub> said that he very rarely guides the students to write individually. Concerning this, as the researcher observed from both **instructor 1** and **instructor 2** in the classrooms, the time allotted for each period determines such kind of activities to be implemented or not to be implemented. Instructors were observed while organizing the students in to pairs and groups at double periods mostly, but they

were rarely observed at single periods. Similarly, the data obtained from the students' questionnaire is also in agreement with this information (see table 4. 9).

In addition, in replying to item 5, I<sub>2</sub>, I<sub>4</sub> and I<sub>5</sub> said that they sometimes deliver feedbacks after the students' finish writings. On the other hand, I<sub>1</sub> and I<sub>3</sub> responded as they frequently (usually) and very rarely (rarely) provide feedbacks at the end of students' writing practices. Therefore, as the data from this item indicates, instructors sometimes seem *to* provide feedbacks after the students come to an end of writing their compositions. In addition, as the researcher observed in the classroom, instructors were performing such activities at single schedules only. Besides, there were times at which the instructors collected the students' essays and took home after they finished writing. However, this data is not consistent with the data obtained from students. In relation to this, the instructors were hardly observed providing comments on students' compositions except at such schedules. Moreover, the instructors from the interview further explained that they provide feedbacks on students' essays after accomplishing writing at single periods only. As they reported this was because the time does not allow them to see each students' essays and give comments while they were writing in the classroom. However, the interviewees mentioned there are also times at which they provide feedbacks, especially at double periods since the time in such days is more flexible than other periods. Therefore, all these seem to imply that the instructors are highly affected and even determined by the time allotted for the course to perform such activities. In general, the data obtained from the instructors' questionnaire, interview and classroom observations indicate that instructors sometimes provide commentaries on students' essays. The data obtained from interview and classroom observations prove that such activities are performed at single periods mainly since the time does not allow instructors to provide feedbacks while the students are writing.

### **Table 4.3. Instructors Response whether they Employ the Genre-Based Approach of Teaching Writing Skill or Not**

According to Badger and White (2000), one of the widely employed approaches in teaching writing skill at ESL classes is the genre based approach in which teachers provide instances of writings (texts) and encourage the students analyze and react on the features of the texts in

collaboration with him/her. In other words, teaching writing skill through this approach involves the provision of models of a particular genre that can provide learners with highly specific information about the forms and functions of syntactical and lexical features. The role of the teacher in this approach is to provide models to be analyzed and to scaffold the students' practices and finally give full autonomy for their practices. As a result, teachers need to expose learners to various texts and scaffold their practices in employing the genre based approach (Flewerdew, 2000; Hyland, 2003; and Swales, 1990). Accordingly, the following questions were asked to instructors.

No	Question item	Alternatives					
		Al	Us	St	R	N	T
6	I provide example (model) compositions, organize students in to groups to analyze it and then write compositions of their own	-		I <sub>3</sub>	I <sub>4</sub>	I <sub>1</sub> ,I <sub>2</sub> I <sub>5</sub>	5
7	I help the students at the very beginning of writing their compositions and then gradually I minimize assisting them	-	I <sub>3</sub>	-	I <sub>1</sub> ,I <sub>2</sub> I <sub>5</sub>	I <sub>4</sub>	5
	Others						

**Note:** Al=always Us= usually St= sometimes R= rarely N= never T= total frequency

As table 4.3 explicitly depicts, in item 6, I<sub>3</sub> replied that she sometimes provide model compositions, organize the students into groups to look at it, and then order them to write compositions of their own respectively. However, I<sub>1</sub>, I<sub>2</sub>, I<sub>4</sub> and I<sub>5</sub> responded that they very rarely provide models and encourage students to write their own essays (compositions) after analyzing the model being in groups. Thus, as majority of the respondents indicated, instructors do not seem to provide such models of compositions, organize the students in to groups to analyze and then write their own essays. Similarly, the researcher hardly observed instructors when they performed such activities through out the whole observation lessons. Concerning this, the interviewees informed that problems related to the department hinder them not to provide photo copied materials for such purposes. The rationale that they mentioned for this problem is related to inadequacy of computers and photo copy machines that the department faces. One of the

Interviewed instructors added that besides to these problems the students by themselves are not familiar with such kind of teaching techniques. Therefore, the interviewees informed that exposing students to various text genres with such circumstances may not lead them to a good achievement in their writing skill. Similarly, the data obtained from the students' questionnaire also indicates as they were not provided with instances of compositions to analyze it collaboratively (see table 4.10). Thus, all these seem to imply that instructors do not deal with the genre of a certain text since they do not instruct the students to analyze and react on the features of model texts (essays) in collaboration with them.

In item 7, I<sub>1</sub>, I<sub>2</sub> I<sub>4</sub> and I<sub>5</sub> said that they very rarely assist the students while writing their compositions and then gradually minimize their assistance towards the end. On the other hand, I<sub>3</sub> reported that she frequently perform such activities in the classroom. In sum, as majority of the respondents responded, they do not seem to help students at the beginning and gradually minimize their cooperation to provide full autonomy for students to practice writing skill by themselves. In addition, in all of the observation classes, the researcher hardly observed instructors while assisting their students at the beginning and then gradually minimizing their assistance. They were doing nothing beyond organizing the students to sit in pairs for discussions in the prewriting and post writing sessions (when writing is taught as a process).

Therefore, as the data obtained from instructors' questionnaires, instructors' interview, the grand mean value of students' questionnaires (see table 4.10) as well as classroom observations indicate, instructors do not seem to employ the genre based approach in teaching writing skill.

**Table 4.4: Instructors' Responses concerning whether they Employ the Process Approach of Teaching Writing Skill or not**

The process approach of teaching writing skill is one of the latest approaches that help ESL and/or EFL teachers to implement the teaching of writing skill more effectively. (Kapkave and Oberman, 2001; Hyland, 2003; Dana and John, 2005).

Moreover, according to Hedge(1988) and Dana and John (2005), while employing the process approach in writing classes, the classroom teacher needs to provide an environment in which

students can experience being writers, thinking about purpose and audience, draft a piece of writing, revise it, share with their colleagues, etc. The items in table 4.4 below were asking inline with this.

No	Question item	Alternatives					
		Al	Us	St	R	N	T
8	I encourage the students to follow certain steps such as thinking, planning, writing their first draft ,revising, and the like	-	I <sub>3</sub>	I <sub>1</sub> ,I <sub>2</sub> ,I <sub>4</sub> , I <sub>5</sub>	-	-	5
9	I help the students before, while, and/or after writing their composition	-		I <sub>3</sub> ,I <sub>4</sub> ,I <sub>5</sub>	I <sub>2</sub>	I <sub>1</sub>	5
10	I encourage the students to get feedback from their colleagues exchanging each others essays	I <sub>5</sub>	I <sub>3</sub>	I <sub>1</sub> ,I <sub>2</sub>	-	I <sub>4</sub>	5
11	I instruct the students to rewrite compositions by improving the language used in their first draft	I <sub>3</sub>	-	I <sub>1</sub> ,I <sub>2</sub> , I <sub>5</sub>	-	I <sub>4</sub>	5
	Others						

**Note:** Al=always Us= usually St= sometimes R= rarely N= never T= total frequency

In replying to item 8 in the above table, I<sub>1</sub>, I<sub>2</sub>, I<sub>4</sub> and I<sub>5</sub> reported that they sometimes instruct their students to follow certain steps such as planning, writing their first draft, revising and the like in teaching writing skill. However, only I<sub>3</sub> replied that she frequently does this. This implies that instructors sometimes instruct students to practice composition writing as a process by following certain steps. This is done mainly at double periods as both **instructor 1** and **instructor 2** from the interview reported (see table 4.2, under item 3). Similarly, the data obtained from the students' questionnaire was similar to this data (see table 4.11). Regarding this, the present researcher observed both **instructor 1** and **instructor 2** while instructing the students to follow these steps of writing at double periods mainly (120 min). However, the researcher hardly observed them while the period is not double.

Item 9 was attempted to get information whether instructors assist students before while and/or after writing their compositions. In responding to this item, I<sub>3</sub>, I<sub>4</sub> and I<sub>5</sub> replied that they sometimes help the students in these phases of writing. The other two respondents said that they very rarely (I<sub>2</sub>= rarely, I<sub>1</sub>=never) help the students at these writing stages. Therefore, as majority of the respondents pointed out instructors sometimes assist the students in the before, while and/or after phases of writing. However, the data obtained from the interviewees contradicts with this information. They informed that they do not that much assist the students in the before, while and after writing phases. According to the interviewees, because of shortage of the time allotted for each period, lack of interest from the side of students to perform what the instructors told them to do, lack of interest of the students to work together with their colleagues and practice other skills and the like factors discouraged them not to cooperate with the students while they are writing (see under item 2, table 4.7). Similarly, the data obtained from the students' questionnaire also disclosed this information (see table 4.11). Concerning this, the present researcher through out the observation sessions did not observe both **instructor 1** and **instructor 2** while they assist the students either before, while or after writing compositions. They were not doing any thing apart from ordering the students' to collaborate. Therefore, as the data obtained from the students' questionnaire, interview and classroom observation indicate, instructors do not seem to help the students while writing compositions.

According to Hedge (1988), although the teachers' ultimate aim in process writing is to develop the writing skills of each student individually, every student will gain a good deal from collaborative work, especially in the revising step. Therefore, in item 10 the respondents were required to deliver information regarding how frequently they encourage students to get feedback from their colleagues by exchanging each others' essays. In responding to this, I<sub>3</sub> and I<sub>5</sub> replied that they frequently (I<sub>5</sub>= always, I<sub>3</sub> = usually) encourage the students to exchange and comment on each others' compositions. On the other hand, I<sub>1</sub> and I<sub>2</sub> responded that they sometimes instruct the students to receive and give feedback from and to their colleagues by exchanging essays with their colleagues. However, only I<sub>4</sub> responded as he never (very rarely) encourages the students to do so. On the whole, the data in item 8 shows that two of the instructors frequently encourage the students to exchange their compositions for the aim of getting feedback from each other, whereas the other two of them responded as they sometimes perform such activities. Similarly, this

finding is consistent with the data obtained from students' questionnaire from which beyond half of the respondents responded that they were sometimes encouraged to exchange their essays with their colleagues (see table 4.11). With regard to this, as the researcher observed, instructors most of the times guide the students to comment on each others' essays at double periods, but they rarely perform such activities at single periods. From this, we may deduce that instructors are determined by the time scheduled for the course to perform such activities.

In the teaching of writing skill as a process, one of the responsibilities of teachers is to encourage students rewrite their first drafts after correcting their errors on the basis of the feedback they get from their peers (Swales, 1990; Danna and John, 2005). Similarly, item 11 was set to get data concerning how often instructors encourage students to rewrite compositions in the classroom. In responding to this item, I<sub>1</sub>, I<sub>2</sub>, and I<sub>5</sub> claimed that they sometimes encourage the students to rewrite their first drafts after improving the language that they used. Whereas, only I<sub>3</sub> and I<sub>4</sub> informed that they frequently and very rarely encourage their students to rewrite their first drafts respectively. This shows that the majority of the respondents sometimes encourage students to rewrite their first drafts by improving the language they have used. Similarly, the data obtained from the students is also consistent with this data (see table 4.11). As the researcher observed in the actual classrooms, instructors were seen while they made the students rewrite their essays at double periods than at single periods. Nevertheless, due to shortage of time, the editing and writing the last draft steps were left for the students to be accomplished by themselves after the class is over. Besides to the data obtained from table 4.4, the present researcher also observed **instructor 1** and **instructor 2** while the actual teaching - learning process was going on in the classrooms. The sample data collected from the two observed instructors is narrated as follows.

### **Instructor 1**

This data was observed on March, 20 when the instructor was teaching for two consecutive double periods. The topic of the daily lesson was about '*Argumentative Writing*'.

On this lesson, the instructor came about five minutes later from the formal time schedule. As soon as she entered the class, she was asking the students if there was a home work provided in the previous lesson. Latter on, she wrote a new topic-'*Argumentative Writing*', and provide a

short theoretical lecture for few minutes with very brief notes. The instructor did not provide much emphasis on the theoretical aspect of the lesson pointing that the students know it from part I of the course; rather she immediately proceeded to the practical aspect. She wrote a writing topic entitled- '*Should Land be Reserved to the People or the Government?*' and then order the students to brainstorm on it either opposing or supporting the idea with evidences. During this time, the students were made to sit in pairs and share ideas. This time the students were also instructed to jot down points (evidences) of their position to be included in their compositions. Nevertheless, some of the students were talking and some others were laughing at that time.

After the students brainstormed for some minutes, the instructor received some of their points that they came up with from the discussion. She listed down the points on the board rephrasing them by her own words. She also added some of her own points besides to what the students told her. Latter on, she ordered the whole class to write a three paragraph essay having an introduction, body and a conclusion by incorporating the points listed on the black board.

While the students were writing their first drafts, the instructor was observed doing nothing-but simply moving between the seats till the students finish writing their first drafts. After a while, the instructor told the students to join with their previous partners formed in the brainstorming session, and then read and correct the errors made in their first drafts with their colleagues. This time, the instructor was observed doing nothing, but she was reading her own material. Few minutes latter around the end of the lesson, the instructor simply told the students to rewrite their first drafts at home and come with their second drafts to the next class. Here, due to shortage of time, the instructor was forced to skip some of the steps of writing.

## **Instructor 2**

This sample lesson was observed on March, 22. The topic of the lesson was about 'Process Writing'. As soon as the instructor wrote the lesson topic, he revised some theoretical points about process writing, and then provided another topic entitled '*Traditional Coffee Preparation*' and then ordered the students to start writing essays individually on the topic he provided. As soon as he told them to begin writing, he listed some cohesive devices on the blackboard himself and reminded the students to use them in organizing their essays. Here, the instructor was orally

telling the students how they organize an essay. While the students were writing, the instructor was sitting in front of the students (he was doing nothing). After about half an hour, the instructor interrupted the students and ordered them to rewrite again what they have been writing. This time, some of the students did not finish writing. This implies that shortage of time affects the teaching-learning process.

Therefore, as the above sample observed lessons indicate, the instructors seem to employ both product and process approaches of teaching writing skill eclectically. As the data shows, they provided theoretical input (lecture) at the beginning of the lesson (**instructor 1 and 2**), provided topics by themselves ignoring the students interest and their involvement in selecting a writing topic (**instructor 1, and 2**), provided cohesive devices to be used by the students (**instructor 2**), and guided (restricted) the students how they should write (**instructor 2**). All these points signify that instructors employ the features of the product approach in teaching writing skills. On the other hand, the data also shows that the instructors instruct students to follow some steps of writing as a process. The students were made to go through certain recursive steps after the instructors provided an input (at the beginning) and the writing topics by themselves. Students were made to cooperate together with their colleagues in the brainstorming and revising steps and the like (**instructor 2**).

Furthermore, as both of the interviewees under table 2.4 (item 3) tried to mention, they guide students to practice writing skill following the steps of process writing at double periods mainly since the time is more flexible than other periods. One of the interviewees (instructor 1) said that she knows that the process approach is more effective than the other approaches as claimed by many experts. However, this instructor informed that she guides students to write compositions following the steps of process writing at double periods mostly, but not at single schedules. This interviewee further clarified that since the time scheduled for single periods is only for fifty minutes, it is not sufficient to guide students write following each step.

Generally, the data obtained from the instructors' questionnaires, interviews, classroom observations as well as students' questionnaires (see table 4.11) seem to indicate that the process approach is sometimes used in the teaching of writing skill while the time scheduled for the course is double mainly.

#### 4.1.2. Instructors' Responses on their Practices of Other Language Skills in the Teaching of Writing Skill

**Table 4.5. Instructors' Responses Whether They Integrate Other Skills in the Teaching of Writing Skill or Not**

As stated by Hedge (1988), a good deal of writing in the language classrooms is undertaken as an aid to learn other corresponding language skills. Thus, besides to investigating the approaches that instructors follow, finding out the extent to which they carry out other skills in writing skill lessons was the other concern of this inquiry. Therefore, the data obtained regarding to this issue is presented as follows.

According to Atkins, et al. (1996) and Harmer (1983), the four language skills including language elements (grammar and vocabulary) should be taught jointly in the language classrooms. Taking these points as a basis, the present researcher was concerned to ask whether instructors integrate other language skills while teaching writing skill in the classroom.

No	Question Item	Alternatives		
		Yes	No	T
1	Do you encourage the students to practice other language skills while you teach writing skill?	I <sub>1</sub> ,I <sub>2</sub> ,I <sub>3</sub> , I <sub>4</sub> ,I <sub>5</sub>	-	5

In responding to the above question, all of the respondents, I<sub>1</sub>, I<sub>2</sub>, I<sub>3</sub>, I<sub>4</sub> and I<sub>5</sub> responded that they instruct students to practice other language skills while the teaching of writing skill is taking place. However, none of them replied the option 'no'. This implies that all the instructors seemed to instruct (encourage) the students to practice other language skills jointly while teaching writing skill. Concerning this, the present researcher also observed that after the instructors lectured on theoretical inputs and after they provided writing topics, the students were made to cooperate with their partners, especially in the brainstorming and revising steps of writing. Thus, this entails

that the instructors made the students sit together so that they write, read, and listen to what is being read and spoken. Nevertheless, this was mainly observed while the time scheduled for the course is a double period in most of the observed lessons. Moreover, the students also responded that they were encouraged to put other skills in to practice while learning writing skill (See table 4.12).The data obtained from interview also confirmed this information. The points that they forwarded are put as follows.

**Instructor 1:**

*I do not purposefully instruct the students to practice the other skills while I teach the course. But, there are situations at which the students work together on their essays while they practice writing at double periods. In such periods, as I told you I instruct the students to follow the steps of writing even if the time is not enough. Therefore, in such periods the students practice the other skills while they work together with their friends, especially in the brainstorming and revising steps.*

**Instructor 2:**

*Because language skills by their nature occur jointly at any occasion, one can not perform one skill discretely. Similarly, while I teach writing skill, especially at double periods at which the students write following certain steps, the other skills are also practiced at the same time.*

As the above responses entail, the instructor seem to encourage the students to practice the other skills while teaching writing skill, especially while they collaborate together in the brainstorming or/and revising steps of writing.

**Table 4. 6. Instructors' Responses Concerning the Practice of other Language Skills in Teaching Writing Skills**

No	Question Item	Alternatives					
		Al	Us	St	R	N	T
1	I encourage students to practice reading skill in the writing skill lessons	I <sub>1</sub> , I <sub>2</sub>	I <sub>5</sub>	I <sub>4</sub>	I <sub>3</sub>	-	5
2	I encourage students to practice speaking skill in the teaching of writing skills	I <sub>5</sub>	I <sub>3</sub>	I <sub>1</sub> ,I <sub>2</sub> ,I <sub>4</sub>	-	-	5
3	I encourage students to practice listening skill while I teach writing skill	-	I <sub>3</sub>	I <sub>1</sub> ,I <sub>2</sub> ,I <sub>5</sub>	I <sub>4</sub>	-	5
4	I encourage students to practice grammar in the teaching of writing skill	-	-	I <sub>5</sub>	I <sub>1</sub> ,I <sub>2</sub> ,I <sub>4</sub> ,	I <sub>3</sub>	5
5	I encourage students to practice vocabulary while the teaching of writing skill is going on	I <sub>4</sub>	-	-	I <sub>2</sub>	I <sub>1</sub> ,I <sub>3</sub> ,I <sub>5</sub>	5
6	I encourage the students to practice reading, speaking, listening, grammar, and vocabulary at a time while I teach writing skill	-	-	I <sub>5</sub>	I <sub>1</sub> , I <sub>3</sub> , I <sub>4</sub>	I <sub>2</sub>	5
	Others						

**Note:** Al=always Us= usually St= sometimes R= rarely N= never T= total

According to Unrau (2004), second (foreign) language teachers should provide value in reading what they assigned their students to write. Here, Unrau indicated that the practice of writing skill at higher institutions should allow students to practice other skills at a time.

Moreover, Jayakaran and Turuk (2001) claimed that teaching writing and reading skills jointly enhances students' intellectual abilities, and improves their reading and writing skills simultaneously. Therefore, instructors need to guide their students to carry out reading skill in their writing skill lessons.

Likewise, item 1 in table 4.6 above requests respondents concerning how frequently they encourage their students to practice reading skill in the writing skill lessons. Thus, I<sub>1</sub>, I<sub>2</sub> and I<sub>5</sub> responded that they frequently (I<sub>1</sub> and I<sub>2</sub>=always, I<sub>5</sub>= usually) interweave reading skill in to the writing skill lessons. However, I<sub>4</sub> and I<sub>3</sub> said that they sometimes and very rarely encourage the students to carry out this skill in the teaching of writing skill respectively. In general, most of the respondents for this item replied that they frequently instruct students to practice reading skill in the writing skill lessons. Similarly, this data is consistent with the data obtained from the students' questionnaire (see table 4.13). The data from the classroom observations is also the same as this data.

In item 2, the respondents were asked concerning to what extent they encourage students to carry out speaking skill in the teaching of writing skill. Regarding this, two of them replied that they frequently (I<sub>5</sub> =always, I<sub>3</sub> =usually) encourage their students to practice speaking skill while writing skill is taught. On the other hand, I<sub>1</sub>, I<sub>2</sub> and I<sub>4</sub> responded that they sometimes teach these skills in an intermingled way with writing skill. Therefore, as it can be seen from table 4.6, the majority of the respondents indicated that they sometimes seemed to teach speaking skill in combination with writing skill. Concerning this, the researcher also observed **instructor 1** and **instructor 2** while they organize the students in to pairs and groups to share ideas on their compositions while teaching writing skill as a process, mostly at double periods. This time the students were practicing speaking skill while learning writing skill in parallel. This was specifically observed when they were instructing students to brainstorm and revise on the essay that they composed at double periods. Besides, a similar data was also obtained from the students' questionnaire (see table 4.13).

On the other hand, in item 3 the instructors were asked to forward their ideas concerning how frequently they encourage students to practice listening skill in the teaching of writing skill. In responding to this, I<sub>1</sub>, I<sub>2</sub> and I<sub>5</sub> said that they sometimes encourage students to carry out listening skill in combination with writing skill. However, I<sub>3</sub> and I<sub>4</sub> replied that they usually (frequently) and never (very rarely) instruct the students to practice the two skills in an intermingled way respectively. In sum, the majority of the respondents, (I<sub>1</sub>, I<sub>2</sub> and I<sub>5</sub>) indicated that they sometimes integrate listening skills while teaching writing skills. With regard to this, the present researcher

also observed both **instructors 1** and **Instructor 2** while they were instructing the students to sit in pairs and read each others' compositions turn by turn in the step of revision. This time, while one reads, the other listens and provides oral feedbacks to what was being read, and vice versa. However, as the researcher observed in the actual classroom, such activities were mainly practiced when the period is double, but almost not at single periods due to shortage of time.

In responding to item 4, I<sub>1</sub>, I<sub>2</sub>, I<sub>3</sub> and I<sub>4</sub> said that they very rarely (I<sub>1</sub>, I<sub>2</sub>, I<sub>4</sub>=rarely, I<sub>3</sub>=never) encourage students to carry out grammar language elements in the teaching of writing skill. However, I<sub>5</sub> replied a different response. He said that grammar is sometimes integrated together with the teaching of writing skill. Therefore, as this data indicates instructors do not seem to integrate grammar in the teaching of writing skill. Concerning this, the researcher hardly saw instructors through out the whole observation sessions while they instruct the students to perform such activities while they were teaching writing skill. Still, this data is in harmony with the data obtained from students' questionnaire in which half of the respondents reported that they very rarely (almost never) intermingled this language element while they were taught writing skill (see table 4.13). Besides, the interviewed instructors also reported as this skill is not intermingled in the practice of writing skill (see below)

In replying to item 5, I<sub>1</sub>, I<sub>2</sub>, I<sub>3</sub> and I<sub>5</sub> responded that they very rarely (I<sub>2</sub>=rarely, I<sub>1</sub>, I<sub>3</sub>, I<sub>5</sub>=never) encourage students to practice writing skill together with vocabulary. On the other hand, only I<sub>4</sub> replied that he frequently encourage the students to integrate writing skill together with vocabulary language elements. Therefore, in this case as majority of them responded, instructors very rarely instruct the students to practice writing skill together with vocabulary language elements. In addition to this, the researcher in all of the observation sessions also hardly observed the two instructors while instructing students to practice vocabulary while they teach writing skill. Therefore, the data gained from the instructors' interview (see below), students' questionnaire (see table 4.13) and classroom observations is consistent with this data.

In item 6, the informants were asked to give their responses about how frequently they encourage students to practice all language skills at a time while teaching writing skill. Hence, four of the respondents said that they very rarely (I<sub>1</sub>, I<sub>3</sub>, I<sub>4</sub>=rarely, I<sub>2</sub>=never) instruct students to practice all the rest of the skills at a time while teaching writing skill. However, only one of the respondents

(I<sub>5</sub>) said that he sometimes encourages the students to practice all the rest of skills concurrently in their writing skill classes. Therefore, the data from this item shows that instructors do not teach all the rest of the skills integrating with writing skill at a time. The same response was obtained from students (see table 4.13). Concerning this, the researcher hardly observed the instructors while integrating all the language skills and language elements in one occasion. However, as the researcher observed, instructors sometimes integrate speaking and listening skills at a time, unlike to reading skill which is always practiced either individually or in groups. Instructors from the interview also consolidated this idea. They said that there are times at which they integrate speaking, listening and reading skills at a time with the exception of grammar and vocabulary language elements. As the interviewees said, these skills most of the time come while writing is taught as a process at double periods. Nevertheless, they reported that it is difficult to integrate all the skills at a time.

Moreover, with regard to the data obtained from the items listed in table 4.5 and table 4.6, the present researcher observed that instructors were organizing the students in to pairs and groups before and after writing essays so that they carried out other skills in writing lessons. This was mostly seen while the period is a double period and when the instructors teach writing as a process. For example, while **instructor 2** teaches about a "*Comparison and Contrast Writing*", the researcher observed that the students were made to sit in pairs and to discuss on points that are important to compare and contrast '*Life in the City*' and '*Life in Rural Areas*'. This time, the students were ordered to jot down points that are to be included in their drafts. Hence, in this case the students were more prominently instructed to practice their speaking and writing skills at a time. This step is termed as 'brainstorming' (Kapkave and Oberman, 2001). In addition, instructors were also observed when they encourage students to write their first drafts, read them to their partners, revise and rewrite again even if shortage of time slows down such activities. In doing so, the students were made to practice their reading, listening, speaking, and writing skills at a time. However, the instructors were very rarely observed integrating grammar and vocabulary language elements while teaching writing skill in the classroom.

The instructors were also interviewed concerning which skills are practiced while they were teaching writing skill in the classroom. Here is what they said.

**Instructor 1:**

*In fact, all the skills are practiced by the students with the exception of grammar and vocabulary while I instruct them to work on their compositions, especially in the brainstorming and revising steps of process writing. When I see their degree of integration, the students practice reading skill more than the other skills. This skill is practiced by the students at single periods also. Every student reads what he/she wrote before. However, listening and speaking skills are not practiced unless the students join together. As I told you, the students collaborate together at double periods only, and therefore these two skills are integrated in such periods dominantly. Nevertheless, the students do not carryout grammar and vocabulary language elements at this level; they know them more at lower grades.*

**Instructor 2:**

*As far as the students write, I encourage them to read what they wrote either individually or in pairs and groups; but they do not make discussions except at double periods at which writing is taught as a process, as I told you before. What I want to tell you is that the students always read their essays irrespective of the schedule. However, the listening and speaking skills are practiced while I teach writing following the steps only.*

From the above interview, both of the instructors seemed to say that as compared to the other skills, reading skill is mainly carried out while the teaching of writing skill is in practice. Moreover, the interviewed instructors also mentioned that speaking and listening skills are not integrated in the teaching of writing skill as equal as reading skill. These two skills are integrated while writing is taught as a process at double periods merely. The instructors noted that these two skills are carried out while the students are made to work together, especially in the brainstorming and revising steps of process writing only. Nevertheless, instructor 1 reported that because vocabulary and grammar language elements were being practiced at lower grades, they are hardly integrated in the teaching of writing skill at university level.

Generally, when we triangulate the overall data obtained from the instructors' questionnaire, interviews, classroom observations and students questionnaires (see table 4.13), reading skill is more frequently carried out in the teaching of writing skill than the other skills. In addition, speaking and listening skills are also practiced when writing skill is taught as a process at double periods more prominently. Nevertheless, vocabulary and grammar language elements are hardly integrated while the teaching of writing skill is in practice at classrooms.

**Table 4.7. Instructors' Responses Concerning their Experience of Teaching Writing Skill Integrating with the Other Skills.**

No	Question Item	Alternatives					T
		Al	Us	St	R	N	
1	I organize students in to pairs and groups when I teach writing skill to integrate the other skills concurrently	-	I <sub>3</sub> , I <sub>5</sub>	I <sub>1</sub> ,I <sub>2</sub> ,I <sub>4</sub>	-	-	5
2	I help the students when they practice the other skills in integration with writing skill	-	I <sub>3</sub> ,I <sub>4</sub>	I <sub>5</sub>	I <sub>1</sub>	I <sub>2</sub>	5
3	I encourage students to write compositions based on their life experiences to integrate the other skills in teaching of writing skill	-	I <sub>5</sub>	I <sub>1</sub> , I <sub>2</sub>	-	I <sub>3</sub> ,I <sub>4</sub>	5
4	When I teach writing skills I check the writing topics whether they are interesting and suitable to integrate the other skills with writing skill or not	-	I <sub>5</sub>	I <sub>2</sub> ,I <sub>3</sub> , I <sub>4</sub>	I <sub>1</sub>	-	5
5	I provide project works and then order students to write reports and discuss on it for the purpose of making the other skills more integrative	-	-	-	I <sub>2</sub> ,I <sub>3</sub> ,I <sub>5</sub>	I <sub>1</sub> ,I <sub>4</sub>	5
6	I encourage the students to take responsibilities for their own work when I teach the other skills integrating with writing skill	-	I <sub>1</sub> ,I <sub>5</sub>	I <sub>2</sub> ,I <sub>3</sub> ,I <sub>4</sub>	-	-	5
	Others						

**Note:** Al=always Us= usually St= sometimes R= rarely N= never T=total

As stated by Cunningham, et al (1995) and Hedge (1988) teachers are advised to make students sit together since group writing generates discussion and enables students practice other language skills jointly. Thus, Item 1 in the above table was set to get information regarding how often instructors organize the students in to pairs and groups for such purposes. In response to this item, I<sub>3</sub> and I<sub>5</sub> said that they frequently (usually) organize learners in to pairs and groups so that they practice other skills concurrently in the teaching of writing skill. On the other hand, I<sub>1</sub>, I<sub>2</sub> and I<sub>4</sub> reported that they sometimes make the students to cooperate together for such purposes.

Therefore, as this data indicates the instructors sometimes appear to organize the students in to pairs and groups to put other skills in to practice while teaching writing skill. In addition, the researcher also observed that the instructors were facilitating students to cooperate together at double periods in which writing was taught as a process, but they were very rarely performing such activities at single periods due to inadequacy of time. In such situations, the students were made to sit in pairs and groups to carry out other skills concurrently. This was observed in the brainstorming and revising steps mainly. In doing so, as the researcher observed, the instructors more prominently integrate reading, listening, and speaking skills than other language elements while teaching writing skill. Similarly, beyond half of the student respondents also confirmed that they were sometimes organized in to pairs and groups while learning writing skill for such purposes (see table 4.14).

In response to item 2, the informants were required to give responses concerning how frequently they help their students while integrating the other skills in the teaching of writing skill. Regarding this, two of the respondents responded that they very rarely ( $I_1$ = rarely,  $I_2$ =never) help the students while teaching writing skill as an integrated skill. On the other hand,  $I_3$  and  $I_4$  informed that they frequently do this. The other one of the respondents ( $I_5$ ) reported that he sometimes perform such activities. However, this data contradicts with the students' responses in which most of them informed that their instructors do not assist them while practicing the other skills integrating with writing skill (see table 4.14). Moreover, the present researcher during classroom observations also hardly observed both **instructor 1** and **instructor2** while cooperating with students if they do have difficulties and doubts among their group members. Similarly, the instructors from the interview reported that they seldom assist the students while they practice the other skills in integration with writing skill. The rationale behind this as the interviewed instructors reported is related to the inadequacy of the time allotted for the course at each period, the number of students grouped in a section (too many students) as well as lack of interest of the students to cooperate with their colleagues and practice other skills integrating with writing all regretted them not to help out the students in the classroom. Below is what the interviewees forwarded.

**Instructor 1:**

*To tell you frankly, due to a number of factors, I am not helping the students as I am intended to do. As I said before, the time given for the course at each period is not sufficient to follow and help the students' activity in their practices while faced with difficulties and disagreements among the group members in their discussions. Because of these and many other problems I don't think that the students are assisted effectively.*

**Instructor 2:**

*I try to help those weak students to the extent that I can. But, the students are less interested to make ample practices cooperating with their peers on the task that I provide them. The students are not enthusiastic to do what I instruct them to carry out as a group or pair work. Such and other related factors make me de-motivated not to cooperate, facilitate, and assist the struggling (weak) students while practicing writing skills as an integrated skill. Lastly, the other serious problem that disrupts me not to cooperate with the students while they are in practice is the number of students grouped in each section. There are sections that consist of up to 44 students. I think it is impossible to see each student's activity and to provide an appropriate help and timely feedback with these numbers of the students, even while they work in groups.*

Therefore, as the data from students' questionnaire, classroom observations and instructors' interview indicate, instructors do not seem to provide assistance while they cooperate with their colleagues to practice other skills in the writing skill lessons.

In replying to item 3, I<sub>3</sub> and I<sub>4</sub> said that they very rarely encourage the students to write essays based on their life experiences so that they easily carry out the other skills together with writing skill. On the other hand, I<sub>1</sub> and I<sub>2</sub> reported that they sometimes perform such activities. However, I<sub>5</sub> said that he frequently encourage the students to do so. Concerning this, instructor 1 reported the following information.

*It is impossible to know and keep each student's interest since human beings by their nature are different. What is appealing for one student may not be the same for the other. As a result, I sometimes provide topics that I believe to be interesting for the majorities of the students and guide them to brainstorm, plan, write and rewrite sharing ideas with their colleagues even if shortage of time limits them not to practice each step appropriately. However, there are also times at which I provide chances for students to write essays selecting their own writing topics, especially at double periods since the time is a little bit extended in such periods.*

Similarly, this data is consistent with the data obtained from the students' questionnaire (see table 4.14).

According to Nunan (1988) and Richards (2001), while teaching language skills in integration, teachers should consider the students' interest, background skill and language proficiency level in to consideration to provide activities. Thus, in item 4 instructors were requested to what extent they consider these things when they provide writing topics for the students. In replying to this, I<sub>2</sub>, I<sub>3</sub> and I<sub>4</sub> reported that they sometimes check the attractiveness and suitability of the writing topics to integrate the other language skills in the teaching of writing skill. On the other hand, I<sub>5</sub> and I<sub>1</sub> replied that they frequently and very rarely do this respectively. Thus, as the data from this item entails, instructors sometimes check the suitability and interestingness of the writing topics for the aim of integrating the other skills while teaching writing skill. Nevertheless, this data contradicts with the data obtained from the students' questionnaire. Most of the student respondents said that their instructors hardly provide interesting topics for such purposes (see table 4.14). Regarding this, as the researcher observed from both **instructor 1** and **instructor 2** in the actual classroom; they do not seem to check the writing topics before they forwarded to the students even if such things were not concretely observed. Moreover, instructor 1 from the interview reported that it is difficult to know the interest of each student as stated above.

In item 5, the instructors were asked concerning how frequently they provide project works for students to write reports and then discuss on them to integrate the other skill in writing skill lessons. In responding to this, all of the respondents said that they very rarely (rarely=I<sub>2</sub>, I<sub>3</sub>, I<sub>5</sub>, never= I<sub>1</sub>, I<sub>2</sub>) deliver such activities and make students discuss on them for such purposes while teaching writing skill. Therefore, as the findings of this item indicate, the majority of the respondents seem to say they hardly provide project works to enable students integrate the other skills while teaching writing skill. In addition, , the present researcher, through out the whole observation session, hardly observed both **instructors 1** and **instructor 2** while providing project works to make the other skills more jointly practiced in the writing skill lessons. Regarding this, one of the interviewed instructors, instructor 2, reported that he never provides project works for the purpose of teaching writing skill integrating with the other skills. He said that:

*Such kind of activities may have their own role to integrate other skills, especially at lower grades. Nevertheless, since the objective of the course is to improve the writing skills of the students, I don't think that such kind of activities are that much important, for this course. Even, they are time consuming.*

Besides, the data obtained from the students also indicates as the instructors do not provide project works for such purposes (see table 4.14).

Lastly, in item 6 the informants were requested how often they encourage the students to take their own responsibilities while practicing the other skills integrating with writing skill. Hence, I<sub>2</sub>, I<sub>3</sub> and I<sub>4</sub> said that they sometimes encourage the students to do so. Whereas, I<sub>1</sub> and I<sub>5</sub> frequently encourage the students to practice writing as an integrative skill by taking their own responsibilities. This shows that instructors occasionally endorse their students to learn by themselves while practicing the other skills integrating with writing skill. Likewise, the data obtained from the students' questionnaire is also consistent with this data (see table 4.14).

## **4.2. Students' Responses on their Instructors' Teaching Practices in Writing**

### **Skill Lessons**

For the purpose of increasing the reliability of the data obtained from the instructors regarding their teaching practices, questionnaires having the same content were also collected from 42 randomly selected students at each section (see chapter 3). Thus, the data obtained from these respondents is presented as follows. In the analysis, the responses concerning the approach/es that they follow in their writing lessons were compared by grand mean values. On the other hand, the data gathered from the rest of the question items are tabulated using frequencies and percentages.

#### 4.2.1. The Students' Responses Concerning the Approach (es) that their Instructors' Employ While Learning Writing Skill

**Table 4.8. The Students' Responses Concerning their Instructors' Provision of Theoretical Inputs while Learning Writing skill**

No	Question Item	Alternatives					
		Al	Us	St	R	N	T
		F	F	F	F	F	F
		%	%	%	%	%	%
1	When we learn writing skill, our instructor teaches theoretical points about a certain composition (essay) and the way how we write it at the beginning of the lesson	14 33.3	12 28.6	9 21.4	4 9.5	3 7.1	42 100
	Others						

**Note:** Al=always Us= usually St= sometimes R= rarely N= never T= total F= frequency %=percentage

As it is depicted in table 4.8 above, the students were solicited concerning the extent to which instructors provide them with theoretical concepts (input) while they learn writing skill. Thus, majority of the respondents (61.9%) responded that they were frequently (33.3 = always, 28.6 = usually) provided with theoretical orientations (essay). On the other hand, 9 (21.4%) of them responded their instructors sometimes provide such orientations. However, only 16.7% of the respondents replied as they get theoretical concepts very rarely (9.5%= rarely, 7.1% = never). Thus, the data obtained from this item indicates that instructors regularly deliver an input, especially before they directly proceeded to the practical aspect of the lesson. Regarding to this, the present researcher also observed that instructors were frequently providing an input for about one third of the total period at each day concerning how a certain essay should be composed. Therefore, as the data from this item implies, instructors appear to give lectures concerning the way the students write a certain composition.

**Table 4.9. Students' Responses Concerning whether or not they Follow the Product Approach while Learning Writing Skill.**

According to Brown (1994: 320), while using the product approach of teaching writing skill, teachers focus on what a final piece of writing will look like, and measure it against the criteria of vocabulary, grammatical usage, mechanical considerations such as spelling and punctuation of the writers' drafts.

No	Question Item	Alternatives					T
		Al(5)	Us(4)	St(3)	R(2)	N(1)	
		F %	F %	F %	F %	F %	F %
2	When we learn writing skill, our instructor encourages us to write a composition (essay) with grammatically correct and error free sentences	2 4.8	4 9.5	25 59.5	7 16.7	4 9.5	42 100
3	When we learn writing skill, our instructor encourages us to write the final draft of our compositions (essays) only once with no steps	3 7.1	5 11.9	27 64.3	4 9.5	3 7.1	42 100
4	When we learn writing our instructor encourages us to write individually without cooperating with our friends	6 14.3	5 11.9	16 38.1	9 21.8	6 14.3	42 100
5	When we learn writing our instructor provides feedback on our errors after we finished writing our compositions	8 19	9 21.8	13 30.9	5 11.9	7 16.7	42 100
	Others						
							<b>GMV=2.81</b>

**Note:** Al=always Us= usually St= sometimes R= rarely N= never T= total frequency

GMV=grand mean value F= frequency %=percentage

Item 2 in the above table was attempted to get data regarding to what extent students were encouraged to write compositions with grammatically correct and error free sentences. Therefore, beyond half of them (59.5%) indicated that they were sometimes encouraged to compose essays that consist of error free sentences. In other words, this implies that instructors to some extent encourage their students to write compositions focusing on its accuracy. But as the phrase sometimes entails, instructors also seem to give emphasis on the content (fluency) of the text that students produce. On the other hand, 26.2% of the respondents replied they were very rarely (16.7= rarely, 9.5= never) instructed to write compositions with error free sentences. However, only 14.3% said they were frequently (4.8% = always, 9.5%= usually) instructed to write compositions in such a way. Generally, the data from this item seems to indicate that the students were sometimes made to focus on the accuracy or form related aspects of their essays. In other words, this implies that the instructors do not tolerate the students' errors if they focus on the accuracy of their compositions. Similarly, the data obtained from the instructors questionnaires and interviews also displays similar information with this one (see table 4.2).

In item 3, the students were required to offer information regarding to how often they were encouraged to write compositions only once and with no steps. Hence, table 4.9 depicts beyond half of the respondents which account 64.3% responded that they were sometimes allowed to write compositions in such a way. On the other hand, 19% of them informed that they were frequently (7.1% = always, 11.9 = usually) encouraged to write their essays in such a way. However, only 16.7% of them reported that they were very rarely (rarely= 9.5%, never=7.1%) guided to write final drafts of their compositions only once (with no steps) while learning writing skill. Therefore, in item 3 as majority of the respondents indicated, instructors sometimes instruct the students to write compositions with out following the steps. Moreover, as the researcher observed from classroom observations, the instructors were encouraging the students to write their compositions only once and with no steps when the period was a single period (for 50 minutes only). Lastly, the interviewed instructors also confirmed that they guide the students to practice in such a way at single periods occasionally due to shortage of time that limits students not to practice the skill following the steps of process writing.

In responding to item 4, 38.1% of the respondents replied that their instructors sometimes instruct them to compose (write) individually. The other 35.7% of them replied as they were very rarely (rarely= 21.8%, never=14.3%) made to write independently. The rest very few respondents (26.2%) said that their instructors frequently (14.3=always 11.9=usually) guide them to work alone while writing compositions. Thus, as the data from this item implies, the instructors sometimes instruct students to practice writing with no peer collaboration. Besides to this, the data obtained from the instructors' responses is consistent with this data (see table 4. 2).

Concerning item 5, 40.8% from the total respondents said that they were frequently (always=19%, usually=21.8%) provided with feedbacks after they come to the end of composing essays. On the other hand, the rest 30.9% of them reported that instructors sometimes comment their essays when they come to an end of writing. Nevertheless, only 28.6% of the respondents replied as their instructors very rarely (rarely= 11.9%, never= 16.7%) provide feedbacks following the accomplishment of writing compositions. In sum, the data from this item indicates that the instructors frequently provide feedback after the students concluded writing. But, this data is not the same as the data obtained from the instructors (most of them responded as they sometimes do such things) and classroom observations (see table 4.2).

Generally, concerning the data obtained from each item in table 4.9, the grand mean value, 2.81, also falls under the sometimes region. Therefore, this shows that the instructors sometimes employ the product approach of teaching writing skill in the classroom. The data obtained from the classroom observations also indicated the same information.

#### **Table 4.10. Students' Responses regarding whether they follow the Genre-based Approach while Learning Writing Skill**

An effective implementation of the genre based approach involves the provision of models on which the students are made to examine, evaluate and react to its format and style focusing on words and phrases, content and organization, and the like aspects which they can then consider this things in their own compositions ( Silva, 1990) .

No	Question Item	Alternatives					
		Al(5)	Us(4)	St(3)	R(2)	N(1)	T
		F	F	F	F	F	F
		%	%	%	%	%	%
6	When we learn writing skill, our instructor provides example(model) compositions, and organizes us in to pairs or groups to analyze it and then orders us to write our own compositions(essays)	2 4.8	7 16.7	11 26.2	9 21.4	13 30.9	42 100
7	When we learn writing skill, our instructor helps us at the very beginning of writing compositions and then gradually minimizes his/her cooperation to enable us write alone	6 14.3	2 4.8	7 16.7	12 28.6	15 35.7	42 100
	Others						
						<b>GMV=2.38</b>	

**Note:** Al=always Us= usually St= sometimes F= frequency R= rarely

N=never T=total frequency F= frequency %=percentage GMV=grand mean value

Question item 6 in the above table requires the respondents to give their responses concerning how often the writing skill instructors provide model compositions to be analyzed by the students collaborating with their colleagues and then to write their own compositions. Thus, majority of the respondents reported that they were very rarely (21.4= rarely, 30.9=never) delivered with model compositions, encouraged to analyze them and then write their own compositions. On the other hand, 26.2% of the informants replied that they were sometimes provided with models, organized in to pairs or groups to collaborate on it, and then to write their own essays. The rest very few (21.4%) of them said that their instructors frequently (always=4.8%, usually=16.7%) encourage them to do so. Thus, as the data from this item shows, the instructors very rarely provide model compositions and organize the students in to pairs and groups to analyze a given model essay and then write their own essays.

In replying to item 7, beyond half of the students (64.3 %) responded that they were very rarely (28.6=rarely, 35.7= never) helped at the beginning of writing compositions and then gradually left alone to practice by themselves. The other 19.1% of them said that they were frequently (always= 14.3 usually= 4.8) assisted at the onset of composing and then gradually left alone. However, the rest very few informants (16.7%) replied as their instructors sometimes help them at the beginning of writing and gradually left independently to write by themselves. In sum, the data from this item implies as instructors very rarely help the students at the beginning and then gradually decrease their assistance for the purpose of giving full autonomy for the practitioners. Similarly, the data obtained through the classroom observations is also the same as this data. The researcher hardly observed both instructor 1 and instructor 2 while they leave the students alone after assisting them at the beginning.

Generally, regarding to the data obtained in table 10, the grand mean value (2.38) also indicates that the instructors very rarely (almost never) use the genre based approach to teach writing skills in the classroom. Similarly, the data obtained from the two items in the above table are consistent with the data obtained from instructors' questionnaire (see table 4.3), interview and classroom observations.

**Table 4.11. Students' Responses Concerning whether they Follow the Process Approach of Writing Skill or Not**

No	Question Item	Alternatives					T
		Al(5)	Us(4)	St(3)	R(2)	N(1)	
		F %	F %	F %	F %	F %	F %
8	When we learn writing skill, our instructor encourages us to follow certain steps	9 21.4	10 23.8	21 50	1 2.4	1 2.4	42 100
9	When we learn writing skill, our instructor helps us before, while, and/or after writing our compositions	6 14.3	9 21.4	8 19	11 26.2	8 19	42 100
10	When we learn writing skill, our instructor encourages us to exchange our essays to give and receive feedback	4 9.5	6 14.3	25 59.5	4 9.5	3 7.1	42 100
11	When we learn writing skill, our instructor encourages us to rewrite the essay improving the language used in the first draft	3 7.1	6 14.3	28 66.7	5 11.9	-	42 100
	Others						
							<b>GMV=2.93</b>

**Note:** Al=always Us= usually St= sometimes F= frequency R= rarely N=never T=total

F= frequency %=percentage GMV=grand mean value

In item 8, just half of the respondents (50%) responded that they were sometimes instructed (encouraged) to follow certain steps in learning (practicing) writing skill. The other 45.2% of the participants replied as they were frequently (14.3%=always, 23.8%= usually) made to write compositions by following certain steps. Nevertheless, very few of the respondents (4.8%) reported that they very rarely (2.4%=rarely, 2.4%= never) follow the steps of writing while learning the skill in the classroom. Therefore, as the data from this item implies, the instructors sometimes follow some procedural and recursive steps in teaching writing skill. With regard to

this, the data obtained from the instructors' questionnaire (see table 4.4), interview and the classroom observations also indicates the same information with this item. The interviewees reported that they mostly guide the students to follow the steps of writing while the time is more extended. As the data from observation indicates, this was mostly performed at double periods than others since the time allotted is a little bit wider (see section 4.1.1).

Concerning the responses obtained from item 9, 45.2% (19) of the respondents said that they were very rarely (rarely=26.2, never=19) helped before, while or/and after writing their compositions. On the other hand, 35.7% of them responded that they were frequently (14.3% = always, 21.4% = usually) assisted at these stages of writing. Nevertheless, only 19% of them replied that they were sometimes helped before, while and/or after writing compositions. Therefore, this would seem to entail that instructors, while teaching writing skill, do not cooperate with the students for the aim of helping them while writing. Nonetheless, this data contradicts with the data obtained from instructors (see table 4.4). Regarding to this, the present researcher, in all classroom observations hardly observed instructors when they help the students in the before, while and after writing phases. They were not observed doing any thing beyond organizing the students in to pairs and simply moving between the seats. Besides, the instructors from the interview informed that shortage of time, lack of interest from the side of students to perform what they are told to do and lack of interest to work with their colleagues and the like discourage instructors not assist the students (see section 4.1.1).

In item 10, the informants were asked to forward their ideas concerning how frequently their instructors encourage them to exchange their essays with their colleagues for the purpose of getting peer feedback. Thus, in responding to this item, beyond half of the respondents (59.5%) said that they were sometimes encouraged to do so for such purposes. The other 23.8% of them reported as their instructors frequently (always = 9.5%, usually = 14.3%) organize them to read and comment on each others' essays with their colleagues. Whereas, the rest 16.7% of the respondents, on the other hand, responded that they were very rarely (9.5% = rarely, 7.1% = never) encouraged to exchange their essays with their colleagues. Thus, as the data obtained from this item implies, the instructors sometimes seem to create situations in which the students read and comment on each others' compositions. In addition, the present researcher also observed

instructors while grouping the students in to pairs to read each others' essays at double period (120min) merely, especially after they finish writing their first drafts. However, due to lack of time, such activities were not satisfactorily practiced. Still, some of the students were observed refusing to exchange their essays with their colleagues.

The process approach emphasizes revisions, feedback and corrections from the students' colleagues so that students may produce many drafts with much crossing out (deleting) of redundant as well as misplaced phrases and sentences (Tribble, 1996). Therefore, with regard to item 11 in table 4.10, 66.7% of the respondents replied that their instructors sometimes encourage them to rewrite compositions by improving the language that they used in their first drafts. However, 21.4% (always= 7.1, usually=14.3) of the respondents responded they were frequently encouraged to do so. The rest very few of them, 11.9%, reported that instructors very rarely guide them to rewrite their compositions after improving the language used in their first drafts. Thus, this data indicates that instructors sometimes encourage the students to rewrite their final drafts in the classroom. The rationale behind this as it was seen from the classroom observations seems due to inadequacy of the time scheduled for each periods of the course. Some of the last steps, especially editing and writing the final draft were left for the students because of an absence of sufficient time.

To sum up, as the data obtained from the student respondents in all of the items listed in table 4.10 entail, the instructors sometimes seem to employ the process approach in teaching writing skill. In addition to this, the grand mean value, 2.93, also indicates as the instructors sometimes employ the process approach while teaching writing skill in the classroom. This data was consistent with the data obtained from the instructors' questionnaire (see table 4.4), interview as well as the classroom observations.

#### **4.2.2. Students' Responses on their Instructors' Practices of Integrating**

##### **Other Language Skills in Writing Skill Lessons**

**Table 4.12. Students' Responses concerning whether they Practice Other Language Skills in Writing Skill lessons or not.**

According to Rivers (1981, 296), “writing is not.....a skill which can be learned in isolation.” Therefore, EFL teachers need to be aware and even be well equipped in guiding learners in to the context that they can practice one or more other language skills together with writing skill at a time. Besides, Unrau (2004) added that writing skill, similar to other skills, should be integrated into the life of the class because it contributes to create an interactive learning among the learners. Unrau added that teaching other skills in the writing skill lessons brings a sense of motivation among the students. As to these experts, students will succeed in their writing skill if they are instructed to practice other skills concurrently rather than practicing it discretely. Thus, taking this point as a basis, this inquiry was also aimed to investigate to what extent instructors guide students to carry out other language skills in their writing skill classes in tandem.

		Alternatives				Total	
		Yes		No			
		No	Question Item	F	%	F	%
1	Do you practice other language skills jointly while you learn writing skill in the classroom?	28	66.7	14	33.3	42	100

In responding to the question elicited in the above table, beyond half of the respondents (66.7%) responded as they jointly practice the other language skills while learning writing skill. However, the rest 33.3% of them reported that they do not carry out other skills in their writing skill lessons. Hence, as majority of the respondents asserted, it is possible to infer that instructors put other language skills into practice merging with the teaching of writing skill. In relation to this, similar data was obtained from instructors' questionnaires, interviews as well as classroom observations. The interviewed instructors reported that the other skills are integrated at double periods mainly while writing is taught as a process; at other periods the skills are not that much integrated since shortage of time limits.

**Table 4.13. Students' Responses Regarding the Practice of Other Language Skills while Learning Writing Skill.**

No	Question Item	Alternatives					
		Al	Us	St	R	N	T
		F %	F %	F %	F %	F %	F %
1	When we learn writing skills, our instructor encourages us to practice reading skill at a time.	11 26.2	10 23.8	11 26.2	6 14.3	4 9.5	42 100
2	When we learn writing skills, our instructor encourages us to practice speaking skill jointly	6 14.3	4 9.5	20 47.6	6 14.3	6 14.3	42 100
3	When we learn writing skill, our instructor encourages us to practice listening skill mutually	-	5 11.9	17 40.5	7 16.7	8 19	42 100
4	When we learn writing skill, our instructor encourages us to practice grammar jointly	6 14.3	8 19	7 16.7	16 38.1	5 11.9	42 100
5	When we learn writing skills, our instructor encourages us to practice vocabulary at the same time	5 11.9	7 16.7	11 26.2	6 14.3	13 30.9	42 100
6	When we learn writing skills, our instructor encourages us to practice all reading, speaking, listening, grammar and vocabulary concurrently at a time	4 9.5	3 7.1	10 23.8	11 26.2	14 33.3	42 100
	Others						

**Note:** Al=always Us= usually St= sometimes R= rarely N= never T= total  
F= frequency %=percentage

As far as the practice of other skills in the teaching of writing skill is concerned, table 4.13 above depicts points vis-à-vis what skill students integrate more frequently in the writing skill lessons.

According to Fulwiler (1989), because reading and writing are definitely integrated skills, teachers in EFL and ESL classes should instruct students to read what they wrote being in pairs or groups. Moreover, Unrau (2004) added on this point that teachers should provide value in reading what they have assigned their students to write. Taking these points as a ground, the respondents were also required to give information concerning this. Thus, in replying to item 1, just half (50%) of the respondents said that they frequently (always = 26.2%, usually = 23.8%) practice reading skill while learning (practicing) writing skill at a time. This entails that instructors instruct the students to practice reading skill jointly in the writing skill lessons. On the other hand, the other 26.2% of them responded as they sometimes practice reading skill while learning (practicing) writing skill in integration. However, the rest very few (23.8%) of them responded that they very rarely (14.3%= rarely, 9.5% = never) practice reading skill in their writing skill classes. Therefore, the data from this item entails as instructors frequently put reading skill in combination with writing skill at a time. Similarly, the same data was obtained from instructors' questionnaires (see table 4.6), interviews and classroom observations. The interviewed instructors reported that the students are usually made to read and reread what they have been writing being either in groups or individually. As a result, they said that reading skill unlike to others is more frequently integrated.

In responding to item 2, majorities of the respondents, 47.6% (20), reported that they sometimes put speaking skill into practice while learning writing skill under the encouragement of their instructors. However, 28.6% of them replied they very rarely (rarely = 14.3%, never = 14.3) carry out such activities in the classroom. The rest 23.8% of the respondents said that they frequently (14.3% = always, 9.5% = usually) practice speaking skill while they learn writing skill. In sum, the data obtained from item 2 indicates that students sometimes practice speaking skill while learning (practicing) writing skill. This, on the other hand, signifies as instructors sometimes put the teaching of writing skill into practice joining with speaking skill. Similarly, the data obtained from this item is consistent with the data obtained from instructors' questionnaire in which majority of them reported as they sometimes integrate this skill in the teaching of writing skill (see table 4.6). The data obtained from classroom observations and instructors interviews also confirmed the data obtained from this item (see section 4.1.2).

Item 3, requests respondents regarding how frequently they practice listening skill while learning writing skill under the encouragement of their instructors. Hence, most of them (40.5%) informed that they sometimes interweave listening skill in their writing skill classes. The other 35.7% of the respondents reported that they very rarely (16.7%=rarely, 19%=never) intermingle listening and writing skills in the classroom. Nevertheless, the rest very few of them (11.9%) replied as they frequently carry out listening skill while learning writing skill. Thus, this data indirectly implies as the instructors sometimes encourage the students to put listening skill into practice integrating with writing skill. Likewise, this data is in harmony with the response obtained from the instructors' questionnaire (see table 4.6), classroom observations and instructors' interview (see section 4.1.2).

In item 4, the respondents were asked how often they practice grammar language elements while learning writing skill in the classroom. Hence, from the total respondents just half (50%) of them agreed that they very rarely (38.1%=rarely, 11.9%= never) integrate grammar in writing skill lessons. The rest 33.3% and 16.7% replied as they frequently (always = 14.3%, usually = 19%) and sometimes carry out this language element joining with writing skill respectively. Therefore, the data obtained from this item implies that the instructors very rarely instruct students to practice grammar in their writing skill classes. This data is consistent with the data obtained from the instructors' questionnaire, too, in which most of them responded that they integrate it very rarely (see table 4.6). Still, the present researcher during classroom observations hardly observed instructors while they integrate grammar language elements in the teaching of writing skill. Concerning this, the interviews also responded that since the students have been learning grammar in lower grades, there is no a need to integrate the skill at this level.

In item 5, 45.2% of the respondents reported that they very rarely (14.2% = rarely, 30.9% = never) practice vocabulary language elements while learning writing skill under the supervision of their instructors. The other 28.6% of them replied as they frequently (always = 11.9%, usually = 16.7%) intermingle vocabulary with writing skill. Besides, the rest 26.2% (11) of the respondents said that they sometimes carry out vocabulary and writing skill at a time. Thus, the data from this item shows that students very rarely (almost never) practice vocabulary and writing jointly under the guidance of their instructors in the classroom. This, in other words,

entails as instructors hardly teach vocabulary language elements integrating with the teaching of writing skill concurrently. A similar data was obtained from the classroom observations, instructors' questionnaires (see table 4.6) and interviews. The instructors from the interview informed that similar to grammar, they do not practice vocabulary while the teaching of writing skill is in practice.

In item 6, the respondents were asked to what extent they practice all reading, speaking, listening, vocabulary and grammar skills at a time in the writing skill lessons. In responding to this item, 59.5% (26.2=rarely, 33.3=never) of the respondents responded that they very rarely practice all of these skills in combination with writing skill at a time. The rest, 16.7% and 23.8% of them said that they frequently (9.5%=always, 7.1% = usually) and sometimes put all the rest of language skills in to practice respectively. Hence, as majority of the respondents (59.5%) replied, all the rest of language skills were hardly carried out together with writing skill concurrently. Similarly, the researcher has never observed the instructors while instructing the students to carry out all these language skills in the teaching of writing skill concurrently. Vocabulary and grammar skills, for example, are very rarely carried out in the teaching of writing skill. Therefore, with such situations, it is impossible to say that students practice all the skills integrating with writing skill at a time. However, as the data from observation and instructors' interview indicate reading, speaking and listening skills are sometimes integrated in the teaching of writing skill at a time.

**Table 4.14. Students' Responses Concerning their Experiences of Practicing Other Language Skills While Learning Writing Skill**

No	Question Item	Alternatives					
		Al	Us	St	R	N	T
		F %	F %	F %	F %	F %	F %
1	when we learn writing skill, our instructor organizes us in to pairs and groups to enable us practice other skills at a time	3 7.1	8 19	25 59.5	4 9.5	2 4.8	42 100
2	when we practice the other skills together with writing skill being in pairs and groups our instructor assists us	5 11.9	6 14.3	10 23.8	9 21.4	11 26.2	42 100
3	When we learn writing skills, our instructor encourages us to write compositions based on our life experiences to easily integrate the other skills	4 9.5	11 26.2	20 47.6	8 19	3 7.1	42 100
4	When we learn writing skills, our instructor provides interesting (suitable) writing topics to carry out other skills at a time	3 7.1	6 14.3	16 38.1	9 21.4	8 19	42 100
5	When we learn writing skills, our instructor provides project works in groups up on which we write reports and discuss on them to make writing more integrative	1 2.4	4 9.5	8 19.1	11 26.2	18 42.9	42 100
6	when we learn (practice) writing skill joining with the other skills, our instructor encourages us to take responsibilities for our own work	5 11.9	5 11.9	25 59.5	3 7.1	4 9.5	42 100
	Others						

**Note:** Al=always Us= usually St= sometimes R=rarely N=never F= frequency

%=percentage T=total

With regard to item 1 in the above table, the respondents were requested to give information concerning how frequently their instructors organize them in to pairs and groups in writing skill

lessons. Therefore, 59.5% of them reported that they were sometimes organized in such a way. However, the rest 26.2% and 14.3% of the respondents responded as they were frequently (7.1%= always, 19 = usually) and very rarely (rarely =9.5%, never = 4.8%) cooperate each other to practice other skills interweaving with writing skill. Therefore, the data from this item entails that instructors sometimes organize the students into pairs and groups so that they carry out other skills concurrently with writing skill. Similarly, the instructors from their questionnaire reported similar information (see table 4.7). The data obtained from the classroom observations and instructors' interview also revealed similar information with this data.

In item 2, 47.8 % from the total informants replied that their instructors very rarely (rarely=21.4, never= 26.2) help them while practicing other skills integrating with writing skill being in pairs and /or groups. Besides to this, 23.8% of them said that they were sometimes assisted while working in pairs and groups to practice other skills together with writing skill. Nevertheless, the rest 26.2% of the respondents responded as their instructors frequently (always = 11.9, usually= 14.3) help them while putting other skills in to practice in their writing skill lessons. Therefore, the over all data from this item indicates as instructors hardly help students while working in groups and pairs in their writing skill lessons. However, this data is inconsistent with the data obtained from instructors' questionnaire (see table 4.7). Instructors from the questionnaire reported that they were sometimes helping students while practicing other skills integrating with writing skill. Nevertheless, the interviewed instructors disagreed that they assist students very rarely while practicing other skills concurrently with writing skill. The interviewed instructors forwarded their own rationales for this (see from the instructors' responses). In addition, the instructors' fear of being blamed by the researcher if they provide the real information based on their classroom teaching experiences may be the other reason for this.

In responding to item 3, 47.6% of the respondents reported that they were sometimes encouraged to write compositions on the basis of their day to day life experiences to make the skill easily integrative. The rest 35.7% of them whispered as their instructors frequently (9.5% = always, 26.2 = usually) encourage them to write based on their life experiences. However, the other very few (26.2%) respondents replied as if their instructors very rarely (19%= rarely, 7.1%= never) instruct them to write compositions based on their day today life experiences. In sum, as

majority of the respondents from this data indicate, they were sometimes encouraged writing compositions depending on their life experiences. However, as the researcher observed, most of the writing topics were simply provided by the instructors themselves with out considering the students' interests, preferences and needs. Thus, this data indicates that instructors sometimes seem to enforce the students to learn (practice) in the way that they taught them de-emphasizing the students' preferences and needs. (see table 4.7).

In item 4, the students were asked how often they were provided with interesting and suitable topics to put other language skills in to practice while learning writing skill. Thus, 40.5% of them said that they were very rarely (rarely = 21.4%, never = 19%) provided with such writing topics to carry out the other skills while learning writing skill. On the other hand, 38.1% and 21.4% of the respondents responded that they were sometimes and frequently (always = 7.1%, usually = 14.3) provided with interesting and suitable writing topics for this purpose. When we see the out come of this item the instructors do not seem to provide writing topics that are interesting and suitable for practicing the other skills in writing skill lessons. However, this data is inconsistent with the data obtained from instructors' questionnaire (See table 4.7).

With regard to item 5, beyond half of (69.1%) of the total respondents replied as their instructors very rarely (26.2= rarely, 42.9 =never) provided them project works in groups up on which they collaborate together. The rest 19.1% and 11.9% said that they were sometimes and frequently (2.4% =always, 9.5% =usually) delivered with such activities in groups so that they intermingle other skills while learning writing skill at a time. In general, this item seems to indicate as instructors hardly provide project works in groups so that students write compositions and then discuss on them. Concerning this, the present researcher also did not observe the instructors while they present such activities through out the whole observation program. Similarly the data obtained from the instructors' questionnaire and interview also confirms that project works are hardly provided in the teaching of writing skill (see table 4.7).

In item 6, the respondents were asked how often they were encouraged to take responsibilities for their own work while learning writing skill together with other skills. In responding to this, 59.5% of the respondents responded that they were sometimes encouraged to take responsibilities while practicing other skills in their writing skill lessons. The rest 23.8% of them replied as they

were frequently (11.9%=always, 11.9%= usually) encouraged to take their own responsibilities by themselves. Whereas, the rest very few respondents (16.7%) agreed that they were very rarely (rarely = 7.1%, never = 9.5%) instructed to do so while learning writing skill integrating with other skills. Thus, the data from this item entails that instructors sometimes encourage students to practice writing skill together with other skills by taking responsibilities of their own learning. The same finding was obtained from instructors' questionnaire, interviews and the class room observations (see table 4.7).

### **4.3. Instructors' and Students' Responses Regarding the Impediments that Hamper the Teaching of Writing Skill**

Under this sub heading, the data obtained from the instructors' questionnaire and interview as well as from the students' questionnaires is presented collectively since the impediments forwarded from all these tools is almost the same. The over all data which was obtained regarding the impediments that affect the teaching of writing skill are emanated from four major categories of sources: students, the university/department, instructors themselves and learning classrooms.

#### **4.3.1. The Students**

- As the interviewees reported, some of the students do not have adequate background knowledge or skill, especially in their vocabulary, cohesive devices, grammar and the like issues to write compositions. This data was also confirmed by the instructors from their questionnaire.
- Some of the students are less interested to practically write varieties of essays (compositions) with no fatigue in the classroom.
- Some of the students talk some thing else while they are instructed to work in groups, especially in the brainstorm and revise steps of their compositions. As the instructors' from the interview reported, this problem mainly occurs at double periods while the students are guided to share ideas cooperatively.
- Some of the students work other tasks that they have been given from other courses

- Some of the students were observed snoozing while instructors provided brief lectures and writing tasks.
- Even if the instructors provide them an input at the beginning of the lesson, some of the students do not seem to know how to begin writing a certain essay type.
- The instructors from their questionnaire responded that some of the students are not willing to cooperate and work together with their colleagues. Regarding this, interviewees added that nowadays university students are less interested to make ample practice and acquire what is important for them.
- As the instructors from the interview reported because the number of reference books in proportion to the number of students is too few, most of the students do not come reading what they are going to learn in the next class.

#### **4.3.2. The Instructors**

- ✓ Due to an extreme number of students in a section, instructors are unable to manage each student's work while the practice of writing is activated. The interviewees added that it is impossible to see each student's work and give appropriate feedback with such situations and within this very short time schedule.
- ✓ The instructors from the interview also informed that as the students are less interested to practice writing skill either individually or in group, they also become less interested to assist the students while practicing the skill.

#### **4.3.3. The Learning Classrooms**

- Since there is no one fixed class for each sections, some of the time scheduled for teaching the skill is wasted searching for free classes
- Because classrooms are narrow in proportion to the number of the students, the temperature affects the teaching-learning process. Even, it brings bad smile so that the students and instructors feel uncomforted. Regarding this impediment, the interviewees reported that the environment by its nature brings a discomfort due its extreme temperature.

#### 4.3.4. The University (Department)

- The interviewees reported that the department has no adequate computers and photocopy machines. As a result, instructors are unable to prepare and provide photo copied materials as well as model essays.
- The number of students grouped in each section is too many (up to 44 students in one section). As a result, instructors are unable to guide, control and assist struggling (weak) students appropriately while practicing writing. Concerning this impediment the researcher very rarely observed the instructors helping the students during the writing practices. They were doing nothing beyond moving here and there in front of the class. This may be due to the large number of students grouped in a section, and inadequacy of the time allotted for the course at each period.
- The data obtained from the instructors' questionnaire and interview indicates that because there is no any deliberately prepared module for teaching purpose, instructors are faced with a problem of what to include and what to exclude in teaching the course. With regard to this the researcher, during classroom observations, eye witnessed that what two of the observed instructors (instructor 1 and instructor 2) teach at separate sections were not the same in their content.
- The university (department) does not strictly follow the annual and semester time schedules. Due to this problem, as the interviewees reported they are forced to cover the whole course within a very short time (usually around the end of the semesters) without ample practices for the students.
- The time allotted for the course in each period is not sufficient to practically follow and provide appropriate written feedback on students' essays in the classroom. Due to this problem some of the steps such as editing and writing the last draft are left for the students while teaching writing as a process, mainly at double periods. Due to this problem some of the instructors seem to give more emphasis on the theoretical aspects of the course rather than on its practical aspect. As the interviewees reported, this problem

mainly affects the teaching practice at single periods. With such situations, instructors responded that they are forced to give brief theoretical orientations merely and leave the practical aspect for the students.

Moreover, concerning the impediments related to students, the researcher observed that the students do not seem to have good language proficiency on the target language, particularly in their vocabulary background knowledge. They were unable to exchange ideas with their colleagues meaningfully using the target language. This was observed while they were instructed to collaborate with their colleagues in the state of practicing writing as a process. Even, some of them were observed using Amharic rather than the target language during their cooperation. Thus, from these we may deduce that the students have no good language proficiency so that they may not be able to practice writing while they are instructed to do so. In addition to this, as the researcher observed the students do not seem pleasing while they were instructed to work with their colleagues in practicing writing as a process. Even, some of the students were observed laughing with their colleagues rather than sharing ideas on the essays that they were writing previously. Still, some of the students were snoozing while the instructor was lecturing. Therefore, all these problems seem to hinder the instructors not to implement the teaching of writing skill effectively and enthusiastically.

In addition, concerning the classroom related impediments, the researcher observed that since there were no permanent (fixed) learning classrooms for each section, the instructors and students exhausted some of the time scheduled for each lesson searching a free classroom. Besides, the learning classrooms in proportion to the number of students were narrow so that they seem to be painful for the instructors and students. All these problems also seem to influence the teaching of writing skill to be ineffective in the classroom.

In relation to this, the other serious problem that the researcher observed was shortage of time that hinders instructors not to appropriately guide, facilitate, and assist struggling (weak) students while teaching writing skill in the classroom. Besides, Instructors were observed rushing from one portion to another without providing ample time for practicing the skill effectively. Besides, while they were teaching writing as a process they were not practically implementing all the steps of writing- some of the steps, especially editing and writing the

final draft were left for the students to be accomplished after the class is over. In addition, the researcher observed that instructors seemed to be determined by the time scheduled for each period to employ the approach that they want to utilize in teaching writing skill. As the researcher repeatedly observed the instructors were teaching writing as a product at single periods (50 minutes). This may be because of the shortage of time that does not allow them to go through the steps. However, they were observed following certain steps at double periods in teaching the skill. Thus, all these imply as the instructors are highly limited not to teach writing in the way they want to teach it due to the problem of shortage of time.

Furthermore, besides to the responses obtained from instructors, the researcher hardly observed both instructors 1 and 2 using any module while teaching writing skill through out the observation sessions. Thus, the instructors seemed to be forced to teach what they believe is important for the students. Due to this problem, as stated above the researcher also observed that discrepancies were created among two of the observed instructors in the content that they were teaching. This problem seems to occur due to an absence of a previously and deliberately prepared module.

Finally, the researcher hardly observed instructors while they provide any photo copied materials through out the whole classroom observations. This as the interviewed instructors reported may be due to lack of photo copy machines and computers.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, points regarding to the over all research are summarized briefly. In addition, conclusions drawn from the whole findings of the inquiry (from data analysis and interpretation) are summarized and then concluded in to generalizations. Lastly, recommendations are provided by the researcher depending on the findings and conclusions.

#### 5.1. Summary

The main objective of this study was to assess the practice of the teaching of writing skills in the case of Bahir Dar university second year English language instructors and the corresponding students taught by them. More specifically, the study was aimed to find out an answer to the following specific research questions that were emanated from the basic research questions.

- ❖ What approach (es) do instructors employ in teaching writing skill?
- ❖ To what extent do instructors integrate other language skills in the teaching of writing skill?
- ❖ What are the impediments that hamper the practice of the teaching of writing skill, if there are any?

Therefore, to get an appropriate answer for the aforementioned research questions, the researcher carried out the data collection program on five instructors and forty two randomly selected students who were being taught by them. For the purpose of gathering data through classroom observations, two instructors were purposively selected on the basis of their consent and then observed for 11 periods for both of them. While the observations were being carried out, the researcher was using checklists of activities. Besides, field notes (jottings) in which the activities which were assumed to be important for the achievement of the research objectives were also deliberately noted down. The two observed instructors were interviewed

based on what the researcher has been observing them to get detailed information. In addition, questionnaires were also administered for both the instructors and student participants. Latter on, the data obtained through these data gathering tools from the stated research participants were analyzed and interpreted both qualitatively and quantitatively. The qualitative data obtained from the instructors' questionnaire, interview and classroom observation was narrated descriptively. The data obtained from the classroom observations and instructors interviews were analyzed and interpreted in an intermingled way with the instructors' questionnaire. On the other hand, the quantitative data obtained from the students was analyzed using frequencies and percentages. Moreover, the data obtained from the students' questionnaires regarding the approaches that they follow were compared with grand mean values. Thus, depending on the realization of the aforementioned research methodologies on the research participants, the following findings were obtained.

Primarily, the findings obtained from the students' and instructors' questionnaire regarding the provision of theoretical inputs reveal that the instructors frequently deliver brief conceptual lectures before incurring the students in to the practical aspect of writing. All of the instructors and 61.6% of the student respondents claim that an input is provided, usually at the beginning of the lessons (see tables 4.1 and 4.8). Moreover, two of the interviewed instructors indicate that the reason behind the provision of such an input emanates from lack of background knowledge of the learners.

The other remarkable finding that this study came up with is regarding the approach/es that the instructors employ in teaching writing skill. The data obtained from the instructors' questionnaire, students' questionnaire (grand mean values), classroom observations, as well as interviews portray that the instructors employ both the process and product approaches in teaching writing skill (see tables 4.2, 4.4, 4.9 and 4.11). The data obtained from the classroom observations and instructors' interviews explicitly indicate that the instructors are highly determined by the time allotted for the course in each period to employ the approaches. As the interviewed instructors reported, they employ the process approach at double periods and the product approach at single periods. The rationale behind this seems that the time allotted for double periods is more extended than the time scheduled for single

periods. Besides, the findings obtained from the classroom observations portray that there are also times at which both process and product approaches are employed in combination. Nevertheless, the findings ascertain that the instructors hardly employ the genre based approach in teaching writing skill. One of the rationales behind this, as the instructors from interviews reported, is lack of computers and photo copy machines that the department faces. Besides, the unfamiliarity of students with such kinds of teaching approaches is the other evidence that confirms this view point as forwarded by the interviewees.

Thus, from all of these findings we may deduce that the instructors have no one clear cut approach that they always employ in teaching writing skill.

One of the objectives of this study was to find out to what extent instructors integrate other skills while teaching writing skill. Thus, all of the instructors and 66.7% of the students claim that they carry out other skills while the teaching of writing skill is in progress (see table 4.6 and 4.13). In doing so, the findings obtained from the instructors' and students' questionnaire, classroom observations, and interviews disclose that reading skill is frequently carried out while writing is taught. The data obtained from interviewees portray that every student reads what he/she has been writing either individually or in groups irrespective of the approach employed. Besides, listening and speaking skills are sometimes integrated in the teaching of writing skill. As the findings obtained from classroom observations reveal, these two skills are carried out while writing is taught as a process at double periods merely. However, the findings explicitly show that grammar and vocabulary language elements are not carried out while writing is taught (see tables 4.6 and 4.13). Finally, the findings indicate that all of the language skills and language elements are hardly integrated at one time (concurrently). Nevertheless, as the data obtained from the interview and classroom observations portray, reading, speaking and listening skills are sometimes practiced, particularly while writing is taught as process.

The other remarkable finding that this study reached at is that in integrating other language skills, instructors sometimes organize students in to pairs and groups so that they easily carry out the rest of the skills interweaving with writing skill. As the data obtained from classroom observations reveal, instructors organize the students in to pairs and groups at double periods

mainly; while writing is taught as a process. However, while the instructors make the students to cooperate, they do not seem to consider the students' preferences and interests while providing the writing topics to enable them easily integrate other skills. In addition to this, as table 4.14 explicitly portray, the instructors do not seem to check the writing topics whether they are appropriate to integrate other language skills while the teaching of writing skill is in progress. Yet, instructors do not assist students while they practice other language skills in writing skill lessons. Concerning this, as the data from interview reveal, the time allotted for the course, the number of students grouped in each section (too many students), as well as lack of the interest of the students to cooperate with their colleagues all regretted instructors not to provide an assistance.

Moreover, instructors hardly provide project works to enable students practice other language skills while the teaching of writing skill is activated in the classroom. As the data obtained from interview indicates, instructors do not provide such activities since these activities are not consistent with the objectives of the course; and because they are time consuming. Thus, this shows that instructors do not use project works effectively for the purpose of integrating the rest of language skills and elements in the teaching of writing skill. Therefore, from all these we may deduce that the teaching of writing skill is not effectively practiced to integrate other language skills concurrently (see tables 4.7 and 4.14). Moreover, as the data obtained from instructors' and students' questionnaire reveal, instructors sometimes encourage students to take their own responsibilities of learning while integrating other language skills in the teaching of writing.

Lastly, the data obtained from the instructors' questionnaire, students' questionnaire, classroom observations and interviews came up with some of the hindrances (impediments) that hamper the teaching of writing skills negatively. As the findings indicate these impediments generally emanate from four dominant angles: the students, the university (department), the instructors and the learning classrooms.

Impediments related to the students such as lack of background knowledge and skills, lack of interest to practically and continually write compositions with no bore, unable to cooperate and work with their colleagues, as well as incapability to read what they are going to learn in

the next lessons all hinder the teaching of writing skill not to be effectively implemented in the classroom.

Moreover, factors related to the department (university) such as inadequacy of computers and photo copy machines, unable to strictly follow the annual and semester time schedules, shortage of time allotted for each period of the course, absence of deliberately prepared modules for teaching purpose and grouping too many students in each section are the barriers that negatively affect the teaching of writing skill.

Similarly, unable to control each student's activity due to large class size and shortage of time, as well as being less interested to help the students in the classroom, which originates from the less interestedness of the students towards the skill in general, are also the hindrances that disrupt the teaching of writing skill from the side of instructors.

In addition, absence of permanent (fixed) classrooms for each section and narrow classrooms in proportion to the number of the students are identified to be impediments associated to learning classrooms. Lastly, the temperature that comes from the environment also indirectly affects the teaching of writing skill by creating some sort of discomfort on the instructors and students.

## **5.2. Conclusions**

1. The instructors frequently provide brief theoretical lectures regarding writing skill. The instructors are forced to deliver such an input since the students have no adequate background knowledge and skill regarding the target skill in lower grades.
2. The instructors employ both the process and product approaches in teaching writing skill. However, in employing these approaches, they are highly determined by the time allotted for the course. They follow the process approach at double periods; and the product approach at single periods. This shows that they do not have one clear cut approach that they always employ in teaching the skill. Nevertheless, the instructors hardly employ the genre based approach in teaching the skill.

3. The instructors frequently integrate reading skill while they teach writing skill. Besides, they sometimes carryout speaking and listening skills, particularly while writing is taught as a process. Nevertheless, vocabulary and grammar language elements are not integrated while writing skill is taught.
4. Instructors do not integrate all of the language skills including language elements at a time while they teach writing skill. However, with the exception of the language elements (grammar and vocabulary), speaking, listening and reading skills are sometimes integrated concurrently (at a time) while writing is taught as a process.
5. In integrating other skills in the teaching of writing skill, instructors organize the students in to pairs and groups- while the process approach is employed mainly. However, the instructors do not consider: the students preferences and interests, check the appropriateness of the writing topics, assist students, and provide project works to easily integrate other skills. Therefore, due to all these problems, the teaching of writing skill is not effectively practiced in integrating other language skills and elements.
6. Impediments that emanate from four dominant perspectives hamper the teaching of writing skill. These are: impediments that arise from: the students, the department (university), the instructors and the learning classrooms.

The student related factors such as lack of background knowledge and skill, lack of interest to practice the skill continuously and repeatedly, lack of interest to cooperate and work with their colleagues, as well as unable to read and come what is going to be taught affect the teaching of writing negatively. Moreover, scarcity of computers and photo copy machines, unable to properly follow the annual and semester time plans, shortage of time allotted for the course, absence of deliberately prepared modules, and large class size are identified to be impediments related to the department (university). Besides to these the impediments related to the instructors themselves such as un able to control each students' activity and lack of interest to assist students also upset the teaching of writing skill. Lastly, absence of permanent learning classrooms and

narrow classrooms in proportion to the number of students are the impediments related to the classrooms. In addition, the temperature that originates from the environment also hinder the teaching process not be properly carried out.

In brief, all the findings that are generalized in to the above conclusions indicate that the teaching of writing skill is in effective.

### **5.3. Recommendations**

Based on the major findings of the study and the conclusions drawn, the researcher suggested the following recommendations, which might be helpful in improving the practice of the teaching of writing skills.

- . Instructors should not be completely time based in employing the approach that they utilize to teach writing skill. Instead, the researcher standing from the findings of this inquiry suggests them to identify and follow what is the most appropriate approach that can lead students to a good achievement in their writing skill competence.
- ❖ To upgrade the effectiveness of the teaching of writing skill, the university (department) should deliberately prepare modules for teaching purposes, minimize the number of students grouped in each section, set part time teaching schedules in addition to the regular teaching time, and assign permanent (fixed) teaching (learning) classrooms for each section.
- ❖ Instructors, while teaching writing skill, need to deliberately integrate grammar and vocabulary skills also so that the students upgrade their language proficiency in all aspects of the target language. They should not carry out reading, speaking and listening skills merely since language skills are used mutually in the community. To integrate all the skills in one occasion, instructors need to provide learners with project works since such activities are better to integrate all the skills at a time.

- ❖ When the instructors teach writing skills, they should provide higher opportunity for the learners (writers) to involve in selecting their own writing topics on the basis of their preferences, interests, and day to day life experiences so that they can easily practice the other skills concurrently.

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## Appendixes

### Appendix A: Instructors' Questionnaire

*Addis Ababa University  
School of Graduate Studies  
Institute of Language Studies  
Department of English*

*Dear instructors,*

This questionnaire is designed for the purpose of gathering data regarding the practice of teaching writing skills on the course 'Advanced Writing Skills'. Thus, your genuine response to the questions provided below will have a significant contribution for the accomplishment and success of this study. As a result, I would like to ask you to read (attempt) all the question items carefully and then give your genuine responses for each of them provided below.

*Notice: you do not need to write your name on this questionnaire.*

*Thank you very much for your cooperation!*

#### Part- 1: Instructors' Profile

##### *Direction- 1.1*

The following items are designed for you to provide your personal information accordingly. Please, go through each of them and provide the appropriate information about yourself by putting a tick (✓) mark.

Sex: Male  Female

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

Field of specialization \_\_\_\_\_

Qualification: BA/BED  MA  PhD

Year of Work Experience: 1-5  6-10  11-15  above 15

**Direction- 1.2**

How often are the ideas (activities) which are mentioned in the following tables are implemented while you teach the writing skills? Please, attempt all the items and give your responses by putting a tick (√) mark on the space provided on the right side of each question items depending on how frequently you practice them in teaching writing skills. This instruction works for all the tables provided below. Hence, I would like to remind you in giving your genuine (real) response for each of the items.

❖ Please, put a tick (√) only once for each of the question items for all the tables presented below.

**Note:** Al=always Us=usually St=sometimes R=rarely N=never

**Part-2: Questionnaire on the Teaching Approaches**

2.1. Below Are Activities concerning the Approach (es) that you employ while teaching Writing Skills? How often do you implement them in the classroom? Please, attempt all the items and give your responses by putting a tick (√) mark on the space provided depending on your teaching experience in writing skill classes. If you have other extra ideas, please write on the space provided at the end and put a tick accordingly.

**Note:** Al=always Us=usually St=sometimes R=rarely N=never

No	Question Item	Alternatives				
		Al	Us	St	R	N
	<b>Items Related to the Teaching Ways (Approaches) of composition Writing Skills</b>					
1	I teach theoretical points on a certain composition type and the ways how it is written					
2	I encourage the students to write a composition focusing on language forms such as grammar, spelling, punctuation, etc aspects					
3	I encourage students to write final drafts of their compositions only once (with no steps) in the way I taught them					
4	I instruct each student to write individually with no peer collaboration					
5	I provide feedback on the students' errors after they finished writing compositions					

6	I provide example (model) compositions, organize students in to groups to analyze it and then write compositions of their own					
7	I help the students at the very beginning of writing their compositions and then gradually I minimize assisting them					
8	I encourage the students to follow certain steps such as thinking, planning, writing their first draft ,revising, and the like					
9	I help the students before, while, and/or after writing their composition					
10	I encourage the students to get feedback from their colleagues exchanging each others essays					
11	I instruct the students to rewrite compositions by improving the language used in their first draft					
	others					

### Part-3: Questionnaire on the Integration of Other Skills in Writing Skill Lessons

3.1. Do you encourage the students to practice other language skills while you teach writing skill? A. yes B. No

3.2. If your answer for the above question is 'yes' which of the following language skills do you integrate most frequently in the teaching of writing skill? Please, attempt all the items and give your responses by putting a tick (✓) mark on the space provided. If you do have other extra ideas, please write on the space provided at the end and put a tick accordingly.

**Note:** Al=always Us=usually St=sometimes R=rarely N=never

No	Question Item	Alternative				
		Al	Us	St	R	N
1	I encourage students to practice reading skill in the writing skill lessons					
2	I encourage students to practice speaking skill in the teaching of writing skills					
3	I encourage students to practice listening skill while I teach writing skill					

4	I encourage students to practice grammar in the teaching of writing skill					
5	I encourage students to practice vocabulary while the teaching of writing skill is going on					
6	I encourage the students to practice reading, speaking, listening, grammar, and vocabulary at a time while I teach writing skill					
	Others					

**3.3. Below are items that deal on your teaching writing skill practices in the classroom. Please, read each item carefully and put a tick (✓) mark depending on your experience of integrating the other skills while you teach writing skill in the classroom. If you do have other extra ideas, please write on the space provided at the end and put a tick accordingly.**

**Note:** Al=always Us=usually St=sometimes R=rarely N=never

No	Question item	Alternatives				
		Al	Us	St	R	N
1	I organize students in to pairs and groups when I teach writing skill to integrate the other skills concurrently					
2	I help the students when they practice the other skills in integration with writing skill					
3	I encourage students to write compositions based on their life experiences to integrate the other skills in teaching of writing skill					
4	When I teach writing skills I check the writing topics whether they are interesting and suitable to integrate the other skills with writing skill or not					
5	I provide project works and then order students to write reports and discuss on it for the purpose of making the other skills more integrative					
6	I encourage the students to take responsibilities for their own work when I teach the other skills integrating with writing skill					
	Others					

## Part- 4: Questionnaire on the Impediments

4.1. What factors do you think that hinder the practice of teaching writing skill, if there are any? Please, write your responses in the space provided below under items: I, II, III and IV.

### I. Problems Related to Yourself

A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

E. \_\_\_\_\_  
F. \_\_\_\_\_  
G. \_\_\_\_\_  
H. \_\_\_\_\_

### II. Problems related to the students

A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

E. \_\_\_\_\_  
F. \_\_\_\_\_  
G. \_\_\_\_\_  
H. \_\_\_\_\_

### III. Problems related to the class room

A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

E. \_\_\_\_\_  
F. \_\_\_\_\_  
G. \_\_\_\_\_  
H. \_\_\_\_\_

### IV. Problems related to the university (department)

A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_

E. \_\_\_\_\_  
F. \_\_\_\_\_  
G. \_\_\_\_\_  
H. \_\_\_\_\_

Others (Please state if any)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank You !

## Appendix B: Students' Questionnaire

*Addis Ababa University  
School of Graduate Studies  
Institute of Language Studies  
Department of English*

*Dear students,*

This questionnaire is designed for the purpose of gathering data regarding the practice of teaching writing skills on the course that you are taking currently. Thus, your genuine response to the questions will have a significant contribution for the accomplishment and success of this study. As a result, I would like to request you to read (attempt) all the question items carefully and give your genuine responses for each of them provided below.

*Notice: you do not need to write your name on this questionnaire.*

*Thank you very much for your cooperation!*

### Part -1: Students Profile and general direction

#### Direction- 1.1

The following items are designed for you to provide your personal information accordingly. Please, go through each of them and provide the appropriate information about yourself by putting a tick (√) mark on the space provided.

Sex: Male  Female

Age: 18- 23  24- 28  29-33  above 33

Section \_\_\_\_\_

### Direction- 1.2

How often are the ideas (activities) mentioned in the following tables are implemented while the teaching of writing skill is practiced in the classroom? Please, attempt all the items and give your responses by putting a tick (✓) mark on the space provided on the right side of each statement depending on how frequently they are implemented in the classroom. This instruction works for all the tables provided below. Hence, I would like to remind you in giving your genuine (real) response for each of the items.

Please, put a tick (✓) only once for each of the question items.

### Part-2: Questionnaire on the Writing Approaches

2.1. Below are activities concerning the ways that you (your instructor) implement while the teaching of writing skill is carried out. How often are the activities practiced in the teaching-learning process of writing skill? Please, attempt all the items and give your genuine responses by putting a tick (✓) mark on the space provided depending on how frequently they are practiced in the classroom. If you do have other extra ideas, please write on the space provided at the end and put a tick accordingly.

Note: Al=always Us=usually St=sometimes R=rarely N=never

No	Question Item	Alternatives				
		Al	Us	St	R	N
	<b>Items Related to the Teaching Ways (Approaches) of composition Writing Skills</b>					
1	When we learn writing skill, our instructor teaches theoretical points about a certain composition (essay) and the way how we write it at the beginning of the lesson					
2	When we learn writing skill, our instructor encourages us to write a composition (essay) with grammatically correct and error free sentences					
3	When we learn writing skill, our instructor encourages us to write the final draft of our compositions (essays) only once with no steps					
4	When we learn writing our instructor encourages us to write individually without cooperating with our friends					

5	When we learn writing our instructor provides feedback on our errors after we finished writing our compositions					
6	When we learn writing skill, our instructor provides example(model) compositions, and organizes us in to pairs or groups to analyze it and then orders us to write our own compositions(essays)					
7	When we learn writing skill, our instructor helps us at the very beginning of writing compositions and then gradually minimizes his/her cooperation to enable us write alone					
8	When we learn writing skill, our instructor encourages us to follow certain steps					
9	When we learn writing skill, our instructor helps us before, while, and/or after writing our compositions					
10	When we learn writing skill, our instructor encourages us to exchange our essays to give and receive feedback					
11	When we learn writing skill, our instructor encourages us to rewrite the essay improving the language used in the first draft					
	Others					

### Part-3: Questionnaire on the Teaching of Writing in Integration with the other skill

3.1. Do you practice other language skills jointly while you learn writing skill in the classroom?      A. yes      B. no

3.2. If your answer for the above question is 'yes' which of the following skills do you carry out most frequently in your writing skill lessons? Please, attempt all the items below and give your responses by putting a tick (√) mark on the space provided depending on how often you practice the following skills while learning writing skill in the classroom. If you do have other extra ideas, please write on the space provided at the end and put a tick accordingly.

**Note:** Al=always Us=usually St=sometimes R=rarely N=never

No	Question item	Alternatives				
		Al	Us	St	R	N
1	When we learn writing skills, our instructor encourages us to practice reading skill at a time.					
2	When we learn writing skills, our instructor encourages us to practice speaking skill jointly					
3	When we learn writing skill, our instructor encourages us to practice listening skill mutually					
4	When we learn writing skill, our instructor encourages us to practice grammar jointly					
5	When we learn writing skills, our instructor encourages us to practice vocabulary at the same time					
6	When we learn writing skills, our instructor encourages us to practice all reading, speaking, listening, grammar and vocabulary concurrently at a time					
	Others					

3.3. Please, read each of the following items carefully and put a tick (✓) mark indicating the most appropriate alternative for each of the items listed below depending on your learning experience in writing skill classes. If you do have other extra ideas, please write on the space provided at the end and put a tick accordingly.

**Note:** Al=always Us=usually St=sometimes R=rarely N=never

No	Question item	Alternatives				
		Al	Us	St	R	N
1	when we learn writing skill, our instructor organizes us in to pairs and groups to enable us practice other skills at a time					
2	when we practice the other skills together with writing skill being in pairs and groups our instructor our instructor assists us					
3	When we learn writing skills, our instructor encourages us to write compositions based on our life experiences to easily integrate the other skills					
4	When we learn writing skills, our instructor provides interesting (suitable) writing topics to carry out other skills at a time					

5	When we learn writing skills, our instructor provides project works in groups up on which we write reports and discuss on them to make writing more integrative					
6	when we learn (practice) writing skill joining with the other skills, our instructor encourages us to take responsibilities for our own work					
	Others					

**Part- 4: Questionnaire on the Impediments**

**2.5. Do you think that there are factors that affect the teaching-learning process of writing skills? If, yes please write them in the space provided below for the items I, II, III and IV.**

**I. Problems Related to Yourself**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_

**II. Problems related to your instructor**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_

**III. Problems related to the class room**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_

**IV. Problems related to the university (department)**

- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_

- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_

**Others (Please state if any)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you!**

## Appendix C: Classroom observation checklist

### Pre writing

1. Does the instructor lecture theoretical points on the lesson topic? Yes  No
2. Does the instructor provide photo copied model essays? Yes  No
3. What is being done on the model essay?
4. How are the writing topics selected (determined)?
5. Does the instructor involve students in selecting their writing topics? Yes  No
6. How the writing topics are determined (selected)?
7. Do the students involve in determining their own writing topics based on their interests and preferences? Yes  No
8. Does the instructor simply provide the writing topics by him/herself ignoring the students' involvement? Yes  No
9. Are the writing topics inline with the students' day to day life experiences?  
Yes  No
10. Does the instructor provide chances for the students to determine their purpose, reader and the like before they start writing? Yes  No

### While writing

11. Does the instructor guide the students to follow certain steps with multiple drafts or with one single draft only in writing compositions? Yes  No
12. Does the instructor encourage students to practice writing based on the genres of the text provided in the prewriting phase? Yes  No
13. To which aspect does the instructor encourage the students to give much emphasis while they are writing essays; to the accuracy (form) or to the content (organization)?
14. What does the instructor do while the students are writing?
15. How does the instructor manage and organize the students while they are writing, individually, in pairs (groups) or whole class discussion?
16. Does the instructor guide the students to read, discuss and give comments for each other's work (drafts) to make the other skills integrated? Yes  No
17. Does the instructor help the students while they are writing or collaborating on their essays? Yes  No
18. Does the instructor provide project works to enable students integrate the other skills while learning in the classroom? Yes  No

### **Post writing**

19. How feedback is provided on the students essays, by the instructor him/herself or by the students' colleagues (collaboratively)? How?
20. In which phase is feedback provided, while students are writing or after they finish writing?
21. When is feedback provided, just immediately on the daily lessons or the next lesson (at another day)?

### **Checklists on the Impediments**

1. What student related impediments affect the teaching-learning process in writing skill lessons?
2. What instructor related impediments affect the teaching of writing skill?
3. What classroom related impediments hinder the practice of teaching writing skill?
4. What other impediments hamper the teaching-learning process, if there are any?
5. other factors \_\_\_\_\_

## Appendix D: Instructors' Interview

1. Do you give theoretical orientations regarding to how a certain composition is written?
2. In what ways (approaches) do you teach composition writing skills for the course that you are teaching currently?
3. Do you instruct the students to follow certain steps or simply to write the final draft at once? Why?
4. Do you provide model essays for students and encourage them to write their own compositions after they analyze the model?
5. Do you guide the students to practice the other skills in integration with writing skill in the approach that you employ? How do you do so? Do you assist students while working in such situations?
6. To What skill do you provide more emphasis in practicing the other skills while teaching writing skill? Why?
7. What are the factors that hinder the teaching of writing skill, if there are any?

**Declaration**

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

Name: Desalegn Simachew

Signature 

Place: AAU

Date of submission: 09-06-2011