

ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

POST GRADUATE PROGRAM (REGULAR)

**FACTORS AFFECTING STUDENTS' PARTICIPATION IN
WRITING CLASSES IN EFL CLASSROOMS: THE CASE OF
GRADE 11 STUDENTS AT MISKAYE HIZUNAN MADHANEALEM
MONASTERY SCHOOL**

BY
ABAY TEKLIYE

APRIL, 2019
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By Abay Tekliye

A thesis submitted to Department of Foreign Languages and Literature

In partial fulfilment of the requirement for the degree of masters of arts in English language teaching (ELT)

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Addis Ababa**

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Abstract

The main objective of this study is to examine factors affecting students' participation in EFL writing classrooms of grade 11 students at Meskaye Hizunan Medhanealem Monastery School. In achieving the stated objectives; simple random sampling was employed to select the participants of the study. In order to collect data from the participants, classroom observations, questionnaires, and semi-structured interviews were administered. Then the data obtained using these tools were presented, analyzed and interpreted both quantitatively and qualitatively. The data obtained from the questionnaires were presented and analyzed with the interview and observation. Then all the results of the items from the three tools were triangulated at the discussion section. The findings of this research work were related to three factors. These were student related factors, classroom teacher related factors and school related factors. Student related factors are linguistic factors such as writing grammatically correct sentences, lack of interest for learning writing, fear and shortage of vocabulary. Teacher related factors are such as shortage of time, teacher's lack of commitment, absence of writing items on mid and end term exams, etc. School related factors are class size, shortage of text books in class, etc. Finally, based on these findings, it is recommended that the students should practise writing to help them improve their problems. The teacher ought to adapt the writing activities to make interesting, motivating and achievable in the time given for the activity. The school should facilitate student class to be accessible by the teacher for the practice writing and textbooks should be supplied to the learners. The school or the English department should facilitate learners to produce texts, write reports on school events and so on.

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List of Abbreviations

R	Researcher Interviewer
S₁	Respondent student one
S₂	Respondent student two
S₃	Respondent student three
S₄	Respondent student four
S₅	Respondent student five
S₆	Respondent student six
S₇	Respondent student seven
S₈	Respondent student eight

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CHAPTER ONE

Introduction

1.1 Background of the Study

In language classroom, participation denotes the condition of sharing in common with others (as fellows or partners). In classrooms participation denotes interactional roles of a student in in-class tasks or activities such as asking questions, role-playing, discussing issues of the lesson with others, doing classwork, commenting, reflecting texts, composing pieces of writing and so forth.

Learning English as a foreign language (EFL) needs a lot of effort from the learners' side in mastering of all the four macro skills (listening, speaking, reading and writing) and the sub-skills (vocabulary and grammar). Thus, EFL classrooms are the ultimate places for practitioners, and participation in in-class activities from the learners' part is the weapon that enables learners to master the language. Tsui (1996) as cited in Abebe and Deneke (2005) argues, learners who participate actively, have been reported better satisfaction and better performance rates. Accordingly, productive skills (speaking and writing) can be improved mainly in the context that enables learners to involve in participatory activities.

Writing like other macro skills of a language needs to be developed by learners of EFL highly in classroom interactions among others following the process of writing. In this regard, Hedge (1988:12) states that "Collaborative writing in the classroom generates discussions which encourage an effective process of writing." By this point, Hedge also extends that while the students participate in the classroom, they interact with their classmates in process writing and learn from each other drawbacks of their written work and access brainstorming, selecting, planning, drafting, checking and editing, etc.

Furthermore, Zolten and Long (2007) stated that participating in classroom activities provides a practical opportunity for learning new skills making deep, meaningful connections in the mind that are important in learning, advanced thinking skills. According to Atkins et, al (1996: 88) "If students are to develop writing skills, they need to work on writing skills activities in class

under the teacher's supervision as well as writing out of class." They also addressed that the teacher must outline activities which focus on promoting writing abilities in order to improve learners' self-assurance and capability in writing.

However, in most EFL classrooms in Ethiopia, teachers in general, at Meskaye Hizunan Medhanialem Monastery School in particular, are frequently heard complaining about the learners' lack of active participation in in-classroom activities in most language skills and writing skills in particular. Moreover, the researcher's experience shows that almost all of the students in EFL classes remain idle or bored with writing sessions throughout more than nine years of high school teaching. The problem is even getting worse and worse year by year. In line with this, Byrne (1988) and Hyland (2003) also argue that writing skills because of its complexity and difficulty compared to other main skills learners do not want to involve actively during writing sessions, is what teachers always heard complaining.

Therefore, this paper is designed to study factors which affect learners' participation in EFL classrooms in writing classrooms (sessions) at Meskaye Hizunan Medhanialem Monastery School.

1.2 Statement of the Problem

As it is mentioned in the background, participation in the EFL classrooms during writing sessions plays a crucial role for learners. Writing is about producing or sending a message to others like speaking and then writing skills are useful for advanced learners in their daily life. Writing is not a spontaneous skill or acquired easily. In fact, it is viewed as "probably the most difficult thing to do in language" (Nunan 1999:271). Thus, writing demands a lot of practice in all circumstances, especially in the formal classrooms with the help of the teacher providing clues to the practitioners. Learners need to have the greatest effort in the writing sessions to build a good expertise writing ability in their learning. This especially is essential for pre-tertiary education level learners. To do so, for this level students, the classroom can be the ultimate place.

Since writing helps the writer to share what s/he has in mind, the writer has to consider her/his audiences. Hedge (1988:9) claimed 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." In doing

these types of writing activities, students' active role in EFL classroom activities brings them to check and comment on each other's works in the writing process. The teacher, in addition to the learners participation, is expected to provide interesting contexts in which students can engage in a reinforced way.

Imane (2015) stated that,

As productive skills, speaking and writing are regarded to be important processes since they help the teachers in evaluating students' proficiency in the target language because they can be the major critical towards the better academic position and greater educational successthere is no innate capacity to write.

Nunan (1999:273) writing is a “complex, cognitive process that requires sustained intellectual effort over a period of time.” In this regard practicing writing, day to day in classrooms and out of classrooms plays unreplaceable role to be an effective writer. EFL classes are then the ultimate places for EFL learners in countries like Ethiopia where they could not access the language elsewhere easily. Hence, active participation of students' in-class practices with peers and with the support of the teacher is the demonstration field.

However, Liu (2000) argued that many ESL learners are plugged by the problem of the skill of writing, and also ESL teachers have been challenged by the problem of how to assist their learners to overcome the issue. Even White and Arndt (1991) strengthen the above idea as writing has believed as a neglected skill of the language schedule. Moreover, all the teachers of English at the researchers' staff are highly heard that they jump writing lessons since their learners have hardly little or always no participation to interact during writing periods. The researchers' experience too, indicates that learners' high level of lack of interest in practicing writing activities in EFL classes makes him tackle the factors behind the students' lack of taking active roles in writing periods. Therefore, the researcher is interested to investigate the factors that affect students' participation in EFL classroom during writing classes of grade 11 at M/H/M/Monastery School; since schools need to improve students writing skills in EFL classes.

Some research works are done in writing classes in different secondary schools and in universities in Ethiopia.

Alamirew (2005) conducted a research on the relationship between self-efficacy writing instructions, and the writing performances of grade 12 students. He concluded that writing instructions provided by the plasma TV teacher and the classroom teachers were ineffective. Misrak (2007) also studied different things related to teaching writing skills via satellite plasma TV in grade 9. She concluded that plasma TV had a shortage of time allotment and also a classroom teacher and grade 9 students had a negative attitude towards writing provided by the plasma TV. However, the school this study was conducted has no plasma TV, which is one-way communication.

Desalegn (2011) in reference to Emmons (2003) stated that writing is a skill which demands the learners' effort of enough time and of energy to express one's ideas, feelings and emotions effectively and meaningfully. He also claimed that the skill of writing different from other skills is more difficult and cannot be mastered at once. This indicates that learners are expected to have continuous practice or training to be able to independent writers.

Desalegn (2011) in his study on the practice of teaching writing skills at Bahir Dar University and concluded that "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." This research work tries to fill the gap indicated by Desalegn which is about lack of background knowledge in writing in lower grades by students'. Thus, the title that was the practice of teaching writing is modified to the factors affecting students' participation in writing EFL classrooms in English classrooms grade 11 students in focus.

However, none of the above researchers made their studies on "What factors affect learners' participation in EFL writing classrooms at grade 11 level." The other thing that makes this research work different from the above researches is the setting and the participants of the research. The is observed throughout nine years of the researcher's teaching experience. As a result, this study is designed to fill the gap observed by examining factors affecting learners' participation in writing classes.

Hence, the researcher aimed at achieving the following objectives in doing this research work.

1.3 Objectives of the Study

1.3.1. General Objective

The general objective of the study is to examine factors affecting students' participation in writing classrooms in EFL classes.

1.3.2 Specific Objectives

The specific objectives of the research were:-

- to identify factors related to students,
- to explore factors related to the classroom teacher and
- to investigate factors related to the school.

1.4 Research Questions

In order to achieve the above-mentioned objectives effectively, this study attempts to focus on the following research questions.

- What are the factors related to the students affecting students' participation in writing classrooms in EFL classes?
- What are the factors related to the classroom teacher affecting students' participation in writing classrooms in EFL classes?
- What are the factors related to the school affecting students' participation in writing classrooms in EFL classes?

1.5 Significance of the Study

This research work directly or indirectly will be significant for teachers of writing in EFL classes to best implement writing in writing sessions. It also helps policymakers or syllabus designers to design implementable learning materials for educators and learners of writing in EFL classes. Moreover, the study benefits the upcoming researchers as starting insight to conduct further deep investigations on the problem.

1.6 Delimitation of the study

This research work was delimited to Meskaye Hizunan Medhanealem Monastery School grade 11 students, as it is convenient for the researcher and the researcher got permission from the school. The research also delimited to grade eleven students since this level students has better maturity and academic level for practicing writing skills better than that of grade nine and ten students. The other reason to delimit the study to this level was grade eleven students had more time to cooperate with the researcher than grade twelve students who were busy for the preparation of entrance examinations.

1.7. Limitation of the study

This research was done only in one high school and with an individual researcher because of financial and time scarcity. As a result this research has the following limitations.

- If the study was conducted in pair or group it might have wider coverage and broad findings.
- The conclusions obtained from such narrow study area may not be generalized in the context of other high schools.

1.8 Organization of the Study

The overall organization of the research has preliminary pages and five main chapters. The preliminary pages have an abstract, acknowledgment, list of abbreviations. Chapter one presents the introductory parts of the study from the background, statement of the problem, the objective (main and specific), research questions, significance, delimitation to limitation. Chapter two presents a review of related literature, the definition of writing, purpose, and approach of teaching , definition, and benefit of participation. Chapter three is about research design and methodology. Chapter four presents the data presentation and discussions. Finally, chapter five presents a summary, conclusions, and recommendations.

CHAPTER TWO

Review of Related Literature

2.1 Definition of Writing Skill

What is writing?

Writing is expressing the feeling, emotion, ideas, perception, thought, etc. that the writer has towards a particular topic or issue using symbols representing the utterances of human language. It is a means of communicating ideas or sending a message via a written form to the receiver who is distant in both time and space. Therefore, the writer demands conventions of linguistic competencies such as word building, morphology, syntax, grammar (word and sentence and textual level), pragmatics (appropriateness of language in a certain situation), discourse (language use and textual knowledge), and sociolinguistic knowledge (style, register, variety, naturalness). On the other hand, writing is the most complex human activity that requires the capture of mental representations of knowledge, and experience of a subject. Below are various sources of the definitions of writing.

The Encyclopedia Americana (1985: 558) writing is defined as

the communication of ideas by means of conventional symbols that are traced, incised down, or otherwise formed on the surface of some materials such as stone, metal, bamboo, papyrus, parchment, or paper, ... the only man communicates by means of writing, ... writing gives permanence to men's knowledge and enables them to communicate over great distances. Hence it is a necessary condition of civilization as we know it. The complex society of higher civilization would be impossible without the art of writing.

Accordingly, writing is ultimate skill to be developed in the world that demands high interaction. Writing is a means of communication that enables learners to express their emotions and understandings on paper, to manage their knowledge and views into confirming thoughts, to be known via clearly composed text. In other words, writing is the performance of making and transcribing words in a form which able to be read and understood. Writing can be said the ultimate tool to transfer knowledge from generation to generation through documenting the facts and experiences a given society. Only human beings have the skill of

writing that helps them to communicate using symbols designed to represent their sounds called alphabets.

The public website Wikipedia defines writing

Writing is a medium of human communication that represents language and emotion with signs and symbols.... writing is a complement to speech or spoken language. Writing is a tool used to make languages be read....relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols.

Writing process is the printing of human interaction by the use of signs and symbols to represent utterances or understandings (The Macmillan Encyclopedia 1981). Writing is conceived as an act of typing letters and characters on various materials such as paper, wood and under the aim of recording the thoughts and ideas. (William & William 1809). It has an encoding of a message of some type that people are able to translate their ideas or point of view into written language. (Byrne 1988)

The process of writing is taught for the purpose of promoting individual students which may help learners in their roles in the community and to improve their skills professionally for the future, in addition, it is a major cognitive difficulty, since it is perceived as a test of memory, language, and thinking ability.

Generally, writing is a language skill in which the writer uses symbols that represent the sounds of a particular language to send or transmit the internal feelings the writer possess towards a particular thing (idea) using writing materials to type the message in order to pass the information to the receiver (reader). Writing as it demands the writer to set goals, select audiences, and the ability to communicate with someone distant both in time and place, the composer needs to possess good convictions of the language. Writing has its own purpose for the writer to involve in the writing.

2.2 The Purpose of Teaching Writing Skill

Communication in human life is the key to create a relationship among people as individuals are dependent on each other for the sake of survival. Here language plays vital role in connecting the world society. Thus, individuals need to master all the language skills which

helps people as mediator. Writing as a medium of communication plays an important role in peoples' day-to-day life. "The ability to communicate ideas and information effectively through the global digital network is crucially dependent on good writing skills. Writing has been identified as one of the essential process skills in a world that is more than ever driven by text and numerical data" (Hyland 2003: xii). Thus, writing is not only a skill to be developed by learning in classrooms but it is must to possess since it helps relate people from anywhere in the world. As a matter of fact, English in Ethiopia is used as a medium of instruction in high schools, colleges, universities, and international relations.

Students as EFL learners' needs to develop writing skill since most of their academic activities demand them to write different written tasks such as writing papers, essays or compositions in examinations, taking or making notes during class or studying time, etc. (Alamirew: 2005). In other words, learners produce their competence through the practice of new vocabularies or new structures to assist them to remember new items of a language. Hedge (2005: 95) argued that "successful writing goes beyond producing clear and accurate sentences since learners must be aided to write and express their ideas in the most appropriate and creative way." Classroom writing activities ought to reflect the goal of helping learners to compose all texts that are structural, contextual, and a suitable piece of interaction (Hedge, 1988). Moreover, the reality people have to interact repeatedly is not the ultimate reason to learn writing as EFL students. One writing also encourages the grammatical forms, idioms, and word building while learners have been being taught. Two when students write they become adventurous i.e., they take the risk to go beyond what they just have learned to say. Three as students involved in the writing they become familiar with a new language; the effort to express ideas and the permanent use of eyes, hand, and brain is a typical style to initiate learning (Raimes, 1983).

To sum up, the aim of teaching writing because writing is a system of communication which makes learners put their thoughts and or feelings and ideas on a paper, to organize their understanding and viewpoint to make belief arguments, and to convey meaning via a well-constructed text. Students then are expected to focus on syntax, content, grammar, mechanics, organization, word choice, purpose and audience through the writing process of the English language class or out of class practices. To promote appropriate learning, teachers have to use an approach that best suits their learners to benefit from teaching. However, the teaching

approaches in EFL teaching have their own strength and drawback, teachers have to be selective based on the level and goal of learning.

2.3 Approaches to Teaching Writing in EFL Classes

The approaches of teaching writing in the EFL context are various since teachers and textbooks select one approach and reject the rest. However, most teachers and textbooks are eclectic, taking every approach that they consider suitable or available to the teaching of the writing activities. "There is no one way to teach writing, but many ways," (Raimes, 1983:11). Theories of teaching writing "are more accurately seen as complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing." (Hyland, 2003:2). Any teaching theory cannot substitute exactly better than the other. There are many teaching approaches for writing in EFL classes among them some are discussed below.

2.3.1 The Controlled Approach

When the focus of the writing session a teacher chooses is to reinforce grammar and vocabulary, the controlled approach to writing is an option. In this approach learning to write in L2, for the most part, involves linguistic knowledge and vocabulary i.e., new words, syntactic patterns, the cohesion that comprises the genuine parts of a text. Writing is viewed as a product in which learners copy and manipulate the model of a text provided by the classroom teacher via habit formation and testing students' ability to produce error-free sentences based on the model given.

Thus, the meaning is given due attention neither do the communicative aspect of the language which is kept to be dealt with later (Hyland, 2003). The students fully exert their learning on identifying and correcting grammar from substitution tables. Marking papers is easy and quick since learners have limited opportunity to make an error. Grammar, syntax, and mechanics are the areas of emphasis for accuracy rather than fluency in the controlled approach of teaching writing in EFL classes. (Raimes, 1983)

However, this approach has got drawbacks. Firstly, formal patterns are often presented as short fragments that tend to be based on the intuitions of materials writers rather than the analyses of

authentic texts. Syntactic complexity and grammatical accuracy, nevertheless, are not the ultimate forms to promote writing and may not even be the best measures of good writing. Secondly, the aim of writing instruction can never be just training in explicitness and accuracy since written texts are always a response to a specific communicative setting. Control over surface features is crucial, and learners require comprehension of how words, sentences, and larger discourse structures can shape and express the meanings they want to convey. Most teachers, therefore, include formal elements in their courses, but they also look beyond language structures to ensure that students don't just know how to write grammatically correct texts, but also how to apply this knowledge for particular purposes and contexts.

Thus, for secondary level EFL writing teachers had better present controlled activities like re-ordering of jumbled sentences than isolated gap filling, copying sentences from a substitution table, etc., that help students to learn beyond uncontextualised sentence level activities.

2.3.2 The Guided Approach

In guided writing, students need to be thinking about the meaning and organization of what they say as much as the accuracy of their language. Activities such as taking notes from a listening source to be developed into a piece of writing(paragraph), making notes from parallel passages to construct similar passage using the notes they made, dialogue completion, charts, tables, and diagrams, that students describe, etc., are guided activities. Here the teacher is expected to tolerate error and learners are also needed to reflect realistic writing situations. (Skills Development Methodology)

2.3.3 The Process Approach

The process approach to writing teaching gives focus on the writer as a free producer of texts, but it goes further to address the idea of what the instructor ought to do to help students implement a writing activity (Hyland, 2003:10). Classroom writing activities require to be planned in ways which reflect the writing process in good writers. Teachers are expected to reinforce their learners to pass through a process of planning, organizing, composing, and revising (Hedge, 1988). As it is given in the table below the process of writing is not a linear process, but it is recursive which moves backward and forwards between steps of writing.

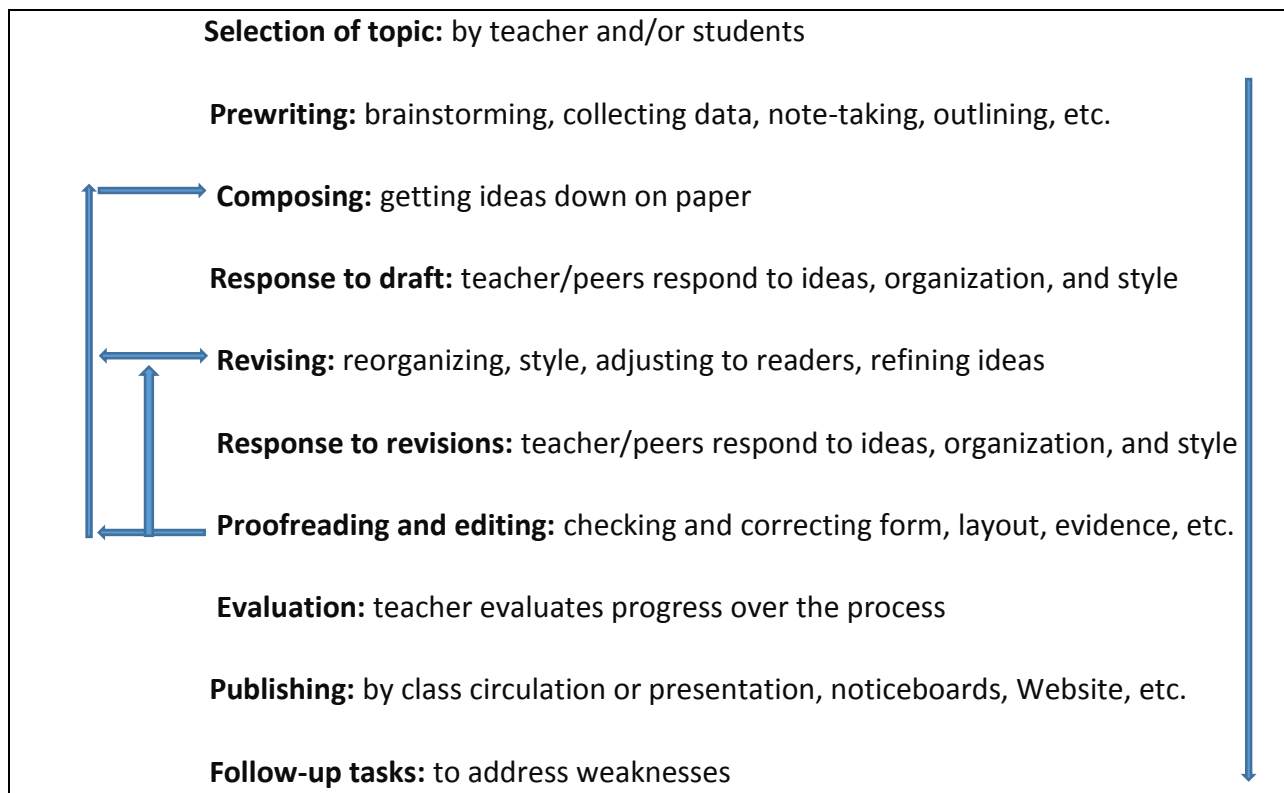


Figure 2.1 a process model of writing instruction (Hyland, 2003:11)

More or less the process approach to teaching writing demands the teacher to monitor the students to go through the following seven stages at grade 11-12 level.

Brainstorming: after being motivated to write and title selection, learners are expected to make notes of some ideas in favor of the title selected without stress. In other words, students produce words, phrases, ideas as quickly possible just as they come to their mind with no worry for appropriateness, sequence, accuracy, spelling, etc. students can do this speaking loud in the classroom with their pairs or groups sometimes individually.

Selecting: the second step is selecting or making good points to support each one briefly in some way expanding, explaining, or giving an example (getting ideas together). Students decide which of the points listed under the brainstorming stage are essential to be included supporting the title.

Planning: on third step students are expected to copy an outline of the selected points in the second step. Here learners think about how to introduce the topic of their composition or essay by listing the main points and supporting details to be for and or against. Then students decide how to conclude their piece of writing (planning and outlining).

Writing: so far the planning part has been done what is left is writing the first draft. Now learners had better use the model of writing they selected and writing the first draft continues (making the first draft). Since it is a first draft composing is not given high emphasis for mechanics like punctuation, spelling, etc.

Checking and editing: students check for their text organization, the flow of ideas like cohesion, accuracy, length and edit the spelling, punctuation, grammar, and so on themselves thoroughly

Asking someone to read your essay critically: learners have to make sure to make any changes their reader suggested if they agree with (revising, replacing, redrafting).

Writing neat final version: after making sure there is a clear break between one paragraph and another, students write their final well-composed text or writing (editing and getting ready for publication).

The role of a teacher in all these stages according to (Hedge, 1988), (Raimes, 1983) are two. These are providing ample time and giving feedback based on the students' written work. In addition, the teacher has to monitor the students to integrate other skills effectively throughout the process by organizing the class in pairs or small groups. This approach also helps the students for the best encouragement of creativity and production of good texts in their own way. However, it is weak because the teacher may expect students to produce original texts without training learners to go through the above-mentioned stages.

Generally, the process approach to writing is the most appropriate teaching approach for students of grade 11 and 12 since they have involved highly in note making and note-taking activities. Plus these level students are expected to compose paragraphs and essays based on the notes they recorded from diverse sources. The approach also aggravates interaction between or among learners in this way students involved in the communicative self-expressive way of

learning. This builds learners' fluency and accuracy at a time. Students then lead to the discovery of new ideas and new language structures in expressing these new concepts.

2.3.4 The Communicative Approach

The communicative approach contributes a wider view of language, so it looks language not only in terms of its structure (grammar and vocabulary) but also in terms of the communicative functions that it performs. That is what people do with these forms when they want to communicate with each other (Littlewood, 1991). It underlines the purpose of a piece of writing and the reader for it. It reinforces learners (writers) in real life situation and to pose crucial questions about purpose and reader by writers themselves (Raimes, 1983).

Thus, teachers have to bring authentic writing activities to writing classroom so as to equip their students with applicable contexts. These activities may be writing to an agony aunt or agony uncle, writing to a pen pal, and so forth. The kind of activity that helps the language form into operation for its functionality rather than fragmented grammar exercises.

2.4. Participation

2.4.1 Definition of participation

What is participation?

Participation can be defined as the act of involving group activities. It can be said involvement, engagement, involution, taking part in, joining in, and contribution, of an individual in a particular activity. Participation denotes the condition of sharing in common with others (as fellows or partners). In classrooms participation denotes interactional roles of a student in in-class tasks or activities such as asking questions, role-playing, discussing issues of the lesson with others, doing classwork, commenting, reflecting texts, composing pieces of writing and so forth.

Participation is also defined in a number of ways by different scholars including Fassinger, (2000, p. 39) "any comments or questions that students offered or raised in class", Burchfield and Sappington, (1999, p. 290) "the number of unsolicited responses volunteered" and Weaver and Qi, (2005, p. 581), "the extent of participation in class discussion."

Dancer and Kamvounias (2003) considered participation as an active involvement process which can be built upon five steps: preparation (planning), involvement in the discussion, collaborative skills, communication abilities, and presence.

2.4.2 Benefits of Participation

Crone (1997) noted that if you engage a student in participating in an active learning environment, they have the opportunity to become critical thinkers and in turn will be less passive. Knowledge and understanding are advanced through a process of critical thinking stimulated by argument and counter-argument, question and answer situation.

Garside (1996) defined critical thinking as (i) thinking that is clear, precise, accurate, relevant, logical, and consistent; (ii) thinking that reflects a controlled sense of skepticism or disbelief of any assertion, claim, or conclusion until sufficient evidence and reasoning is provided to conclusively support it; (iii) thinking that takes stock of existing information and identifies holes and weaknesses, thereby certifying what we know and don't know; and (iv) thinking that is free from bias, prejudice, and one-sidedness of thought. (p. 215)

The above definition implies that critical thinking is an essential ability that learners require to develop as it will carry them both through their education, no matter what the discipline, and careers.

Other benefits of participation for students include less memorization, as they are able to learn through discussion and synthesize the information more effectively (Smith, 1977), they are more motivated Junn, (1994), improve their ability to communicate orally Dancer and Kamvounias, (2005), increase confidence, and learn by being able to apply theory to their own lives Chickering and Gamson, (1987).

Although based on existing research there are numerous benefits to participation, there are still very few students who do participate and an insufficient amount of class time is devoted to classroom discussion Fritschner, (2000). Both students and teachers recognize the benefits of classroom participation, however, Wade (1994) indicated that students would like the opportunity to be able to participate more in their classes in order to capitalize on the advantages. Over half of students do not participate and the few that do are the ones that do so

repeatedly indicating that they dominate the discussion. Karp and Yoels (1976) characterized this as the "consolidation of responsibility" (p. 429).

2.5 Strategies for Improving Writing Skill

Hedge (2005: 95) argued that "successful writing goes beyond producing clear and accurate sentences since learners must be aided to write and express their ideas in the most appropriate and creative way". In this way there are some strategies that should be taken into account when improving the students' writing skill and they can be classified as follow:

2.5.1 Choosing the Appropriate Type and Topic

Every teacher should help his students in selecting the type of writing and the topic that interest them including the appropriate words and expressions. When providing students with a short list of topics and an option to create their own topics often works well that is, s/he can encourage students to write about anything they want in order to make them feel free to express their thoughts and ideas Perks (2010). Students, on the other hand, should set a new writing goal every week in order to involve in composing.

2.5.2 Generating Ideas

When planning the topic, the teacher should explain to his students that gathering and recording what they know about the topic without worrying about repetition, spelling or grammar will be very helpful in starting writing and ultimately to produce more writing and encourage fluency in generating ideas. The teacher should also explain that "Using idea mapping, you might discover interesting connections between topics that you had not thought of before." (Scott McLean, 2011)

2.5.3 Write More Than One Draft

The teacher should explain clearly to his students that draft means a preliminary version of the piece of writing and by working on the second and third draft; the students' writing will be improved. He should also tell them that writing more than one draft will help to insert points or ideas that they did not think about in the first draft and they can add it in another draft and this can lead to a complete piece of writing.

2.5.4 Note Taking

The teacher should inform his students that any note that they take in class today can be used when they take the quiz tomorrow (Cohen et al, 2013) because materials presented in the classroom often contains the key concepts of the course most likely to be included on exams. So, while explaining the lesson, the teacher should pay attention to the importance of note-taking, and then he might ask them to answer some questions like: "What did you already know about ...? What did and did not you understand?" to be sure that all students are engaged. This strategy might also help them in rapid writing.

2.5.5 Encouraging Shy Students

Zimbardo (1977) stated that shy individuals have poor self-images and negative expectations. So, the teacher is considered to be the first one who should help his students to overcome their fears and to build their self-confidence by encouraging his shy students to write about what they think. He may also engage them in groups' activities that expose them to other students' thoughts and this collaborative learning will teach them how to think deeply since the teacher doesn't provide them with responses, they must find answers by themselves.

CHAPTER THREE

Research Design and Methodology

3.1 Research Design

The purpose of this study is to examine factors affecting students' participation in EFL classes in writing classrooms grade 11 students at Meskaye Hizunan Medhanealem Monastery School. The researcher used the Mixed Methods design. Mixed methods designs are procedures for collecting, analyzing and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies. In this process, you need to decide on the emphasis you will give to each form of data (priority), which form of data you will collect first (concurrent or sequential), how you will "mix" the data (integrating or connecting), and whether you will use theory to guide the study (Creswell and Plano Clark, 2006). The purpose of such a design is to draw from the strengths and minimize the weaknesses of the quantitative and qualitative research approaches and the researcher blended methods of collecting or analyzing data from both research approaches in a single research investigation.

3.2 Research Setting and Subjects of the Study

3.2.1 Research Setting

The study was conducted at Meskaye Hizunan Medhanealem Monastery School which is located around Sidist Kilo in Addis Ababa, Ethiopia. The school was selected since it was convenient for the researcher in that the participants both the classroom teachers and the students permitted the researcher to supply the required information for the study work. The researcher also has been teaching English in the school for over two years.

3.2.2 Subjects of the Study

The sources of data for the study were students of grade 11 at Meskaye Hizunan Medhanealem Monastery (M/H/M/M) School. The researcher selected these students as a source of data since they had had willingness in providing required data for the study.

3.2.3 Selection of Students

The researcher selected grade 11 students for sources of data at M/H/M/M School. Students of this grade level were selected because they are at the level of critical writing who need to possess abundant and effective strategies of composing. Moreover, this grade level students are more matured than that of grade 9 and 10 level learners to involve in the writing. Grade 11 students also had no time scarcity like that of grade 10 and 12 learners who had preparation for national examinations. Thus, learners of grade 11 were believed helpful and appropriate for giving the needed data.

There were 195 students in grade 11 in the School in 4 sections A to D. Out of the total number of students 64 students were selected for answering questionnaires using simple random sampling. From those 64 sources, only 8 students were selected for the interview. The interviewees were selected to get further data which might not be included in the questionnaires.

3.3 Data Collection Tools

Based on a careful examination of the research questions data collection tools were selected. Accordingly, the researcher used classroom observation, interview, and questionnaires (see appendices). Classroom observation was the main tool for qualitative data whereas students' questionnaire was the main tool for quantitative data collections..

3.3.1 Interviews

A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis (Berg and Lune, 2014). (). In order to clarify the learners' perception of classroom participation in writing periods five semi-structured questions were prepared in the learners' L1 (Amharic) and was recorded for transcription and translation into English. The rationale for using Amharic is that the students may not clearly express their idea in English. Thus, the researcher believed that it hinders the clarity and validity of the study.

3.3.2 Classroom Observation

Observation is a purposeful, systematic and selective ways of watching and listening to an instruction a teacher gives in the classroom for the learners and learners' interaction, feedback, reflection, participation, motivation, etc. using a checklist or video recorder(Cresswell, 2012). Thus, the researcher has developed a checklist based on the research objective and methodology of a particular field of study. As a matter of fact, the researcher developed an observation checklist based on the teaching approaches writing in EFL classes discussed under the review of related literature section (see chapter four and Appendix see C).

The researcher trained a co-observer who recorded the events in the classroom while the researcher used a checklist during observation session (see chapter four). This was done because the researcher could not control all the activities and incidents that were happening at the time of observation alone.

3.3.3 Students' Questionnaire

Questionnaires help to collect data mainly for quantitative data with less cost, easy to analyze, familiar to most researchers and reduce bias. The researcher had prepared questionnaires in the learners' L1 (Amharic) (see Appendix A). Then a pilot test was done to other school learners in order to test the question's clarity and effectiveness prior to the administration of the questionnaires to the participants. The questionnaire items were tested by Grade 11 students at Abune Gorgorios School around Kebena Medhanealem Church. Out of the 21 items that had been prepared for the questionnaire four items were found ambiguous and then rejected. And, therefore, only 17 items were selected after the pilot test had been done. Those 17 items are divided into two (9 items about factors and 8 items about the level of participation) (See chapter four table 4.1 to 4.17). For the reliability of the items the researcher used Cronbach Alpha's model using SPSS version 20 software (See appendices) and for the validity of the items the researcher consulted some MA learners or colleagues, university instructors and teachers who had had experience of research works.

3.3.4 Document Analysis

The researcher used document analysis to obtain further data from the students' written work. Thus, the researcher used document analysis as a sub-tool. Documents like a student's written assignments and exams were analyzed to reveal more data besides the data gained from the interview and questionnaire. The syllabus was also analyzed to check whether it gives equal weight for writing skill or not like other skills (listening, speaking and reading) (see chapter four and appendices).

3.4 Data Collection Procedures

Prior to collecting data from different sources, permission from the schools was obtained. After the permission obtained, the data collection started from classroom observation. Then, questionnaires were distributed to the student participants by the researcher to collect data followed by interview.

This step (classroom observation, questionnaire, and interview) was sequenced purposively by the researcher to help careful investigations for gathering accurate data based on the research questions. By the end of data collection, data analysis and interpretation continued.

3.5 Techniques of Data Analysis

After collecting the data from the above sources using data gathering instruments, the data were organized and analyzed using a mixed methods approach. The data collection method that involved a sequential approach (Creswell, 2003 and Dornyei, 2007), in which the researcher seeks to elaborate on the findings. Thus, the analysis began with the quantitative method in which the questionnaires were presented, analyzed, and the items were tabulated in percentage using SPSS. After the presentation and analysis of the data collected by the questionnaires, interview results continued.

The responses of students' interviews were transcribed and translated from Amharic to English. First, the researcher made the translation himself and other teachers who work as translator checked it. Then, the translated data were organized thematically and analyzed qualitatively.

Then the observation obtained from the co-observers notes and the observation checklist by the main researcher is discussed following the interview discussions.

The result that was obtained from the separate and parallel quantitative and qualitative data analyses were mixed during the discussion stage as Dornyei (2007) and Creswell (2010) recommend. Hence, based on the relations or nearness of items, there are times in which the integration of results made during analysis and interpretations among the instruments. That is to say, triangulating the findings of the quantitative and qualitative data analyses were integrated at the discussion stage to address the research objectives. Finally, based on the findings, conclusions were drawn, and recommendations were made.

CHAPTER FOUR

Data Presentation and Discussion

Introduction

As stated in chapter one, the main objective of this study is to access the factors that affect students' participation in EFL writing classrooms, the case of Grade 11 students at Meskaye Hizunan Medhanealem Monastery (M/H/M/M) School.

Therefore, the data gained from the subjects of the study using data gathering tools are presented and analyzed in this chapter. The findings of the student responses in the questionnaire are tabulated in frequencies using SPSS percentages. Then the data obtained from interview is analyzed qualitatively and followed by the observation results. (See chapter 3)

4.1 Students' Responses on the Questionnaires

In this sub-section, the data collected from students using questionnaires concerning the factors that affect classroom participation in writing skills in EFL classes is presented. The reliability of the questions were measured with Cronbach Alphas' model and it measured 0.994 which is strong reliability coefficient.

4.1.1 Students' Responses on Factors

4.1.1.1 Students' Responses on Spelling Words Correctly

Spelling words correctly while composing a text may be a threat for EFL learners even at the secondary level of education. If students' have the problem of spelling words correctly though they speak the language well and fluently, writing demands learners to possess good knowledge of spelling. In writing classrooms, lack of spelling words correctly can cause participation hindrance since spelling is basic for writing. Thus, the purpose of this item is to access how frequently grade 11 students face the problem of spelling words correctly while composing a piece of text.

Table 4.1 students' responses on spelling words correctly

How often do you spell words correctly?	Frequency	Percent	Cumulative Percent
Always	1	1.7	1.7
Usually	17	28.3	30.0
Sometimes	24	40.0	70.0
Rarely	12	20.0	90.0
Never	6	10.0	100.0
Total	60	100.0	

As it is indicated on table 4.1 above out of the total of 60(100%) participants 6(10%) students never spell words correctly 12(20%) rarely, 24(40%) sometimes, 17(28%) usually and 1(2%) always. The result implies that, however, most students, 42(70%) often spell words correctly while composing (writing) a piece of text, there are 18(30%) students who hardly spell words correctly. The result of the above question showed that most of the students often spell words correctly whereas some of them do not spell words correctly.

In addition to the above result, the interview result on problems that students face during writing classroom to participate in writing activities, , S₆, and S₈ said that they have problems related to spelling words (see below). Thus, a student who has a problem of spelling words correctly cannot easily and freely involve in writing activities.

Moreover, during observation, students were observed asking their teacher for word supply and also for the correct spelling of words (See observation lesson 3).

Generally, from the above results, it is possible to conclude that spelling words correctly is not a major factor that hinder students' participation during writing classrooms for grade 11 students at M/H/M/M School.

Interview

R: What are the problems that make you not participate in writing classrooms in English class?

S₆: “Lack of vocabulary, spelling words correctly. I also lack ideas and at that time I stop writing.”

S₈: “Shortage of words and spelling words, grammar and lack of ideas.”

4.1.1.2 Students’ Responses on Writing Grammatically Correct Sentences

Writing grammatically correct sentences may be a treat for taking active roles in the writing classes. Therefore, the teacher has to bear in mind that the learners are required to involve in activities selected and developed based on grammar so as to fit their (students’) background and the demanded tasks Frodesen, (1991). This assists the learners to take active roles in revising, editing, proofreading activities in the writing process that focus on grammatical accuracy. Structural accuracy starts from composing well-formulated sentences at a secondary level of learning writing in EFL classrooms. Farooq (2012) notes that grammar is the most challenging area for L2 writers. Students face challenges in the use of appropriate sentence structure and paragraph development, and in creating coherent text. Grammar skills include run-on sentences, use of different types of sentences, subject-verb agreement, placement of modifiers, tense agreement and parallel construction. Grammar is more than just a set of rules; it is an ever-evolving structure of language. For example, the learners may know how to build sentences, but when applying them in written expression they face difficulties (Kleisar, 2005).

Grammar then can be one of the factors that affect students’ participation during writing periods for EFL learners. The main objective of this item is to investigate how frequently learners face challenges in composing sentences with the correct structure.

Table 4.2 students' responses on writing grammatically correct sentences

How often do you write grammatically correct sentences?		Frequency	Percent	Cumulative Percent
	Always	8	13.3	13.3
	Usually	15	25.0	38.3
	Sometimes	24	40.0	78.3
	Rarely	7	11.7	90.0
	Never	6	10.0	100.0
	Total	60	100.0	

As table 4.2 explicitly shows out of the 60(100%) participants 8(13%) always, 15(25%) usually, 24(40%) sometimes, 7(12%) rarely and 6(10%) never write grammatically correct sentences in English.

From the above data, one can interpret that most of the student participants 47(78%) sometimes write grammatically correct sentences in English. The rest 13(22%) respondents hardly write grammatically correct sentences.

The interview data under item two responses from S₃, S₇, and S₈, also shows grammar is another threat that hinders learners not to participate in writing activities. Thus, it can be deduced from the data obtained in both the questionnaire and the interview grammar is not a serious factor affecting students' participation

Moreover, during observation lesson three, the co-observer's note indicated that the classroom teacher was correcting the grammatical mistake students made on the chalkboard. (See observation lesson three)

Based on the above discussions it can be concluded that writing grammatically correct sentences is not a serious challenge for some learners of grade 11 at M/H/M/M School.

Interview

R: What are the problems that make you not participate in writing classrooms in English class?

S₃: “Most of the time the activity or the classwork the teacher gives us is too long and the bell goes before I submit my work. The next day the teacher starts another lesson. The other thing is I fear my teacher’s response. If my work is bad, so I do not participate actively. Grammar is another challenge I have”

S₇: “Organizing my idea in the way I need and sometimes I face a shortage of words, putting my ideas in the sequence I want to. The other thing is that the writing task and the activities given are not equal the bell goes before I finish my writing and submit to the teacher.”

S₈: “Shortage of words and spelling words, grammar and lack of ideas.”

4.1.1.3 Students’ Responses on Their Interest in Writing Activities

Wade (1994) noted that learners will only involve in class if they think that what they have to say is essential and interesting. Desalegn (2011) recommends that instructors ought to provide a higher chance for student writers to select writing topics based on their (learners) preferences, interests, and day to day life practices. Interest lets learners react with peers in classroom activities.

The objective of this item too is to investigate how frequently grade 11 students participate in writing activities in EFL writing classrooms with interest.

Table 4.3 students' responses on their interest in writing activities

How often do you participate in writing activities with interest?	Frequency	Percent	Cumulative Percent
Always	9	15.0	15.0
Usually	5	8.3	23.3
Sometimes	17	28.3	51.7
Rarely	4	6.7	58.3
Never	25	41.7	100.0
Total	60	100.0	

As it is depicted on table 4.3 from the total 60(100%) respondents 9(15%) always, 5(8%) usually, 17(28%) sometimes, 4(7%) rarely and 25(42%) never participate in writing activities interestingly.

The data obtained from the participants on their interest in participating in writing activities in table 4.3 shows that almost half of the participants 29(49%) have no interest to participate in writing activities. The remaining participants 31(51%) sometimes have the interest to participate in writing activities. However, over half of the respondents said they sometimes have interest participating in writing activities, the actual atmosphere of the classroom in all the observation sessions witnesses that almost all of the learners were sitting idle and or seriously was involving in side-talk (see observation 1_ 4). Based on the data gained from the questionnaire and observation lessons, lack of interest is one factor that affects students' participation in writing classes for grade 11 students at M/H/M/M School.

4.1.1.4 Students' Responses on Fear of Classmates during Participation

Fear is an issue various learners face as they may not have abundant knowledge and may be dealing with insecurities in the classroom Weaver and Qi, (2005). Students deal with fears of not being smart enough to address their class and therefore hold back on providing insight on the subject matter due to intimidation Karp and Yoels, (1976). Anxiety and nervousness, independent of classroom logistics, hinder students from communicating instead of building their confidence through participation. This is connected to classroom apprehension as it is defined by Neer (1987) as the "avoidance of participation prompted by evaluation apprehension or expectations of negative outcomes associated with participation" (p. 157). This indicates that students can involve in classroom activities when they possess sufficient knowledge of the task

that they are exposed to work on. In case students lack abundant knowledge they do not participate in an issue in the classroom in order to secure themselves.

Therefore, the aim of this item is to identify how frequently students at preparatory one level fear participating in writing classes because of fear of making an error.

Table 4.4 students' responses on fear of classmates during participation

How often do you get afraid of other students to laugh at you because of committing an error in participation?	Frequency	Percent	Cumulative Percent
Always	11	18.3	18.3
Usually	9	15.0	33.3
Sometimes	8	13.3	46.7
Rarely	6	10.0	56.7
Never	26	43.3	100.0
Total	60	100.0	

As it is shown in table 4.4 from 60(100%) subjects 11(18%) always, 9(15%) usually, 8(13%) sometimes, 6(10%) rarely and 26(44%) never get afraid of other students laugh at them as they made error while participating.

This implies that nearly half of the participants 28(47%) fear their classmates to participate in class. Others, above half of the participants 32(53%) of the learners do not fear other learners reactions for making an error. From the interview, S₃ responded that fear of the teacher's response is one factor that threatens not participate in writing classes.

Therefore, the data from the questionnaire and interview leads to the conclusion that fear is not a major factor that hinders students participation in writing periods for grade 11 students at the school.

Interview

R: What are the problems that make you not participate in writing classrooms in English class?

S₃: “Most of the time the activity or the classwork the teacher gives us is too long and the bell goes before I submit my work. The next day the teacher starts another lesson. The other thing is I fear my teacher’s response. If my work is bad, so I do not participate actively. Grammar is another challenge I have”

4.1.1.5 Students’ Responses on Completing Tasks in the Allotted Time

Educators need to ensure a sufficient amount of class time is devoted to developing writing skills within students since “involvement matters” Tinto (1997). In order to engage students in classroom discussions by devoting much time for creating an opportunity to work with their peers, students develop critical thinking, teachers have to facilitate the class time (Rocca, 2010).

Provided that the situation in the classroom with little time devoted to classroom discussion and the focus being on lectures, students are faced with little opportunity to engage with their peers and develop their critical thinking abilities.

Accordingly, the objective of this item is to access how often students complete their writing tasks in the classroom in the time given for them to accomplish their task.

Table 4.5 students’ responses on completing tasks in the allotted time

How often do you complete the activities given for you in the time given to you to complete?	Frequency	Percent	Cumulative Percent
Always	10	16.7	16.7
Usually	10	16.7	33.3
Sometimes	16	26.7	60.0
Rarely	9	15.0	75.0
Never	15	25.0	100.0
Total	60	100.0	

As we can see in table 4.5, from the total 60(100%) participants 10(17%) students always, 10(17%) usually, 16(27%) sometimes, 9(15%) rarely and 15(25%) never complete the activities in the time given for them.

To this effect, it is possible to say that learners 36(60%) sometimes complete their task in the given time while others 24(40%) participants never complete their writing in the allotted time.

From the 8 interviewees, S₃ and S₇ said that the activity is given to them and the time given for it is not equal. Thus, the respondents said the bell goes before they get checked or submit their work to their teacher (see below). In all the observation lessons except for observation lesson three in which only 18 students submit their work to the teacher, yet it was a double period, in the rest of the observation lessons all the activities were not completed within the period time (see observation).

This shows that there is an imbalance between the activities and the time given for the activities. On the other hand, the students' motivation to be tough during writing activities is low. And also it can be the topics and the learners' interest to involve in the activities do not match. Hence, time is one factor that makes learners not participate in writing activities during EFL writing classrooms.

Interview

R: What are the problems that make you not participate in writing classrooms in English class?

S₃: “Most of the time the activity or the classwork the teacher gives us is too long and the bell goes before I submit my work. The next day the teacher starts another lesson. The other thing is I fear my teacher's response. If my work is bad, so I do not participate actively. Grammar is another challenge I have”

S₇: “Organizing my idea in the way I need and sometimes I face a shortage of words, putting my ideas in the sequence I want to. The other thing is that the writing task and the activities given are not equal the bell goes before I finish my writing and submit to the teacher.”

4.1.1.6 Students' Responses on the Frequencies Writing Items Appear on Mid and Final Exams

If participation has a positive impact on a student's grade, they are more likely to participate in classroom discussion (Fassinger, 2000). Boniecki and Moore (2003) suggested that offering extra credit might be a better way to reward participation versus giving it a separate grade. In determining how often to assess a student's participation, Dancer and Kamvounias (2005) found that a mid-semester grade would be most effective in providing students with a concrete performance indicator in terms of their participation. This would allow them the opportunity to take action and improve for the rest of the semester. Whereas, the exclusion of exam credit leads the learners to give no place for writing activities during class time. This gives low space for writing issues in the book since students are always reinforced by grading of the skills.

This implies that the avoidance of writing items on mid and end of term examinations may lead learners not to pay attention to writing activities in the regular lessons. Thus, the aim of this item is to access how frequently writing questions appear on the learners mid and final examinations.

Table 4.6 students' responses on the frequencies writing items appear on mid and final exams

How often do writing items appear in your mid and final exams?	Frequency	Percent	Cumulative Percent
Always	11	18.3	18.3
Usually	9	15.0	33.3
Sometimes	12	20.0	53.3
Rarely	7	11.7	65.0
Never	21	35.0	100.0
Total	60	100.0	

The respondents said writing items 11(18%) always, 9(15%) usually, 12(20%) sometimes, 7(12%) rarely and 21(35%) never appear on mid and final examinations. The implication of the data presented in table 4.6 above nearly half 28(47%) of the subjects responded they hardly find

writing items on their mid and final exams. The rest 32(53%) of the participants, however, responded writing items usually appear on their mid and final examinations.

Even though the majority of the students say writing appear in their mid and end term exams, the researcher's experience shows almost all the English tests have no essay or composition writing items. This might be because of marking difficulty both in the time it takes due to a large number of students that makes tiresome for the teacher and maybe avoidance of subjectivity in marking.

Thus, exclusion of writing items on mid and end term examinations can be a factor for students' lack of active participation in writing classrooms in EFL classes of grade 11 students at M/H/M/M School.

4.1.1.7 Students' Responses on Motivating Topics

Hyland (2003) defines writing, "Writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher." Thus, writing is not only essential to EFL students but it also needs more accuracy from the side of the teacher. The topics for writing has a positive or negative impact on the writers' motivation. If the teacher does not understand what motivates her/his students to write a piece, the teaching of writing may not be effective unless the learners possess the needed courage to write. According to Myles (2002), social factors that influence second language writing include motivation and attitudes. Thus, if students are motivated to write in L2, they will develop a higher level of proficiency and positive attitudes, which can have a positive effect on their writing.

Moreover, the topics selected to written on by the students should be motivating enough both socially and psychologically. To this effect, the aim of this item is to access how frequently teachers give motivating topics to their learners to increase participation.

Table 4.7 students' responses on motivating topics

How often the topics given to you by your teacher are motivating to write on?		Frequency	Percent	Cumulative Percent
	Always	20	33.3	33.3
	Usually	10	16.7	50.0
	Sometimes	12	20.0	70.0
	Rarely	8	13.3	83.3
	Never	10	16.7	100.0
	Total	60	100.0	

The data on Table 4.7 shows that out of the total of 60(100%) respondents, responded their teacher 20(33%) always, 10(17%) usually, 12(20%) sometimes, 8(13%) rarely and 10(17%) never gives them a motivating topic to write on.

The data above indicate that most of the participants said their teacher most of the time gives them motivating topics for writing. Some of them answered their teacher never gives them motivating topics to be written on. Yet, the classroom observation in all the observations made in all the four sections on different topics showed there were no positive responses or tough actions made by the students. The result in table 4.3 on students' interest also shows there was a lack of interest in participating in writing activities.

The aforementioned data directly or indirectly means the topics their teacher gave to the students to work on were hardly motivating to make the students active participants and interested in writing activities. Therefore, the topics given to the students from their teacher are not motivating enough to make the students write on. This all leads to the conclusion that the lack of motivating topics during writing classroom is a factor for the absence of active participation.

4.1.1.8 Students' Responses on Application of Writing Skills in Lower Grades

The practice of writing begins from the very childhood grades although the level determines the content. Students should be exposed to writing activities starting from the time they began reading. In order to know how frequently grade 11 students were involving in writing activities in their lower grades, this item is prepared. The rationale for the item is students' background in their skill of writing may affect their current classroom performance. The aim of this item is then to access how frequently grade 11 students at M/H/M/M School were taught writing in their lower grades (9 and 10).

Table 4.8 students' responses on application of writing skills in lower grades

How often did your teacher teach you writing activities in lower grades?		Frequency	Percent	Cumulative Percent
	Always	6	10.0	10.0
	Usually	6	10.0	20.0
	Sometimes	16	26.7	46.7
	Rarely	7	11.7	58.3
	Never	25	41.7	100.0
	Total	60	100.0	

Accordingly, the data on table 4.8 above indicates that more than half of the participants 32(54%) replied that their teacher hardly taught them writing in the grades before grade 11. The remaining 28(46%) participants responded their teacher sometimes taught them writing in the lower grades (9 and 10). Thus, the learners had the experience of learning writing in lower grades although the frequency of learning was varied as the learners' responses indicated. Even if almost half of grade 11 students have the background of learning writing, they are mostly passive participants as observed in all the observation lessons. The conclusion then is the lack of frequent learning background for writing skill in lower grades can be one factor for the absence of active participation in writing classrooms.

4.1.1.9 Students' Responses on Getting Encouragement from a Teacher

According to Cohen (2003), learning will be facilitated by making learners aware of the range of strategies from which they can choose during language learning and use. Thus, second language learners should be encouraged to learn and use a wide range of language learning strategies through the learning process. Teachers are expected to encourage learners to use their full potential while involving in different activities. Encouraged learners can better perform in activities. Thus, this item is prepared and given to the learners to help access the frequency of how often teachers encourage students to effectively participate in an activity during class time.

Table 4.9 students' responses on getting encouragement from a teacher

How often did your teacher encourage you to practice writing in the lower grades?		Frequency	Percent	Cumulative Percent
	Always	9	15.0	15.0
	Usually	14	23.3	38.3
	Sometimes	14	23.3	61.7
	Rarely	5	8.3	70.0
	Never	18	30.0	100.0
	Total	60	100.0	

Out of a total of 60(100%) participants, the respondents have these shares. 9(15%) answered always, 14(23%) usually, 14(23%) sometimes, 5(8%) rarely and 18(30%) never.

The majority of the participants as shown in the above table 4.9 responded their teacher encouraged them most often. Some of them responded their teacher never encouraged them to practise writing in their lower grades.

4.1.2 Students' Responses on Level of Participation

In this sub-section, the data collected from students concerning the level of classroom participation in writing skills in EFL classes is presented.

4.1.2.1 The Frequency Students Participate Actively in Writing Classrooms

Participation is constructed as overt communicative behaviour that means any comments or questions that students offered or raised in class and body language which signals engagement Fassinger (2000). Active participation in class activities helps the learners to convince their thinking power with regard to other learners. This item is then aimed at accessing the frequency in which grade 11 students at M/H/M/M School participate actively during writing periods.

Table 4.10 the frequency students participate actively in writing classrooms

How often do you participate in the writing classroom actively?		Frequency	Percent	Cumulative Percent
	Always	13	21.7	21.7
	Usually	15	25.0	46.7
	Sometimes	23	38.3	85.0
	Rarely	6	10.0	95.0
	Never	3	5.0	100.0
	Total	60	100.0	

The data in table 4.10 shows, out of the 60(100%) participants 51(85%) said they most of the time participate actively in writing activities in the classroom. The rest 9(15%) answered they only rarely participate actively during writing classrooms. According to the above data, it can be deduced that most students usually participate actively in writing classrooms. The same question was posed in the interview and three respondents (S₁, S₅, and S₆) responded as they sometimes participate actively. And the rest S₂ said usually, S₃, S₇ and S₈ responded that they rarely participate. The other S₄ responded no to the question.

However, during the class observation i.e., the actual setting of classroom participation, both the co-observers notes in all observation sessions and the researcher's observation indicates the

opposite reality. The learners were not smart enough to work on activities that were delivered to them from their teacher (see observation one, two, three and four).

Due to the fact that the observation result showed the reality in the classroom setting, the students' response to the questionnaire opposes from the observed fact in the actual classroom. Hereafter it can be deduced that the level of active participation of grade 11 students at the school is low.

Interview

R: How often do you participate actively in activities during writing practices in English classrooms?

S₁: "I do not participate always, but sometimes."

S₂: "I usually participate if the lesson is interesting."

S₃: "Since I fear to make mistakes I only participate when I feel confident in my work. So I participate rarely."

S₄: "I do not participate."

S₅: "Sometimes I participate but not always."

S₆: "Only sometimes"

S₇: "I usually participate in practices."

S₈: "I rarely participate actively when the topic is easy to me. If the topic is unclear I do not participate."

4.1.2.2 Using a Writing Model during Writing Activities

In the genre-based instruction, which follows "a wheel model of a teaching-learning cycle" Hammond (1987: 167, 2001: 35) proposed, the teacher gives a practical and effective guideline to students, offering the models and examples showing specifically what they have to do linguistically. Whatever to include in their writing students need a particular sample text to produce a piece. This aggravates the level of participation supplying clear and tangible model to the learners so that learners follow the parallel text to write their own essay or composition.

As a matter of fact, the objective of this item is to identify how the classroom teacher uses models in teaching writing. And the rationale is that models help learners to involve in activities easing the activities to be concrete clear samples. This, on the other hand, promotes students' participation.

Table 4.11 using a writing model during writing activities

How often does your teacher give you a sample copy of writing to use as a model during writing activities?	Frequency	Percent	Cumulative Percent
Always	4	6.7	6.7
Usually	16	26.7	33.3
Sometimes	17	28.3	61.7
Rarely	11	18.3	80.0
Never	12	20.0	100.0
Total	60	100.0	

As it is shown in table 4.11 above, 37(62%) of the subjects said their teacher sometimes gives them a copy of the model of writing during writing activities. Others, 23(38%) responded their teacher never give them model in learning writing. Here it is evident that the data indicated the teacher does not always use a sample model of writing in writing classroom.

In order to make sure the above item the researcher repeated the same item on the interview too, and all the participants responded no. The reasons given by the participants the models are found in the textbook, the number of the students is large and some do not know the reasons (see the interview data below). During the classroom observation, also, no copy of model writing was observed that the teacher gave or brought to the class. These data showed that the teacher did not use an adapted sample model of writing in teaching. This, on the other hand, limits the students' active participation.

Based on the above evidence it is possible to deduce that lack of adapted sample model of writing during writing classes is one factor that decreases the learners' level participation in EFL writing classes for grade 11 students at M/H/M/M School.

Interview

- R:** Does your teacher give you a piece of writing as a model that helps you to write a similar text on the title he gives you? Why not?
- S₁:** “No, he only tells us to follow the steps of writing.”
- S₂:** “No, but if there is a text on the book he may let us produce the same type of text us that of on the book.”
- S₃:** “No, I have not seen yet. I don’t know.”
- S₄:** “No, he does not. We haven’t asked him yet and maybe our number. I mean the number of students in the classroom.”
- S₅:** “No, because there are models on the textbook.”
- S₆:** “No, I don’t know the reason.”
- S₇:** “No, I don’t know.”
- S₈:** “No, the reason may be stationery because in our class only there are 55 students and also there are model texts on the book.”

Table 4.1.2.3 Practicing Writing at Home Independently

Writing in its behaviour may not be developed by only involving in in-classroom activities alone. Since the issue of writing needs personal skill, it is crucial to practise writing alone at home for the learners to be independent writers. The researcher then poses this item aiming at how frequently individuals practice writing alone at home. Learners who involve in composing texts can be more active in their level of participation in the classroom during writing sessions than those who do not practice. In addition, writing is an individualized skill which can develop by describing, arguing, reasoning, or explaining things or the feeling the writer or the author possess towards a particular issue or thing based on the goal and audience.

The objective of this question is to access the frequency learners practice writing individually out of the classroom setting, which is led by the teacher.

Table 4.12 practicing writing at home independently

How often do you practise writing in English at home independently?		Frequency	Percent	Cumulative Percent
	Always	15	25.0	25.9
	Usually	6	10.0	36.2
	Sometimes	13	21.7	58.6
	Rarely	7	11.7	70.7
	Never	17	28.3	100.0
	Total	58	96.7	
Missing	System	2	3.3	
Total		60	100.0	

The data above in Table 4.12 presents that only 58 (97%) gave their response out of the total of 60(100%) and 2(3%) are missing. Among the respondents, 44(59%) of them said they always practise writing at home independently. The rest 24(42%) participants said they do not practise writing independently at home. Though most of the respondents often practise writing independently at home, the actual situation in the classroom during all observation sessions shows reluctances. According to the result in table 4.12 above, most of the students often practise writing in English at home independently. The experience of practising writing out of school or class time can help students to feel confident in writing class.

Yet, the classroom atmosphere of participation does not approve of the above result. It was rather passive learning situation as the note from the co-observer and also the researcher's supervision during the observation sessions indicates.

4.1.2.4 Teacher's Advice to Students to Practice Writing at Home Individually

Teachers ought to motivate and encourage their learners the way students develop their learning. Students need advice on their learning and the immediate person for this is their teacher who has the expertise to do so. The rationale for this item is teachers advice what and how to do in learning writing helps the learner to use strategies of writing fully. The purpose of this item then is investigating the frequency of a teacher giving advice to her/his students to practise writing individually.

Table 4.13 teacher's advice to students to practice writing at home individually

How often does your teacher advise you to practise writing individually at home?	Frequency	Percent	Cumulative Percent
Always	12	20.0	20.0
Usually	9	15.0	35.0
Sometimes	11	18.3	53.3
Rarely	7	11.7	65.0
Never	21	35.0	100.0
Total	60	100.0	

As it is depicted in table 4.13 slightly more than half of the participants 32(53%) of them answered their teacher often advises them to write individually. Nearly half of the respondents 28(47%) answered their teacher never advises them to practise writing alone at home.

It is possible to conclude that the classroom teacher often advises his students to practice writing at home individually.

4.1.2.5 Students participation during writing activities with self-interestedly

Desalegn (2011) concludes that lack of interest to practice writing skill continuously and frequently from the student's side affected the teaching of writing negatively. Writing, thus, be grounded in the writer's interest to involve in activities in a courageous way.

Thus, the objective of this item is to identify the interest level of learners to participate in writing activities. Below is the collected datum.

Table 4.14 students participation during writing activities with self-interestedly

How often do you participate in writing activities with self-interestedly?		Frequency	Percent	Cumulative Percent
	Always	9	15.0	15.0
	Usually	14	23.3	38.3
	Sometimes	13	21.7	60.0
	Rarely	8	13.3	73.3
	Never	16	26.7	100.0
	Total	60	100.0	

The data in table 4.14 shows that most of the participants 36(60%) of them sometimes participate in writing activities self-interestedly. Others 24(40%) participants hardly participate in writing activities self-interestedly. It can be deduced that most of the students participate in writing activities based on their interest. This, on the other hand, indicates that students have an interest in learning writing. Nevertheless, the classroom atmosphere did not strengthen this finding.

4.1.2.6 Frequency of Selecting Title of Writing Themselves

Every teacher should help his students in selecting the type of writing and the topic that interest them including the appropriate words and expressions. When providing students with a short list of topics and an option to create their own topics often works well that is, he can encourage them to write about anything they want in order to make them feel free to express their thoughts and ideas Perks (2010). This indicates that if students involved in the selection of topics by themselves the writing becomes more authentic and motivating to do. The main objective of this item is to access how frequently students select the title by their own to produce a piece of

writing on it. The rationale is that if students involve in the title selection process, students then make their writing authentic and they work committedly. This, on the other hand, aggravates participation.

Table 4.15 frequency of selecting title of writing themselves

How often do you select the title you write on yourselves?	Frequency	Percent	Cumulative Percent
Always	7	11.7	11.7
Usually	8	13.3	25.0
Sometimes	16	26.7	51.7
Rarely	9	15.0	66.7
Never	20	33.3	100.0
Total	60	100.0	

It is shown in table 4.15 that almost half of 31(52%) respondents admitted they sometimes select the title they write on themselves. The rest nearly half 29(48%) of the participants answered they never select the title in the writing process. In all of the classroom observation sessions, the titles and or the topics were not adapted or based on the student's will. Yet, the teacher was simply following what is on the textbook; however, the students answered they sometimes select the title.

The above data can be concluded the topics given to the students are usually selected by the teacher. And as a result, the selection of inauthentic topic can be a cause for the low level of participation of the learners during writing classes. Moreover, the classroom teacher simply teaches the textbook though adapting sometimes is important to make the material more authentic.

4.1.2.7 The Frequency of Students' Involvement in Free Writing

Since free writing has a positive effect in freeing the writer (the student) to use her/his style and strategies in composing a piece of text compared to other types of teaching writing, it is one of the effective approaches to teach writing. Free writing makes the learner freer and composes texts without stress, as the idea comes to the writer's mind. As students do not follow or copy others style or form, writers are advantageous in developing their own strategies well. To make

sure how frequently students involve in free writing this item is prepared. Freewriting helps students to participate during writing classes because the control is loose.

Table 4.16 the frequency of students' involvement in free writing

How often do you write freely?		Frequency	Percent	Cumulative Percent
	Always	21	35.0	35.0
	Usually	13	21.7	56.7
	Sometimes	11	18.3	75.0
	Rarely	5	8.3	83.3
	Never	10	16.7	100.0
	Total	60	100.0	

Table 4.16 shows that out of 60(100%), 45 (75%) learners said that they often write freely whereas, the rest 15 (25%) of them hardly write freely. The result above shows that most students often write freely.

4.17 The Frequency of Teachers' Facilitating the Class to Work in Pairs or Groups in Writing Classrooms

Classroom collaborations lead to the integration of students' thinking and behaving in a productive way Anderson (2001) and Hatano (1993). This increases their knowledge, abilities, and dispositions needed for independent problem-solving. Hedge (1988:12) states that "Collaborative writing in the classroom generates discussions which encourage an effective process of writing." To make sure students participation in writing classroom teachers are expected to reinforce learners to engage in discussion. This plays an essential role in bringing students in activities and share a view on the topic they are going to produce a piece of writing.

To this effect, the aim of this item is to investigate the frequency of a teacher helps his learners to work in pairs or groups. The ideas raised by the members of the groups also help the students to see things in different dimensions. Then learners can produce clear and meaningful points in their work of writing this, on the other hand, makes the learners reasonable and critical writers.

Table 4.17 the frequency of teachers' facilitating the class to work in pairs or groups in writing classrooms

How often does your teacher facilitate the class to work in pairs or groups in writing activities in class?	Frequency	Percent	Cumulative Percent
Always	17	28.3	28.3
Usually	14	23.3	51.7
Sometimes	10	16.7	68.3
Rarely	9	15.0	83.3
Never	10	16.7	100.0
Total	60	100.0	

As it is depicted in the table 4.17 out of the participants of 60(100%) most of the respondents 41(68%) said the teacher always facilitates the class to work in pairs and groups. The remaining 19(28%) participants said their teacher hardly facilitates the class to work in pairs or groups.

During classroom observation, the co-observers notes indicated in most of the observation sessions the teacher was facilitating the classes to work collaboratively although the students were not flexible enough to involve actively. The above data can lead to the conclusion that a lack of collaborative learning cannot be a major cause of low participation.

4.2 Students' Interview

The researcher used an interview for the students in order to cross-check whether the responses given in the questionnaire were accurate. The other reason is that to check if there is any different issue the students raise as a challenge which is not addressed by the questionnaires and classroom observation tools.

4.2.1 Students' Responses on How Classroom Participation during EFL Writing Period Help Them Improve Their Writing Skill

All the interviewees said that classroom participation during EFL writing helps them to improve their writing skill. The reasons the interviewees mentioned are like getting immediate feedback, assistance, learning from other members and practise writing.

Most of the participants' (S₁, S₃, S₅, S₇, and S₈) said that when they participate in the writing period their teacher and classmates who have better ability show them what mistakes they (respondents) made. Then this helps the participants not to repeat the same mistakes in the work of writing. The other thing the respondents (S₄ and S₅) said is during composing a piece of writing, the other students or their teacher assist them by supplying words, spelling and correcting grammatical mistakes. Moreover, (S₂ and S₆) respondents said classroom participation is a place for practicing writing and the practise writing in the classroom.

Thus, the issue of participation during writing classroom, according to the respondents, plays a practical role showing areas of improvement, from the teacher and the classmates. Plus most problems that students face in writing as it can be interpreted from the interviewees' responses, is a shortage of vocabulary during composing. The other thing that can be deduced is learning from mistakes is one issue of participation. The more students practise writing and the more they make mistakes and the mistakes corrected by the classmates or classroom teacher finally learners get improved. Below are the participants' responses to item one of the interview.

Interview

R: Do you think classroom participation during the writing period helps you to improve your writing skills in English? How?

S₁: "Yes. When I participate in writing activities, my teacher can show me the mistakes I made in my work. This helps me not to repeat these types of mistakes again."

S₂: "Yes. I work with my group students most of the time. Students who have better writing skills than me can correct me if I participate and classroom participation is very helpful to practice writing and so it makes me a better writer."

S₃: "Yes. In the classroom, the teacher and the students can correct me if I made a mistake in grammar. They also tell me some vocabularies that I cannot use or I don't know in English if I ask them in Amharic."

S₄: "Yes, Most of the time when I start writing In English, I lack words, but in the classroom, I can ask other students to tell me these words. The teacher also gives me a clue or supply me the word in case of difficulty."

S₅: "Yes. When I write an essay or letter in the classroom, the teacher can show me the way I have to compose and also correct me. This helps me to improve my writing."

S₆: "Yes. I only practice writing skill in the classroom. I ask when I lack words, spelling, and grammar from other students in my group or my teacher. Then I write. The other day when I want to on such topic I can compose freely."

S₇: "Yes. As I write I can ask my teacher to check whether my writing is good or bad. Then I get support from other students or my teacher. In this way, I can improve my writing."

S₈: "Yes. As I participate I show my writing to the teacher when the teacher corrects it, I learn what to improve in my writing."

4.2.2 Students' Responses to the Problems That Make Them Not Participate In English Writing Classrooms

Lack of adequate vocabulary which leads to strained expression in L2 writing is also a challenge that students face in learning L2 writing skills (Ouma, 2005). In addition, Rabab'ah (2003), points out that students often lack adequate vocabulary when engaged in L2 writing. As a result, they find it a challenging task to express their ideas freely and accurately in L2 writing. These difficulties can be solved by encouraging wide reading among students in order to improve their vocabulary level

The second question presented for the interview participants was about the problem that makes them not participate in writing classes. As it is presented below almost all of the participants (S₁, S₂, S₄, S₅, S₆, S₇, and S₈) said that the main challenge they face is a shortage of vocabulary. They added that the words they need to express their thoughts disappear from their mind when they start composing or writing. As the respondents said they lack words and then spelling words

correctly. As a matter of fact, these students stop involving in the activities of writing and wait until the class ends. In addition to lack of vocabulary, S₇ and S₈ responded that organizing their ideas in the way they need and writing grammatical sentences are the problems they have.

The other respondent (S₃) said that the tasks and the time is given to be not proportional. Thus, the activities are most of the time too long to be completed in the given time and the teacher leaves class before the students' submit their work. The next day the teacher starts another lesson. The other thing mentioned as a problem is fear of the teacher's response.

Therefore, the above data implies that students do not have the habit of practising writing. Writing can be improved by writing thus if students participate and or practise writing, again and again, they can improve the problems of vocabulary and grammar gradually. The other implication is that the teacher is not working eagerly in order to adapt the text. Then the imbalance between time allotment and length of activities made the learners not react actively. Moreover, the teacher's character with regard to responding affected the participation level of learners of grade 11 at M/H/M/M School.

Interview

R: What are the problems that make you not participate in writing classrooms in English classes?

S₁: "I most of the time face lack of vocabulary. I cannot write in the way I want widely. When I start writing the words disappear from me, then I stop writing. This affects my participation."

S₂: "The problem I face is a shortage of vocabulary since I need correct words to express my thought in written form my writing has no value unless it defines what I want to say. At this moment I stop."

S₃: "Most of the time the activity or the classwork the teacher gives us is too long and the bell goes before I submit my work. The next day the teacher starts another lesson. The other thing is I fear my teacher's response. If my work is bad, so I do not participate actively. Grammar is another challenge I have"

S₄: "When I start writing the words disappear from me. Then I stop and wait until the bell goes."

S₅: "When I start to write I cannot get a word that expresses my thinking. This is a major problem I have that makes me not participate."

S₆: "Lack of vocabulary, spelling words correctly. I also lack ideas and at that time I stop writing."

S₇: "Organizing my idea in the way I need and sometimes I face a shortage of words, putting my ideas in the sequence I want to."

S₈: "Shortage of words and spelling words, grammar and lack of ideas."

4.2.3 Students' Responses on the Frequency of Active Participation in Writing Classes

For this interview item, three respondents (S₁, S₅, and S₆) responded as they sometimes participate actively. And the rest S₂ said usually, S₃, S₇ and S₈ responded that they rarely participate. The other S₄ responded no to the question. One participant (S₄) said never participate. None of the participants said they always participate during writing classes. The reasons given by S₂ is the interestingness of the lesson. The other reason mentioned by the S₃ is that if the respondent does not fear and feel confident rarely participates. Furthermore, S₈ responded that the individual participates rarely when the topic is easy and clear. During the classroom observation in all the four sections and the four observation periods, a few numbers of students were interacting well.

From the data above it is possible to deduce that students hardly participate actively during writing sessions.

Interview

R: How often do you participate actively in activities during writing practices in English classrooms?

S₁: "I do not participate always, but sometimes."

S₂: "I usually participate in the lesson is interesting."

S₃: "Since I fear to make mistakes I only participate when I feel confident in my work. So participate rarely."

S₄: "I do not participate."

S₅: "Sometimes I participate but not always."

S₆: "Only sometimes"

S₇: "I usually participate in practices."

S₈: "I rarely participate actively when the topic is easy to me. If the topic is unclear I do not participate."

4.2.4 Students' Responses on How Their Classroom Teacher Let Them Discuss and Interact In Pairs or Groups

All the respondents said that their teacher lets them work in groups. Most of the participants (S₁, S₂, S₃, S₄, and S₅) responded that the teacher lets them work in groups following the steps of writing thinking, brainstorming, selecting, planning, writing, revising, and rewriting. They also responded that sometimes their teacher makes them produce one text in groups. In addition to their teacher, the textbook does not allow the learners to work alone. The rest S₇ and S₈ said their teacher only rarely let them write and even the teacher does not let them write individually. One participant S₆ the teacher assist in the way they have to organize their writing.

The responses of the participants clearly imply that the classroom teacher usually facilitates the students to work in groups. Since the textbook leads the students to follow the process approach to teaching writing the teacher too follows that teaching approach. So it is possible to conclude that collaborative teaching is used by the classroom teacher to teach writing at M/H/M/M School in grade 11 students.

Interview

R: Does your teacher let you work in pairs or groups to discuss and interact with each other on the title you write on? How?

S₁: "Yes. Our teacher first tells us to discuss in groups and he gives as the topic. Then he orders us to brainstorm ideas, plan to write and revise our work we edit each other's work sometime."

- S₂: "Yes. He lets us follow the writing steps such as brainstorming, planning, writing, and drafting."
- S₃: "Yes. He tells us to follow the steps of writing, but I can't remember them know. Then we write based on the steps are also found in the textbook"
- S₄: "Yes. He sometimes orders us to write one text in groups. On the book, there are steps of writing I mean thinking, planning, drafting and so on. Then we follow the steps and write."
- S₅: "Yes. There are instructions on the textbook and the teacher lets us follow these steps. He tells us to check each other's work on the spelling, punctuation, grammar, content, and flow of ideas."
- S₆: "Yes. In our group, we sit in three on a desk. Sometimes the teacher comes to us and shows us how to organize our idea."
- S₇: "Yes. Even he does not let us write individually. He most of the time orders as to work in groups."
- S₈: "Yes. Only very rarely he lets us write alone. He writes the title and tells us to follow the writing process before writing."

4.2.5 Students' Responses Whether Their Teacher Give Them a Piece of Model of Writing to Help Them to Write the Same Type Text

If learners are always made to use only the textbook they become easily bored of it. Hence, the teacher has to bring models and interesting topics for the class. The response of all the participants is as it is presented below is no. The reasons given by the participants the models are found in the textbook, the number of the students is large and some do not know the reasons.

During the classroom observation, also, no copy of model writing was observed that the teacher gave or brought to the class. These data showed that the teacher does not use an adapted sample model of writing in teaching this, on the other hand, limits the students' active participation.

Thus, students cannot be motivated enough to produce texts and their participation also affected. Students like to see new things other than the one given in the book. Lack of model texts that increase learners' motivation to writing can be a cause for lack of active participation during writing classrooms at M/H/M/M School for grade 11 students.

Interview

R: Does your teacher give you a piece of writing as a model that helps you to write a similar text on the title he gives you?

S₁: "No, he only tells us to follow the steps of writing."

S₂: "No, but if there is a text on the book he may let us produce the same type of text us that of on the book."

S₃: "No, I have not seen yet. I don't know."

S₄: "No, he does not. We haven't asked him yet and maybe our number. I mean the number of students in the classroom."

S₅: "No, because there are models on the textbook."

S₆: "No, I don't know the reason."

S₇: "No, I don't know."

S₈: "No, the reason may be stationery because in our class only there are 55 students and also there are model texts on the book."

4.3 Classroom Observation

Classroom observation was done with a co-observer. The researcher used a checklist and the co-observer made notes of the incidents and interactions being done by the teacher and the learners (see chapter three). Since the English teacher of Grade 11 sections A to D was the same teacher the co-observer observed with the research only four periods out of the six observed by the main researcher. Below are presented some of the lessons observed.

4.3.1 Observation Lesson One

The co-observers note

Since the classroom was too wide and it has poles (pillars) both the researcher and the co-observer sat just in the opposite middle columns.

Date of observation: Oct. 5/2018

Time and duration: 5:30 – 6:15 a.m. local time (45 minutes)

Section and number of participants: Grade 11A 45 participants

Lesson Topic writing: A Report on the African Union

It was the fourth period which is after break time. Most students had already had their lunch when we entered class the floor was full of leftover food. Few students were in class when the teacher arrived then the teacher went out and started calling the students to come to class.

The teacher wrote the topic Writing and the title A Report on the African Union on the chalkboard.

Still, some students are coming in. Almost ten minutes passed from class time. The teacher instructed the students to work with a partner and write a report on the African Union based on the instruction on page 22 of the student's textbook. The instruction on the textbook has 8 steps and it divides the work into departments, history, and success and future roles of the African Union. The steps are (1)brainstorming, (2)organizing, (3) dividing the work among learners, (4) researching information from (in the library, on the internet, newspaper articles, (5) presenting information gained and deciding what to present, (6) writing first draft and showing it to others for checking, (7) writing the final version and (8) proofreading before presenting. The students started to read the instructions. Two students raised their hand and asked the teacher to come to their sit-in Amharic. Then the teacher saw together with them the instruction on the book. The teacher then interrupted the class coming in front "Please, all of you listen! Leave the instruction on the book and write simply what you know about the African Union now" But, most of the students seem they were not interested in the topic. Only those two students who asked the

teacher are observed writing. However, the bell went and the teacher told the students to finish their work at home.

The result of the researcher's checklist

The teacher simply ordered the students to write without explaining the purpose of writing and there was no model text prepared to help the learners use as a sample. Plus the students' interest was not confirmed by the teacher and the topic was not contextualized so as to be understood by the students.

Though the students were involved in the brainstorming and listing ideas and then selecting important points to integrate other skills, the teacher was not monitoring them well. Because the classroom teacher was read on his face that he was not satisfied well with his students sitting idle. Thus, almost all the learners were looked uninterested with the topic. Due to the fact that they are not interested in the activity, there was no active participation from the students.

No comment was made by the teacher since none of the students submit their work and the activity was postponed to be homework. Other things observed were the students do not use English even when they ask for help. They were heard speaking in Amharic throughout the lesson.

The above data implies that lack preparation from the teacher's side and the topic given on the book demands to research and gathering data so the time given for the activity and the length of activity are not equal. The students' time management and commitment to learning were other things observed during observation one.

4.3.2 Observation Lesson Two

The co-observers note

The co-observer and the researcher sit at the two opposite corners at the back of the class.

Date of observation: Oct. 14, 2018

Time and duration: 3:00 – 4:15 a.m. local time 45 minutes

Section and number of participants: Grade 11D 53 participants

Lesson topic and title: Writing. A Letter to a Friend

The teacher entered class five minutes after the bell had gone. As soon as he entered he went to the chalkboard and cleaned it. Then quickly, he wrote the topic "Writing" and the subtopic "A Letter to a Friend" below the topic. Some students rushed out to bring textbook from other sections. Except for one pair the remaining desks are occupied by three learners placing a textbook in front. The teacher started to explain how the lesson should go after all the students who went out returned back to class.

The teacher stood in front of the class turning pages on the book in his hand (textbook). The students started making noise. All of them are speaking in Amharic. The teacher wrote the following on the blackboard.

"Steps of writing"

Thinking, brainstorming, planning, drafting, checking, rewriting and proofreading

Vertically. Then the teacher told the class to listen. He started explaining what the students ought to do in the steps of writing. This time twenty minutes went. He told the students to write an informal letter to a friend telling about their education system and describing their school. But there was no order whether the students write in groups or individually. The noise broke out again. Some students are heard talking about football stars, some are idle. They were simply talking side by side, laughing and composing.

The sound of the teacher heard the loud saying "You must write an essay that has five paragraphs." Some students but who sit at the co-observers side were even doing Mathematics. The bell went and the teacher told the class to finish the writing at home. Then he told them he will check their work the coming day and the class ended.

The result of the researcher's checklist

The teacher explained well the purpose of the writing lesson. The students looked interesting with the topic and the instructions delivered by the teacher on the steps of the writing process were clear. Most of the students were observed composing.

The students were involving in the writing process though they were speaking Amharic and English. They seemed as if joking and freeing themselves being careless to the activities. The teacher stood in front of the class no monitoring and assistant was observed. But some students did not start composing. No guidance and comment summarized. No feedback delivered to the students since none of them submitted within the class time.

The above data implies that the students' discipline and the teacher's commitment affected the writing activity. All the students used Amharic as a medium then the interaction is not supported by the teacher. Students are not well understood the value of time. The teacher also over careless in motivating and encouraging students to be fast to complete the task within the given time. Generally, the objective of the lesson is not well understood by both the teacher and the students since nothing is achieved throughout the lesson.

4.3.3 Observation Three

The Co-Observers Note

Date of observation: Oct. 25, 2018

Time and duration: 2:45 – 5:45 a.m. local time for 90 minutes

Section and number of participants: Grade 11 Section B 44 students.

Lesson topic and title: Writing: An Essay Modern Versus Traditional Medicine

It was a double period lesson. The teacher entered the class and wrote the topic and the title on the chalkboard. Then he ordered the class to read a model of for and against essay on the textbook on page 66 about "Life in the countryside is better than in the city" All the students involved in reading. The reading text has four paragraphs and did not take the students more than 3 minutes to finish reading it. The teacher waited until all the students finish reading. "Now," said the teacher. "You are going to write a for and against essay about (showing his hand towards the title he wrote on the board) which was 'We should not ignore traditional medicine because of modern developments' using the text you have read as model," and added the teacher "Follow the steps 1 to 7 on the next page." on the students textbook page 67 there are seven steps. The students started reading the steps. The teacher started to monitor the class letting the students start their writing (composing) process. Most of the students were busy doing their classwork

after the bell had gone for the end of the first period. The teacher is moving from group to group answering students' questions (some students were asking for word supply telling the words to the teacher in Amharic) and the teacher supplied the word to some of them. The teacher is busy controlling the students' progress in the processes or steps put on the textbook. Even three groups were asking how to spell words. The teacher wrote the words on the chalkboard. Until the end of the class, only 18 students submit their work and get signed out of 44 attendants (learners). The teacher let the late students collect their exercise books for checking later. Then he wrote some mistakes he found on the students work on the chalkboard and correct it. Among them

People should keeps the cultures medicine for the coming generation

People should keep cultural medicines for the coming generation.

We must developing our traditional medicines ...

We must develop our traditional medicines...

The researcher's checklist

The teacher clearly stated the purpose of the lesson and arranged the class into groups of six and let them read the model of writing on their textbook. The learners seem interested in the title. The teacher explained well the title and the type of text (argumentative) or for and against essay to the class. All the students are working through the writing process brainstorming, selecting, planning, writing, and checking. The teacher monitored the class and motivating students to compose well-organized texts. The learners were active participants. They were interacting well, though heard speaking Amharic commenting on each other's work. The teacher also provided feedback orally for the organization of ideas and written feedback on grammar errors. The students were struggling for getting checked their work, but the bell went and the teacher collected their work to do the checking later.

From the co-observers note and the checklist result presented above one can interpret that the topic was clear and achievable by the students as it is authentic. The time was abundant enough for the activities given to be done within class time. The students were comfortable and motivated in composing. The teacher was well prepared for the lesson topic.

The result above shows that teacher's preparation, and authentic writing topics can increase students' classroom participation in EFL writing classes. In addition, the writing lessons are best achieved if they are held in double class sessions to overcome the scarcity of time.

4.3.4 Observation Four

The Co-observer's notes

Date of observation: Nov. 2/2018

Time and duration: 8:45 – 9:30 p.m. local time 45 minutes

Number of participants: Grade 11C 50 participants

Lesson topic and title: Writing: Extract from a Tourist Brochure.

It was the seventh period which is the final period of the school schedule. The teacher entered and cleaned the chalkboard which was full of note from corner to corner the previous teacher wrote. The teacher looked exhausted and told the students to write a tourist brochure which contained the information on page 125. He wrote the topic and the title on the chalkboard with the page number. Most of the students were talking in Amharic and others were even sleeping. They all had no sense of participating in the activities. It seemed that the task was individual work. The class was suffocating. The teacher tried to awake four sleeping students and let them leave the class. At the time silence took place for a while. The instruction on the book says ‘write a brochure on your place of interest including a two-paragraph text about your town and village to your brochure. And write by introducing the town the story, age, size people's culture, and language. Then include tourist activities using the model on the other side of the text on page 122-123 reading extracts.’ All the students were idle only when the teacher arrives at their sit they looked to him working as the teacher leaves the group they took their stationery into their bag and sit chatting in Amharic. No student submitted his work and asked a teacher for help. The class ended and the teacher forwarded the activity for homework.

The researcher's checklist

The teacher did not explain the objective or purpose of the lesson. He simply wrote the topic and let the students write a brochure. The students did not volunteer enough for the class. Though it was a free writing approach, all the students were passive. It also has a model to be used as a guide. The teacher looked very tired and he did not encourage the students.

From the above data it is possible to conclude that the students despite their tiredness, they were not interested enough to work on the activities. The teacher was also looked exhausted that no effort was exerted to initiate the learners to involve in the composing free texts.

4.4 Discussion

In this discussion section, the results found in all the tools above (questionnaires, interviews, and observations) are categorized into three headings for triangulation. Namely: - factors related to the students, the teacher and the school.

4.4.1 Factors Affecting Students' Participation

The factors affecting student's participation in EFL writing classrooms at M/H/M/M School are related to three bodies. These are factors related to the students, the teacher and the school.

4.4.1.1 Factors Related to the Students

Factors affecting student's participation related to students themselves arise from the learner's individual problems like linguistic related factors, lack of adequate background knowledge, lack of interest, negative attitude, and so on (Richards, 2001; Dana and John, 2005; Daly, 1985).

Accordingly, the result from the questionnaire items and interview responses shows that most of the factors that affect learners' active participation in EFL writing classrooms are factors related to learners. Problems like writing grammatically correct sentences, lack of interest for learning writing and fear are found to be factors related to students that hinder classroom participation of students. The document analysis indeed confirmed the above mentioned factors. Moreover, lack of background experiences of practicing writing in lower grades, and from the interview plus the observation sessions students have vocabulary related problems to be an active participant in writing classes.

4.4.1.2 Factors Related to the Teacher

Other factors affected students' participation as from the questionnaires, interviews, and observation sessions are the teacher related factors. These include the absence of writing items on mid and end term examinations, the imbalance between time allotment and the writing

activities, lack of teacher encouragement, and teacher's preparation. In all the observation sessions most students did not submit their work to their teacher. The classroom teacher was observed uncomfortable with regard to supporting and guiding the learners to be involving in activities.

4.4.1.3 Factors Related to the School

The factors related to the school are arise from class size, installation of periods for writing, and textbook supply. During classroom observation it was observed that the number of the students in a single section were above forty-six. This made the teacher challenging to help all learners one-by-one because of students decipline involving in sidetalks in their mother tongue. the students did not finish their writing in single period sessions. But in double period sessions it was observed that during observation students were submitting their written work. There were shortage of textbooks in the classroom. When the researcher asked the learners why they did not bring their textbook to class, their response was the school did not get the books to them though they paid for. The above-mentioned problems and other factors led to a low level of involvement in writing practices.

4.4.2 The Impact Lack of Participation and Teaching Approaches

4.4.2.1 The Impact of Lack of Active Participation

Active participation promotes the cognitive process by allowing learners to crystallize ideas, to scrutinize and to express thought. It also helps to develop listening, analytical and evaluative skills of a higher order of thinking in exchange for creative spaces in the examination of ideas. Moreover, active participation provides education in cultural diversity and how to turn cultural difference in the classroom into a positive experience for all De Vita (2000).

Thus, whenever a passive learning situation exists, learners lose all the above-mentioned benefits. The other thing that learners become disadvantageous is learning from mistakes. The more students practise writing and the more they make mistakes and the mistakes corrected by the classmates or classroom teacher finally learners get improved. Learners' lack of participation leads them to passive members of a class. Since there was no reaction in the composing processes, students cannot improve their writing skill to the needed level of producing well-

organized texts. And this makes the learners weak in writing, reasoning, expressing thought rationally, convincing what they think to others. Totally, learners thinking in learning can be blocked by lack of interaction among others.

4.4.2.2 Teaching Approaches

The approaches of teaching writing in the EFL context are various since teachers and textbooks select one approach and reject the rest. However, most teachers and textbooks are eclectic, taking every approach that they consider suitable or available to the teaching of the writing activities. "There is no one way to teach writing, but many ways." (Raimes, 1983:11). Theories of teaching writing "are more accurately seen as complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing." (Hyland, 2003:2). Any teaching theory cannot substitute exactly better than the other.

Accordingly, the teaching approaches observed in the classrooms during observation lessons are mostly the process approach (see observation 1_3) and genre-based approach. The process approach to teaching writing is a central approach for grade 11 students as it aggravates interaction among students that lead learners to accumulate the demanding order of thinking. Throughout the process learners train themselves sub-consciously while passing through brainstorming, thinking, selecting, planning, writing, editing, proofreading, and publishing. In the genre-based approach, learners involve in reading since they need to imitate the model text. This, on the other hand, helps students to build their vocabulary which helps them in the composing process. Freewriting also observed as the learners were told to write a brochure.

Generally, the process approach, genre-based approach, and free writing were the approaches of teaching observed. This was because of the contents and activities in the textbook. The activities on the book are designed mainly in the process based approach and the classroom teacher was following it as it is put in the text. However, some contents were too long to be covered within the allotted time. The researcher then thinks that the classroom teacher should adapt the text to a more manageable content to be completed in the class time and/or the activities better be taught in double periods.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

In this chapter, the core points of the research are summarized clearly. Then conclusions are drawn from the findings of the items in the analysis and interpretations to summarizing and generalizing. Finally, recommendations are provided by the researcher in reference to the findings and conclusions.

5.1 Summary

The main objective of this study is to examine factors affecting students' participation in EFL writing classrooms of grade 11 students at M/H/M/M School. And specifically, the study was aimed to find out answers for the specific questions that were derived from the basic research question. These were: .

- What are the factors related to the students affecting students' participation in writing classrooms in EFL classes?
- What are the factors related to the classroom teacher affecting students' participation in writing classrooms in EFL classes?
- What are the factors related to the school affecting students' participation in writing classrooms in EFL classes?

The researcher administered classroom observation, questionnaire, semi-structured interview and document analysis to collect data from the participants of the study. The observation was made for six writing sessions using observation plus a trained co-observer recording the incidents in the classroom. In the questionnaire, the researcher used frequency items ranging from always to never for 17 items after a pilot test had made to check clarity and avoid bias. Five semi-structure interview questions were prepared which were tested like that of the questionnaire items. In achieving the stated objectives, simple random sampling technique was employed to select the participants of the study for the questionnaire and interview. Then the data obtained from the tools were presented, analyzed and interpreted both quantitatively and qualitatively. The data obtained from the questionnaires were presented and analyzed with the interview and

observation and then the interview data plus the observation data were presented and analyzed separately. All the results of the items from the three tools were triangulated at the discussion section.

The factors affecting student's participation in EFL writing classes as obtained from the findings of the items administered are problems related to students such as shortage of vocabulary, writing grammatically correct sentences, lack of interest for learning writing and fear. Moreover, students have a lack of background experiences in practicing writing in lower grades. Other factors affected students' participation as from the questionnaires, interviews, and observation sessions are the teacher related factors. The factors related to the school are arise from class size, installation of periods for writing, and textbook supply.

5.2 Conclusions

Based on the findings from the collected data the following conclusions are drawn.

1. Factors affecting students' participation in writing classes are related to learners' linguistic factors like writing grammatically correct sentences, lack of interest for learning writing and fear. Shorage of vocabulary is the other factor affecting students' participation in EFL writing classes of grade 11 students at M/H/M/M School.
2. The other factors affecting learners' participation are teacher related factors. These include the absence of writing items on mid and end term examinations, the imbalance between time allotment and the writing activities, lack of teacher encouragement, and teacher's preparation.
3. School related factors are found to be problems in hindering students participation. The factors related to the school are arise from class size, installation of periods for writing, and textbook supply or shortage of textbook.
4. The teacher employs teaching approaches based on the textbook. These teaching approaches mostly process approach, sometimes genre-based, and free writing approach. This shows that the teacher simply follows what is on the textbook while it is possible to adapt for making the teaching more authentic and achievable in both the content and time frame.

Recommendations

- The students should review books after reading which makes them sub-consciously successful readers and then advanced writers. They had better have vocabulary learning programs daily, from five to eight words. Students and the teacher should strengthen their approach each other to avoid fear of one another.
- The teacher should convince the students about the importance of writing skills throughout their academic life. The classroom teacher should motivate the students to practise writing more and more in class. The teacher should adapt the text to make suitable and manageable for learning and authentic for the students to have courage in writing practices. This helps the learners to be active participants. The teacher should include writing items like essay and composition writing items in mid and end-term exams. This helps the students to give place for writing practice.
- The school ought to minimize the number of students in the class so that the teacher can manage the class easily. The school and or English department ought to facilitate learners with writing programs among learners on different issues such as writing report on special events at their school, writing stories, short stories, poems, plays, etc. monthly or weekly.
- Finally, the classroom teacher should be selective in using the teaching approaches based on the content of the writing activity. So as to help the students work more on the writing activities the teacher should be well prepared on the topic and he/she has to encourage and motivate the learners by giving some sort of bonus where necessary. This reinforces the writer (student) to be an active participant in EFL writing classroom.

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Appendices

Appendix A

Addis Ababa University College of Humanities, Language Studies, Journalism and Communication

Department of foreign languages and literature

Dear students,

This questionnaire is designed to collect data for the purpose of accessing students' classroom participation during EFL writing lessons. Therefore, your accurate responses to the questions presented below will have an essential contribution to the achievement and success of this research work. Thus, I would like to ask you to read all the question items carefully and give your accurate responses for each of the items given below.

NOTICE: *You do not need to write your name on this questionnaire.*

Thank you a lot for your cooperation!

Part I

Direction 1.1

The following items are designed for you to provide your personal information as asked. 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: 15__18 19__22 23__26 above 26

Part II

Questionnaire on factors affecting participation

The following table has some of the factors you encounter when you involve in writing activities and or participate during the writing period. And the frequency of the factors is put in short as given below. Please put a tick (✓) in the frequency column you very often you encounter these challenges.

Always = A Usually= U Sometimes =S Rarely=R Never=N

No	Items	Alternatives				
		A	U	S	R	N
1	How often do you spell words correctly?					
2	How often do you write grammatically correct sentences?					
3	How often do you participate in writing activities interestingly?					
4	How often do you get afraid of other students to laugh at you because of committing an error in participation?					
5	How often do you complete the activities given for you in the time given to you to complete?					
6	How often do writing items appear in your mid and final exams?					
7	How often the topics given to you by your teacher are motivating to write on?					
8	How often did your teacher teach you writing activities in lower grades?					
9	How often did your teacher encourage you to practice writing in the lower grades?					

Part III

Questionnaires on the level of participation

The following table is designed to identify the problems that limit your participation level when you involve in writing activities and or participate during the writing period. And the frequency is put in short as given below. Please put a tick (√) in the frequency column you very often encounter these challenges.

Always = A Usually= U Sometimes =S Rarely=R Never=N

No	Items	Alternatives				
		A	U	S	R	N
1	How often do you participate in the writing classroom actively?					
2	How often does your teacher give you a copy of the model of writing to use during writing activities?					
3	How often do you practise writing in English at home independently?					
4	How often does your teacher advise you to practise writing individually at home?					
5	How often do you participate in writing activities with self-interestedly?					
6	How often do you select the title you write on yourselves?					
7	How often do you write freely?					
8	How often does your teacher facilitate the class to work in pairs or groups in writing activities in class?					

If there are other problems please write here.

Appendix B

Students Interview

In order to make sure the effectiveness of the responses given on the questionnaire items, the researcher prepared these interview items for the students.

1. Do you think classroom participation during the writing period helps you to improve your writing skills in English? How?
2. What are the problems that make you not participate in writing classrooms in English classes?
3. How often do you participate actively in activities during writing practices in English classrooms?
4. Does your teacher let you work in pairs or groups to discuss and interact with each other on the title you write on? How?
5. Does your teacher give you a piece of writing as a sample that helps you to write a similar text on the title he gives you?

Thank you for your cooperation!

Appendix C

Classroom observation checklist

Pre-writing

1. Does the teacher explain the realistic purpose of the title to be written on? Yes No
2. Do the teacher and the students work through a model of a particular type of text? Yes
No
3. Are the topics selected for writing based on the students' interest to make the writing meaningful? Yes No
4. Are all the instructions given by the teacher clear enough? Yes No
5. Does the teacher set the title and make sure that it is understood by the learners or contextualized the title? Yes No

While writing

6. Are all the students brainstorm ideas on the title and list the ideas? Yes No
 7. Are all the students made to select important points and continue through the writing processes? Yes No
- Are the learners made to integrate other skills in the process by helping each other in the composing of the writing? Yes No

8. Does the teacher monitor the class to increase interests and motivation? Yes No
9. Are all individual students in the pairs or groups working on the activities actively? Yes No

Post writing

10. Are the students guided to comment on each other's writings? Yes No
11. Are the students made to rewrite their writings using the comments given from other pairs or groups? Yes No
12. Does the teacher provide feedback for the learners in general and give homework to rewrite their clear and accurate version at home? Yes No

Other things observed during class

Appendix D

በአዲስ አበባ ዩኒቨርሲቲ

የሂደቶች ልማት ጥናት ጅርጊት ስራ እና የሚከተሉትን ኮሌጅ

የውጭ ልማት ጥናት እና ሥነ - ጽሑፍ ትምህርት ክፍል

የሁለተኛ ዲግሪ ማሟያ መመሪያ ጽሑፍ

የተከበራችሁ ተማሪዎች

ይህ መጠይቅ የተዘጋጀው ተማሪዎች በመጻፍ ክህሎት ክፍለ ጊዜ ባላቸው የክፍል ውስጥ ተሳትፎን አስመልክቶ ለሚደረግ ጥናት መረጃ ለመሰብሰብ ነው። በመሆኑም ከታች ባሉት ጥያቄዎች የእናንተ ትክክለኛ እና እርግጠኛ መልስ በጥናቱ ላይ ጥሩ አስተዋጽኦ አለው። እናም ከታች እያንዳንዱ ጥያቄ በማንበብና ትክክለኛውን መልስ በመስጠት እንድትተባበሩን በትህትና እጠይቃለሁ።

ማሳሰቢያ:- በዚህ መጠይቅ ላይ ስም አይጻፍም።

ለትብብርዎ አመሰግናለሁ

ክፍል I.

መመሪያ 1.1. በቅጹ ውስጥ የራሳችሁን የግል አስፈላጊ መረጃ በሳጥኑ ውስጥ የ (✓) ምልክት በማኖር ይሙሉ።

ፆታ	ወንድ	<input type="checkbox"/>	ሴት	<input type="checkbox"/>				
እድሜ	15-18	<input type="checkbox"/>	19-22	<input type="checkbox"/>	23-26	<input type="checkbox"/>	ከ26 በላይ	<input type="checkbox"/>

ክፍል II. በተግዳሮቶች ላይ የተመሰረተ ጥያቄዎች

ቀጥሎ ያሉትን ጥያቄዎች ተማሪዎች በእንግሊዘኛ ቋንቋ በሚዕፉበት ጊዜ የሚገጥሟቸውን ተግዳሮቶች (ችግሮች) ለመለየት የተዘጋጁ ናቸው። እባክዎ በጣም ብዙ ጊዜ ችግር

በሚገጥምዎት (እንግሊዘኛ ሲጽፉ) ላይ የ (✓) ምልክት በተሰጡት ምርጫዎች ስር ያኑሩ።

ሁል ጊዜ = ሁ/ጊዜ አብዛኛውን ጊዜ = አ/ጊዜ አልፎ አልፎ = አ/አልፎ

እምብዛም አይገጥመኝም = እ/አደል በፍፁም አይገጥመኝም = በፍፁም

ተ.ቁ	ሊያጋጥሙ የሚችሉ ችግሮች	ምርጫ				
		ሀ/ጊዜ	አ/ጊዜ	አ/አልፎ	እ/አደል	በፍጹም
1	ቃላቶችን በትክክል ፊደል መጻፍ (spelling words currently)					
2	የቋንቋውን ህግ (Grammar) የተከተሉ ዓ/ነገሮችን መጻፍ።					
3	በዕሁፍ ተግባራት (Writing activities) ላይ የመሳተፍ ፍላጎት ማነስ።					
4	ተማሪዎች ብሳሳት ይስቁብኛል ብዬ ስለምፈራ					
5	አብዛኛውን ጊዜ ለተግባራቱ የሚሰጠው ጊዜ በጣም አጭር እና የተሰጡት መልመጃዎች በተሰጠው ጊዜ መጨረስ ስለማልችል።					
6	የጽሁፍ ጥያቄዎች በሴሚስተር አጋማሽ እና በሴሚስተር መጨረሻ ጥያቄዎች ላይ ስለማይኖሩ።					
7	አብዛኞቹ በመምህራን የሚሰጡን ርዕሶች (topics) የሚያበረታቱ እና ከእለት ከእለት ህይወታችን ጋር ያልተገናኙ መሆን (day to day life)					
8	መምህሩ የጽሁፍ ክህሎቶችን ስለማያስተምር ለምን እንደማልሳተፍ እንኳን አላውቅም					
9	ከዚህ በታች ባሉት (lower grades) በመፃፍ (Writing) ክንውኖች ላይ የመሳተፍ ልምድ የለኝም ምክንያቱም መምህራን ርእሱን ይዘሉት ነበር (አያስተምሩትም)					

ሌላ ተግዳሮቶች ካሉ እነዚህ ጋር ይጻፉት _____

ክፍል III

የተሳትፎ ልክ ጥያቄዎች

ቀጥሎ ያለው ሰንጠረዥ በዕሁፍ ክፍለ ጊዜ (Writing Period) ሊኖርባችሁ የሚችሉትን

መልመጃዎች (Activities) ይመለከታል። የድርጊት ድግግሞሾችን አስመልክቶ በአጭሩ

በሰንጠረዥ ውስጥ ተሰጥቷል። እባክዎ የ (✓) ምልክቱን በሚተገብሩት ድግግሞሽ ስር ያኑሩ

ተ.ቁ	አንተ/ቺ (መምህርህ/ሽ ለምን ያህል ጊዜ)	ምርጫዎች				
		ሁ/ጊዜ	አ/ጊዜ	አ/አልፎ	እ/አደል	በፍጹም
1.	በክፍል ውስጥ በመፃፍ ተግባራት ጊዜ (writing activities) ንቁ የሆነ ተሳትፎ ታደርጋለህ/ሽ?					
2.	መምህርህ/ሽ በሆነ ሞዴል የጽሁፍ መልክ እንድትጽፉ/ፍ ያደርጋል?					
3.	አንተ/ቺ እቤትህ/ሽ ከመምህርህ/ሽ እርዳታ ውጪ በእንግሊዘኛ መጻፍ ትለማመዳለህ/ሽ?					
4.	መምህርህ/ሽ እቤትህ/ሽ ዕሁፍ እንድትለማመድ/ጁ ይመክርሃል/ሻል?					
5.	መምህራችሁ የሚያበረታታና ደስ የሚላችሁን ርዕስ ይሰጣችኋል?					
6.	መምህራችሁ በክፍል ውስጥ ዕሁፍ የምትጽፉበትን ርእስ በራሳችሁ እንድትመርጡ ያደርጋችኋል?					
7.	መምህራችሁ በነፃነት እንደመሰላችሁ እንድትጽፉ ያደርጋል?					
8.	ከንደኞቻችሁ ጋር በጥንድ እና በቡድን ትሰራላችሁ?					

ሌላ ነገር ካለ እዚ ዳፉ _____

የተማሪዎች ቃለ መጠይቅ

ቀጥሎ ያሉት ጥያቄዎች ለተማሪዎች ቃለ መጠይቅ የተዘጋጁ ናቸው።

1. በዕህፈት ክፍለ ጊዜ የክፍል ውስጥ ተሳትፎ የዕሁፍ ክህሎት/ሽን ያሻሽልልኛል ብለህ/ሽ ታስቢያለሽ/ህ እንዴት?
2. ከመምህርህ/ሽ እርዳታ ውጪ ትክክለኛና ትርጉም አዘል ዐነገሮችን መጻፍ ትችላለህ/ሽ ካልጻፍክ/ሽ ለምን?
3. ኢሴይ (essay or composition) የጽሁፍ ሂደትን (Writing process) ተከትለህ/ሽ ነው እምትጽፈው/ፈው ወይስ በአንዴ ነው የምትጽፈው/ፈው?
4. ኢሴይ (essay or composition) ስትፀፍ/ፈ ምን ምን ችግሮች ይገጥሙሁል/ሻል?
5. በእንግሊዘኛ በትክክል ሃሳብህን በዕሁፍ የመግለፅ ችግር ካለብህ/ሽ በትምህርትህ/ሽ ላይ ምን ምን ችግሮች ይገጥሙሁል/ሻል?

Appendix E

Cronbach Alpha's Reliability Model

Scale: ALL VARIABLES

RELIABILITY

```
/VARIABLES=F1 F3 F2 F4 F5 F6 F7 F8 F9 L1 L2 L3 L4 L5 L6 L7 L8  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA.
```

Case Processing Summary

		N	%
Cases	Valid	58	96.7
	Excluded ^a	2	3.3
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.994	17