

**FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH**

**AN INVESTIGATION OF THE PRACTICE OF TEACHING
WRITING SKILLS AT TERTIARY LEVEL: DEBRE
BERHAN UNIVERSITY IN FOCUS**

BY

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**MARCH 2012
ADDIS ABABA UNIVERSITY**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH IN
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FOREIGN LANGUAGE (TEFL)**

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EXAMINER

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Abstract

The study was conducted to investigate the practice of teaching writing skills at Debre Berhan University. To this effect, an attempt was made to find out whether or not instructors encourage students to employ the stages of process writing; to assess when instructors give corrective feedback to their students' writing; and to examine how instructors provide corrective feedback to their students' writing. To this end, the necessary data for the study were gathered using observation checklist, questionnaire, sample corrected papers and interview. Three instructors' writing skill instruction sessions were observed three times. All of the instructors who were six in number and teaching College Writing Skills and sixty sample students completed the questionnaire. Fifteen sample corrected papers collected from Accounting, Economics and Management department students were selected randomly and inspected carefully by using written error correction guidelines. The interview was conducted with all the six English language instructors. In addition, the data collected through the aforementioned instruments were analyzed quantitatively and qualitatively. The findings from the study indicate that the teaching of College Writing Skills at Debre Berhan University was not effective. The result also revealed that writing instructors at this university hardly ever attempt to treat most elements of pre-writing, while writing and post-writing in their teaching of College Writing Skills. The instructors also never attempt to provide their students with corrective feedback in the process of writing. As is indicated in the finding of the study, the dominantly employed written error correction strategies used by instructors at Debre Berhan University are circling errors, substituting errors with corrected versions, writing marginal or end comments in the form of advice and attempting to correct all written errors committed. Furthermore, based on the findings of the study, important conclusions were drawn and some useful recommendations were forwarded to concerned bodies expected to use the findings of the study.

CHAPTER ONE

Introduction

1.1. Background of the Study

Teaching language effectively is a very challenging, but desirable activity for teachers. Ever since the teaching and learning of language started, scholars in the field have been striving to come up with appropriate and effective ways of teaching and learning languages. A good deal of what has been written about language teaching over the last two decades (if no longer) seems to have been concerned with finding better, or ideally, the 'best' teaching method (Tudor, 1993).

Given the fact that language learning is mastery of the four language skills, it calls for well designed teaching procedures and techniques to enable students to make use of the target language appropriately. As a result, the teaching of writing should be targeted on developing students' writing ability. According to Hedge (1988), classroom writing tasks should reflect the ultimate goal of enabling students to write whole texts which form connected, contextualized and appropriate pieces of communication. Writing as a means of developing students' general ability in English is of a paramount value to be taught and learned successfully. To achieve this integral skill, the active involvement of both teachers and learners is extremely important in the process of teaching and learning.

Furthermore, writing is an important tool for learning and communicating. It can offer students considerable opportunities to increase their vocabulary, to refine their knowledge of grammar, and to develop their understanding of how things are best expressed and how well their message is understood (Raimes, 1983; Hedge, 1988; Littlejohn, 1991). Therefore, teaching writing, like other skills, needs carefully selected activities, methods and procedures at both higher and lower levels. More importantly, the teaching of writing at higher institution level is very important, since students' academic performance is determined by their writing ability.

Teachers of writing should be well- versed in composition theory and research and they should know methods for turning that theory in to practice. Therefore, lecturers and teachers should focus on helping students become aware of how and why they write, and also encourage them to write freely, fluently and well. Harmer (2001:261) points out that " One of our principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of

ideas, persuading them to the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.” He also states that we need to tell students that we are available and be prepared to look at their work and as it progresses, offering advice and suggestions in a constructive and tactful way. On the other hand, there is a widely held belief that to be good writers, students need to practice writing consistently, because as is the case with many other things people do, getting better at writing requires doing it a lot. This implies that the more students write, the easier it gets and the more they are motivated to do it.

To this effect, this particular study concentrates on investigating the practice of teaching writing skills course at tertiary (university) level.

1.2. Statement of the Problem

Writing is one of the most important skills to be learned and practiced effectively and it requires consistent effort. Skills in writing help learners to benefit a great deal from language learning. Moreover, being skillful in writing and producing well qualified and readable written text is a base to successful achievement of all other subjects. Therefore, in most cases we can dare to say that students’ academic achievement is determined by their writing proficiency, because most of students’ examinations and tests are assessed partly on the basis of written performance (Hedge, 1988). However, developing this skill is a very challenging process for teachers and learners.

The ability to write well is not a naturally acquired skill; it can be learnt or transmitted as a set of practices. This is similar to what Langan (1987) contends that writing is a craft and also a skill. It means that it can be taught and learnt. Therefore, writing skills must be practiced and learned through experience. However, it takes time to become skillful and proficient writers. Writing teachers and lecturers should play vital roles in preparing students and providing them ample time and more opportunities to practice writing.

Firstly, writing is a thinking process. It is a skill that is difficult to master. It undergoes a long and tedious process of drafting, revising, and editing. Students and lecturers should seriously collaborate and cooperate to achieve some kind of satisfactory level of writing proficiency. This is vital for university students to be able to write proficiently and effectively in English language. Therefore, in this particular aspect Raimes (1983:258) suggests that writing lecturers should be concerned with process of writing rather than product. Furthermore, she states that when lecturers give writing activities to students, they should carefully choose these activities to

provide the chance for them to pay attention to the writing and revision process. This means giving them time to work on a paper, time to work with peers and alone, time to deal with content, organization, and later the proofreading stage. In other words, it is believed that students can master the writing skills if lecturers encourage them to write consistently.

Nevertheless, instructors in higher institutions of Ethiopia are always heard complaining about the low quality of their students' composition. They believe that most of their students are ineffective in writing. As different local studies also indicate, the writing performance of Ethiopian secondary and tertiary level students is low. Among such studies to mention a few of them are the PhD dissertation of Geremew Lemu (1999) which was intended to study the requirements in writing for academic purpose in Addis Ababa University with special focus in four departments. As a result, he found out that students' writing in different faculties of Addis Ababa University is very weak. Besides, Alamirew's (2005) PhD dissertation on the perception of writing, writing instruction and students' writing performance indicates that the writing skill is not effectively taught at high schools. Consequently, he claimed that students' writing performance is weak. The cause for this problem could be, among other things, the instructors' mode of teaching writing skills or the ways they teach writing skills. It is evident that instructors at universities dominantly prefer to teach writing rules and guidelines rather than letting their students learn writing by writing.

As far as the researcher's knowledge and experience is concerned, writing instructors at higher institutions mainly teach the theoretical ideas of writing and they devote a great deal of time teaching about the nature of writing rather than writing itself. In contrast, students do not adequately practice the skill in the classroom individually and collaboratively. They do not also properly employ the stages of writing when they are writing and make an attempt to exchange their written texts and comment on them. Instructors on the other hand write a topic on the blackboard or tell orally students to write a paragraph or an essay on it and notify how much time they should devote in writing pieces of written texts and simply watch students when they are writing rather than circulating and encouraging them to go through planning, drafting and revising stages of writing. What is more, no attempt was made to study the teaching of writing skills at tertiary level extensively. The researcher, therefore, felt that it is worth investigating the practice of teaching writing skills at tertiary level.

1.3. Objective

The main objective of this study was to investigate the practice of teaching writing skills at tertiary level, with particular reference to Debre Berhan University. To achieve this main objective, the study focused on the following specific objectives:

- a) To examine whether instructors make students employ the different stages of process writing.
- b) To investigate when do instructors provide corrective feedback to students' writing.
- c) To assess how do instructors provide corrective feedback to students' writing.

1.4. The Research Questions

The study was expected to address the following important research questions:

- a) Do instructors make their students go through the different stages of process writing?
- b) When do instructors provide corrective feedback to their students' writing?
- c) How do instructors provide written feedback to their students' writing?

1.5. Significance of the Study

The basic assumption underlying this study is that assessing the teaching of writing skills at tertiary level. Therefore, the researcher believes that the result of this study creates an opportunity to employ the proper teaching of writing skills. Hence, it helps all concerned bodies to treat the most appropriate method of teaching based on different set of principles so that the current problems related to the teaching of writing skills will be avoided or minimized. Thus, curriculum designers, course book writers, English language teachers and teacher training institutions could be the main bodies to use the results of the study. The result of this study is further hoped to serve as a springboard to any interested researchers in the area.

1.6. Scope of the Study

The extent of the study was concerned with investigating the teaching of academic writing skills at Debre Berhan University, with a special focus on first year sixty students in the departments of Accounting, Economics and Management and English language instructors who were teaching at this level.

1.7. Limitation of the Study

Due to financial and time constraint, co-observer was not trained and involved in the observation, further observations were not made, the sample corrected papers were limited to be only fifteen and students' interview was not conducted. Besides, the study was based on only sixty students and six English language instructors who were selected from the same University in the same context. Such methodological pitfalls may influence the generalizability of the results. Hence, care should be taken in generalizing the findings of the study.

CHAPTER TWO

Review of Related Literature

2.1. Writing

Different language scholars define the term writing in different ways. For instance, Byrne (1988:1) defines writing as the act of forming graphic symbols that is letters or combinations of letters related to the sound we make when we speak on a flat surface of some kind. Added to this, Zamel (1982:197) explains that writing is a process of exploring ones thought and learning from the act of writing itself what these thought are. However, writing as a skill of medium of communication is beyond producing graphic symbols; it also involves meaningful arrangement of symbols, words, phrase, sentences, in accordance with certain language conventions. Lyons and Heasley (1984:209), on the other hand, define writing as a communicative occurrence between a writer and an intended reader in which the writer creates a discourse with the imagined reader and derives from this a text by which an actual reader may approximate to the original discourse. This implies that writing is not necessarily a solitary activity and writers should always consider the audience to whom they are writing for before they put their ideas on a paper.

Today, writing is involved in many of the activities that people engage in, and in highly literate societies it seems difficult to do without writing one kind or another even if one wishes to. In many cases, it is imperative that one has the ability to write in order to meet the ever changing social demands and pursue personal interest. It can also be added that writing, especially in its modern form, has played an important role in the overall development of human beings. In fact, it is difficult to imagine that human beings would have been able to achieve the present stage of development of human beings (Geremew, 1999). This shows that writing plays a vital role in human beings lifetime.

Furthermore, the skills of writing enhance language learning as students practice with words, sentences, paragraphs to communicate their ideas. In other words, writing skills offer students opportunities to experiment with the language. Apart from these, writing increases students' creativity and ability to solve problems (Hedge, 1988). Thus, it gives students the opportunity to develop their feelings of self worth and self-image.

Nevertheless, writing is one of the most difficult skills for students to acquire, because it is an extremely complex cognitive activity, which requires the writer to demonstrate control of several variables. It is evidently true that writing demands a great deal of skills and grammatical rules for students to become proficient and effective writers. Besides, teachers too face great challenges to teach these skills and conventions as students may at times find them confusing and difficult to understand and write effective writing in English.

Writing therefore is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. According to Hedge (1988:5), effective writing requires a number of things, a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers. This implies that writers should be aware of these pertinent requirements to write effectively.

2.2. The nature and purpose of writing

2.2.1. The Nature of writing

It is obvious that writing skill enhances language learning as learners experiment with words, sentences, and larger chunks of writing to communicate their ideas and to reinforce the grammar and vocabulary they are learning in the class. Writing is a social act and an integral part of everyday life. However, writers and speakers do not go in similar paths to get their meanings across. This is because the former could not use a considerable range of devices a speaker possesses at his/her disposal, such as gesture, facial expression, tone, pitch, etc. This puts him/her in a situation that is not as easy as the latter (Hedge, 1988). Thus, the writer needs an additional conscious effort to impart effective message. The writing skills are considered to be extremely complex and difficult compared to all other macro- skills be it in a first or second language context (White, 1989; Byrne, 1988; Nunan, 1989).

According to Byrne (1988), the difficulties caused by writing could be seen from three perspectives: psychological, linguistic and cognitive. In this regard, the fact that writing is a solitary activity, which is devoid of immediate feedback, and apparent interaction leaves a

psychological strain on the part of the writer. In addition, the time the writer takes to be familiar with certain structures that are typical to the written medium makes the act of writing more difficult. Thus, the involvement of these factors makes the learning as well as teaching writing a difficult task.

2.2.2. Purpose of Writing

Writing as an integral language skill has certain useful purposes. Traditionally, however, the purpose of writing evolved just as one of the macro-skills to engage students with grammar, vocabulary and comprehension exercise as a means of activating students' skills in these areas rather than developing the composition skills (Ur, 1996). Various researchers on composition studies have come up with several purposes for learning the writing skills. These could fall in to two broad categories: general and specific purpose.

2.2.2.1. General Purposes

Whenever we are engaged in writing, our aim is to achieve different purposes. According to Hughey (1983), writing has the following general purposes:

- Writing is used as a medium of communication.
- Writing can bring forward what we have kept in our hearts but could not verbalize.
- Writing helps us to judge our thoughts.
- Writing is a means of inescapably mirroring the self.

2.2.2.2. Specific Purposes

The objective of teaching writing is to make learners well competent in producing quality written texts. According to Byrne (1988:6), writing has the following pedagogical purposes:

- Writing enables us to provide for different learning styles and needs.
- Written work serves to provide the learners with tangible feedback on what the students have learnt.
- Writing provides variety in classroom activities, serving as a break from oral work.
- Writing increases the amount of language contact through work that can be set out of class.
- Writing is often needed for formal and informal testing.

Generally, the teaching of writing should be targeted on developing students' communicative competence in writing.

2.3. Teaching Writing in EFL Classes

There is no one answer to the question how to teach writing in English language classes. There are as many answers as there are teachers and teaching styles or learners and learning styles (Raimes, 1983:5). However, writing instruction must include ample opportunities for writing and should include writing for a variety of purposes and audiences. Writing activities should basically aim at engaging students in a dynamic and interactive process. Writing teachers and lecturers should also expose their students to various models of text types that are helpful for their students to identify the principal components of effective writing.

Moreover, to teach writing effectively, Byrne (1988:27-29) suggests the following important guidelines:

- 1) Teach the learners how to write.
- 2) Provide adequate and relevant experience of the written language.
- 3) Show the learners how the written language functions as a system of communication.
- 4) Teach the learners how to write texts.
- 5) Teach the learners how to write different kinds of texts.
- 6) Make writing tasks realistic and relevant.
- 7) Integrate writing with other skills.
- 8) Use a variety of techniques and practice formats.
- 9) Provide appropriate support.

According to Atkins, et al. (1996:88), teachers should fulfill different requirements to teach writing skills effectively. Firstly, teachers need to distinguish between practicing grammar in writing and helping students to develop writing skills. To develop students' confidence and effectiveness in writing, the teacher must plan activities that focus on developing writing abilities, as well as activities for reinforcing grammar and vocabulary. The activities must be interesting and motivating to do. They should also be contextualized clearly and where possible they should have realistic purposes, that enable students to express their own ideas, or write about themselves, or if not, at least enable students to produce a piece of meaningful writing.

2.4. Aims in Teaching Writing

As part of a language teaching program, writing has its own aims. According to Hedge (1988), the aim of teaching writing is to enable students write whole piece of communication. Hedge

also adds that much of the writing activities are at the sentence level which is known as sentence level reinforcement exercise. This has its own merit for the success of learning writing, but since the success of writing is more than being able to produce correct sentences, it is important to consider teaching writing beyond the sentence level. Therefore, because of the reason that communication goes beyond sentence level, it is crucial to see sentence writing as one part of writing not as the sole element of teaching writing. According to Pincas (1982:2), the teaching of writing skills should aim at achieving the following three major aims;

- 1) Its scope must be widened to go beyond the artificial, unrealistic school type compositions of traditional teaching, to more genuine, practical and relevant kinds of writing. This shows that writing should reinforce students to practice varieties of use in real world. In other words, students should be familiar with different kinds of writing activities and be able to use it outside the classroom.
- 2) The writing should be as communicative, or functional, as possible. This supports the idea that writing should be learnt to fulfill the day-to-day communication activities. In other words, writing must have the purpose of normal communication that occurs outside the classroom.
- 3) It should go beyond merely reinforcing grammar and vocabulary lessons and deal quite specifically with those skills that are required for effective writing. Even if the teaching of writing should be integrated with grammar and vocabulary, it should be considered as one part of language teaching which has its own aims and techniques.

2.5. Working Together on Writing

Although the teacher's ultimate aim is to develop the writing skills of each student individually, individual students have a good deal to gain from collaborative writing. According to McDonough and Shaw (1993), we must remember that our students are language learners rather than writers, and it would not be particularly helpful to have them spend all their time writing alone. Hedge (1988:11) and Byrne (1988:23) also advocate that group composition has the added advantage of enabling students to learn each other's strengths. It is an activity where stronger students can help the weaker ones in the group. It also enables the teacher to move around from group to group monitoring the work and helping with the process of composing.

Besides, group composition is a good example of an activity in which the classroom becomes a writing workshop, as students are asked to work together in small groups on a writing task. At each stage of the activity, the group interaction contributes in useful ways to the writing process, for example:

- a) Brainstorming a topic in group discussion produces lots of ideas from which students have to select the most effective and appropriate.
- b) Skills of organization and logical sequencing come into play as the group decides on the overall structure of the piece of writing.
- c) While writing out a first draft, with one student acting as “scribe” or secretary, and the other students arguing out the structures of sentences, the choice of words, and the best way to link ideas, there is a spontaneous process of revision in progress (Hedge 1988:12).

2.6. The Importance of Time in Writing

Time plays a central role in writing activities. In writing students devote a great deal of time when they are planning, writing a draft, revising and editing their work. Raimes (1983:21) asserts that time is a crucial element in the writing process and an element that distinguishes writing from speaking.

Hedge (1988:11), on the other hand, states that it is perhaps not surprising that writing often tends to be an out-of-class activity: many teachers feel that class time, often scarce, is best devoted to aural /oral work and homework to writing, which can then be done at the students' own pace.

However, many students would benefit from classroom practice in writing for which the teacher can prepare tasks with carefully worked out stages of planning, drafting, and revising. Students need to have time to make decisions, time to play around with ideas, time to construct and reconstruct sentences, to form and re-form arguments, to experiment with new words, and above all, time to change their minds. Thus, time should not be a constraint, and revision should not be a punishment for the writing, but a built-in part of the writing process.

2.7. Approaches to Teaching Writing

In the history of language teaching, different approaches for the teaching of writing have existed. Some of them give attention to the product of writing. i.e. emphasizing the grammar and vocabulary and hence accuracy; some give emphasis to the process of writing to help students

improve their writing. Different researchers such as, Raimes (1983); Kroll (1990); McDonough and Shaw (1993) and Harmer (2001) point out that there are several ways to approach writing in the classroom. It should be noted that there is no necessarily any 'right' or 'best' approach to teach writing skills. The 'best' approach in any situation will depend on the type of students, the text being studied, the school system and many other factors. In this section, an attempt is made to discuss the following major approaches to teaching writing. However, these approaches are not mutually exclusive. Thus, writing is both a process and product within different genres.

2.7.1. The Controlled Approach

This approach according to Kroll (1990:12) seems to have its roots in Charles Fries's oral approach, the precursor of the audio-lingual method of second language teaching. At that time, oral language was given prominence and language was considered as only speech and learning was a habit formation. From this, one can deduce that during that period writing was given secondary concern. This approach is designed to avoid errors ostensibly caused by first language behavior. It involves the imitation and manipulation of model passages. Pincas (1982); Raimes(1983) note that in controlled exercises, everything is presented so that students do little more than error free since there is a limited opportunity for students to make mistakes and hence students are likely to produce in making students express their ideas using their creative power. As a result, some writers discourage it totally. For example, Hedge (1988) calls it as the 'writer's block'. On the other hand, Raimes (1983) believes that it is helpful if properly used before and after free writing by enriching the student's vocabulary, ideas, idioms, and ways of organizing their composition.

2.7.2. The Guided Approach

According to Pincas (1982: 102), this approach is treated as a bridge between controlled and free writing. It is not that much controlled and not also as free as the free writing approach. There is assistance for students through giving model to follow a plan or outline to expand from their own. Relatively, the guided approach gives more freedom for students than that of the controlled one.

The main exercise types in guided approach are completion, reproduction, compression, and transformation (Pincas, 1982:102). Raimes (1983) states that guided writing uses different techniques that would lead students to write based on given information. Besides, Leki (1991)

notes that guided approach enables students to be ready to catch grammar, spelling, punctuation errors and manipulated forms because it does not allow the students to create texts themselves. In this approach, students are supported as needed by a teacher who provides instruction through writing lessons and conferences. During the activity, when students are writing, teachers move among them and giving assistance and guidance as required. This approach is also an important step in the continuum towards free writing.

2.7.3. The Free Writing Approach

Some teachers and researchers have stressed quantity of writing rather than quality. They approach the teaching of writing by assigning vast amounts of free writing on given topics, with only minimal correction of error. In this approach, unlike the controlled approach, students are free to create their own writing (Pincas, 1982). There is no any support given in this approach. According to Hedge (1988), the main purpose of the free writing approach is generating ideas. According to this writer, it is also sometimes called speedwriting or quick writing because it encourages writing without stopping. Here the writer highly concentrates on content and fluency rather than on accuracy and form. Likewise, Raimes (1983:7) says that the emphasis in this approach is that students should put content and fluency first and not worry about form. This is because of the reason that once students put their ideas on paper, grammatical accuracy and vocabulary follows. Free writing is an activity where students generate, organize and express their own ideas in their own sentences.

2.7.4. The Communicative Approach

The communicative approach stresses the purpose of a piece of writing and the audience for it. Student writers are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and about audience: why am I writing this? Who will read it? (Raimes, 1983:8). In traditional approaches, the teacher is regarded as the only reader of students' writing. However, in communicative approach teachers should extend the readership for instance by letting students write for one another in the classroom. Raimes also indicates that writers try to do their best if they are told to write for real communication.

Generally, Byrne (1988) classifies approaches to teaching writing in to four, those which focus on accuracy, focus on fluency, focus on text and focus on purpose. The approach which focuses on accuracy emphasizes the importance of control to eliminate error from students' writing. On

the other hand, the approach which focuses on fluency encourages a student to write as much as possible without worrying about making mistakes (Byrne, 1988:22). Wright (1989) points out that the development of fluency in writing is more important than accuracy. A typical example of this is the free writing approach.

The approach which focuses on text emphasizes the paragraph as an important unit of written expression. It is concerned with teaching students how to construct paragraphs. It uses various techniques like forming paragraphs and developing paragraph from topic sentences. The other approach is the one which focuses on purpose. This approach stresses the importance of considering the purpose of writing and audience of the written work.

2.7.5. The Product Approach

The product approach focuses on the finished product of the written work rather than the process that helps in having perfect product. According to Richards (1990), the primary emphasis of the product approach is enabling learners to produce a perfect (accurate) final text at once with no steps. In this approach, students are not allowed to create in the target language at all. Rather, they write on a given topic in a restricted time and hand in the composition to the teacher to correct it. They, on the other hand, act as writers not evaluators of each other's works. Writing in this approach favors the analysis of students' texts after they are produced. The teacher is the sole authority to correct errors of students' work and the kind of correction is typically grammar correction. In other words, the entire teaching-learning process is teacher centered. Heavy emphasis is laid on control and guidance, and the whole undertaking of writing is characterized by being a solitary activity. The writing classroom is equated with a laboratory for the analysis of finished products (Horowitz, 1986).

2.7.6. The Process Approach

Recently, the teaching of writing has begun to move away from a concentration on the written product to an emphasis on the process of writing. Unlike the product centered approach, here teachers aim at helping students write better by aiding them at each actual process of composing, and enabling them to overcome writing difficulties. Harmer (2001:257) states that those who advocate a process approach to writing pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally 'publishing' their work, a process approach aims to get to the heart of the various

skills that should be employed when writing. In its simplest form a process approach asks students to consider the procedure of putting together a good piece of work.

According to Raimes (1983), in writing, the task of the writer should not be confined to asking questions about the purpose and audience, but he/she should ask important questions like, "How do I write this?" and "How do I get started?" Raimes further states that in the process approach, students should not write on a given topic and restricted time. In process approach, writing has a recursive nature that encourages writers to return to any of the earlier stages to change this thinking or to improve their writing. This approach, as to Horowitz (1986), is criticized for different reasons. Most teachers claim that it is found to be time consuming. For instance, the use of multiple drafts, despite its usefulness for students to get more focused devotes class time. Besides, the heavy marking load makes this use of multiple drafts impracticable to the current large classroom situation. What is more, some teachers doubt its effectiveness for testing purpose, for there will not be time for pre-writing in testing, where students share and brainstorm ideas in pairs/groups. The process approach, however, has importance over the traditional teaching of writing because it has shifted our focus from what students have written to the way they write. It has therefore improved the way we teach writing.

2.7.6.1. Stages in the Writing Process

It is obvious that no one can sit down and, in one step, compose a published piece of writing. Even the most experienced and talented writers do not just produce quality writing picking up the pen only once. Instead, writers go through a number of steps as they write. These steps or stages make up the writing process. McDonough and Shaw (1993:185-186) point out the following activities:

they jot down ideas, put them in order, make a plan, reject it and start again, add more ideas as they go along, change words, rephrase bits, move sections around, review parts of what they have written, cross things out, check through the final version, write tidy notes, write on odd piece of paper as thoughts occur to them, write directly in to the type writer or word processor if they are lucky enough to have one, look at the blank page for a long time, change pens, refer back to something they have read many more things some of them quite idiosyncratic.

In general, the writing process can be broadly seen as comprising four main stages: pre-writing, drafting, revising and editing. The stages are neither sequential nor orderly. It would be more accurate to characterize writing as a recursive activity in which the writer moves backwards and

forwards between drafting and revising, with stages of re-planning in between. For this reason, classroom writing tasks need to be set up in ways that reflect the writing process in good writers. We need to encourage our students to go through a process of planning, organizing, composing and revising (Hedge, 1988:9).

2.7.6.1.1. Pre-Writing

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. It is the first and the most important step of the writing cycle, where students are given certain time to explore ideas, consider alternatives and mould their thoughts (Block, 1997). This stage allows students to talk and exchange ideas, just as in real world where people share their ideas before and after they have written them down. According to Morgan, et al. (2007), during the pre-writing stage, students make decisions about their topic, purpose and audience. Then they plan and organize what they want to say and how to say it. It is evident that many teachers give their students opportunities to explore a topic fully in pre- writing activities such as discussion, reading, debate, brainstorming and list making.

This means it is used to generate as many ideas as possible within a specific time. This can be done as a group or whole class discussion. In brainstorming activity, students produce relevant vocabulary, ask questions and make comments as freely as they can in a short time without worrying about grammar, spelling, organization or the quality of ideas (Raimes, 1983). At this stage, teachers provide the necessary support for the right word or structure to help students express their ideas. In sum, at this initial stage ideas for writing are explored and a plan is also formulated.

2.7.6.1.2. Drafting

Once sufficient ideas are gathered at the prewriting stage, the first attempt at writing –that is, drafting – may proceed quickly. At the drafting stage, the writers are focused on fluency of writing and are not grammatically preoccupied with grammatical accuracy or the neatness of the draft. During this stage of the writing process, students begin to determine what to include and exclude and make initial decisions about how the ideas will be organized. Furthermore, drafting is the stage where formal writing begins. Since students delete, add new ideas and relate to one another message at this phase, teachers are expected to help them realize that the aim is not



producing error free draft. The purpose here is to produce meaningful pieces instead. Students can use as many drafts as possible until they think they have made their messages across.

However, during this stage, students need time and activity. In summary, the drafting process focuses primarily on what the writer wants to say (Hedge, 1988:23).

2.7.6.1.3. Revising

Revising is a stage in which students review their texts. They re-examine what was written to see how effectively they have communicated their meanings to their reader. Revising is not merely checking for language errors, but it is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader. For most students, the task of revising (redrafting) is not an easy one. The main reason for this is the fact that they do not often easily spot where and how to make certain changes. In other words, it is time consuming. Nevertheless, teachers could alleviate this by employing certain techniques such as making them read aloud so that they could hear redundancies, wrong wording or omission. The other strategy is writing some questions on the blackboard that could serve as a checklist.

2.7.6.1.4. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. As to Hedge (1988:23), the editing process makes the final readjustments and checks accuracy so that the text is maximally accessible to the reader. Where as guidelines or checklists might be helpful, they may not be effective if students use them for their own work. Thus, multiple editors should involve at this stage to see what others overlooked. If the objective emphasizes a specified area (or general) difficulties, giving the whole class a mini lesson would be the most appropriate strategy.

2.8. Integration of Writing to Other Skills

It is a plain fact that language learning is a combination of the four macro skills. i.e. listening, speaking, reading and writing. These skills have also been categorized into productive and receptive skills: speaking and writing are productive for they make the language user produce

while reading and listening are considered receptive since the language user receives written or spoken language (Harmer, 1983).

Davis and Pearson (2000:99) claim that in our everyday use of language, we are continually integrating the language skills or switching from one skill to another. It is best to reflect this integration when teaching a second or foreign language. Therefore, the concept of integration of skills could be interpreted as the teaching of language skills of reading, writing, listening and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking or reading and writing. To this end, it would be pertinent to see the integration of writing skills to others in designing and implementing a more effective writing syllabus.

2.8.1. Speaking and Writing

There are many instances where speech and writing are found integrated in language instruction. Brainstorming and interview sessions are typical ones. In a brainstorming session, for instance, one of the interlocutors speaks while the other (s) write (s) whatever essential to them for latter reference. In an interview session, the interviewee(s) speaks while the interviewer(s) write (s) certain remarks. In fact, here another skill, listening, also naturally integrates with speaking in order for communication to occur (Solomon, 2001).

2.8.2. Listening and Writing

The most usual instances where listening and writing are found integrated are in dicto-comp, a combination of dictation and composition and note taking. This is a technique of teaching guided composition. Using this technique, a passage is read aloud at a normal speed. Key vocabulary items are to be written on the board and students are supposed to write the text from memory using the vocabulary items (Kroll, 1991). Note taking is also another useful and common instance where listening and writing are integrated. In lectures, conferences, and interviews students need these skills and, hence, they should be given chances to practice and develop them in their classrooms.

2.8.3 Reading and Writing

There is a widely held belief that to be a good writer, a student needs to read a lot. This is generally true, because students are able to acquire proficiency through reading. Reading and writing, like talking and listening are inseparable processes. Hughey (1983) contends that writing

is learned by writing and reading. This evidently points out that reading and writing are closely linked. Therefore, students need to read extensively in order to create, construct ideas and organize thoughts to write proficiently and effectively.

Furthermore, students who read a lot are able to use many kinds of language knowledge in constructing their ideas and thoughts and put them on paper. As a result, teachers and lectures should encourage students to read widely. Using the news papers, magazines and other reading materials as teaching aids for lessons for instance can generate the reading habit among students. As a result, students will become more proficient and effective writers if they read extensively.

2.9. The Role of Students

It is important to note that language teaching is a complex task. One of the first tasks of curriculum designing is to establish who the instruction will be for, what the learner needs, what factors will use individual learners variation. Thus, the understanding of the experience and range of variation of students will help to recognize those skills and attitudes, which are important for the good learner. Leke (1992) cited in Grabe and Kaplan (1996) describes good learner as students who take an active role in their learning and set goals and take responsibility to their learning.

As a result, it can be summarized that in order to take responsibility of their learning, learners need to have positive approach. That is they need to have positive attitude towards their writing development, they need to have open attitude towards writing tasks, be willing to practice and revise their writing. They need to recognize that writing skills development is a gradual process which requires much hard work. Similarly, learners need some set of workable learning strategies, which are applicable to writing content, and should be motivated to invest their time and effort during writing.

2.10. The Role of Teachers

The role of a teacher in the context of classroom teaching may be influenced by the approach or methodology the teacher is following. For example, in Communicative Language Teaching (CLT), the teacher has two main roles: the first is to facilitate the communication process between all participants and the various activities and texts. The second role is to act as an independent participant within the learning –teaching group (Richards and Lockhart, 1994:103).

On the other hand, Harmer (2001:57) claims that in learner-centered classrooms, the teacher is no longer the giver of Knowledge, the controller and the authority, but rather a facilitator and a resource for the students to draw on. This implies that roles teachers play in teaching language, after all, should aim to facilitate students' progress. In sum, teachers in CLT in general and in process approach to writing in particular play different roles in classroom teaching-learning process. The following could be the major roles teachers play in teaching English Language.

2.10.1. Organizer

One of the most important roles that teachers have to perform is that of organizing students to do various activities. Richards and Lockhart (1994:105) stress that the teacher's role is to organize and manage the classroom environment and students' behavior in a way that will maximize learning. This often involves giving the students information, telling them how they are going to do the activity, putting them in to pairs or groups and finally closing things down when it is time to stop.

The first thing we need to do when organizing something is to get students involved, engaged and ready. Once the students are ready for the activity, we will want to give any necessary instructions, saying what students should do first, what they should do next etc. Finally, we stop the activity when the students have finished and /or when other factors show the teacher and the students that it is time to stop.

2.10.2. Assessor

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways. Evaluating students' potential and negotiating their involvement in a sensitive manner as to Tudor (1993) calls for an array of human and interpersonal skill. Students need to know how to and for what they are being assessed. We should tell them what we are looking for and what success looks like so that they can measure themselves against this. We might say, for example, that in today's piece of writing I will be looking especially at punctuation, unity, coherence, completeness etc. (Harmer, 2001).

2.10.3. Participant

There are times when we want to join in an activity not as a teacher, but also as a participant in our own right. According to Richards and Lockhart (1994:106), the teacher and all the students

in the class constitute a team and should interact like members of a team. There are good reasons why we might want to take part in a discussion. For example, it means that we can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participation is often more instantly enjoyable than acting as a resource. The danger of teachers as participants, of course, is that we can easily dominate the proceedings. It takes great skill and sensitivity to avoid this situation.

2.10.4. Observer

We will want to observe what students do so that we can give them useful group and individual feedback. When observing students, we should be careful not to be too intrusive by hanging on their every word, by getting too close to them, or by officiously writing things down all the time. Above all, we should avoid drawing attention to ourselves since to do so may well distract them from the task they are involved in (Harmer, 2001). Teachers do not only observe students in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future.

2.10.5. Motivator

One of our principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. Byrne (1988:23) asserts that attentions should be paid to motivation and usually there should be some room for self-expression. This may require special and prolonged effort on our part for longer process writing sequences. Where students are involved in a creative writing activity, it is usually the case that some find it easier to generate ideas than others do.

2.10.6. Resource

When students are engaged in writing, especially during more extended writing tasks, we should be ready to supply information and language where necessary. We need to tell students that we are available and prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups. One thing that needs special emphasis, however, is that guidance need not- indeed

should not imply tight control over what the learners write (Byrne, 1988:26). This shows that encouraging students when they are writing is by far better than controlling their activities strictly.

2.10.7. Feedback Provider

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers should choose what and how much to focus on based on what students need at this particular stage of their studies and on the tasks they have undertaken. In fact, all students should be encouraged to experiment with language, because unless they make errors they cannot be expected to work out ways of expressing their ideas better in English. Therefore, all correction of writing should be aimed at helping students become more accurate, not at insisting on completely accurate English; so, in marking the teacher should try to concentrate on the main point of the activity only (Atkins, et al., 1996; Raimes, 1983; Harmer, 2000). Moreover, Hedge (1988) supports that responding positively to the strengths in a student's writing is important in building up confidence in writing process.

2.11. The Role of Feedback in Composition Writing

Feedback plays vital roles in developing students' writing skills. In traditional product oriented writing instruction, teacher evaluation is limited to providing written commentary on the student final product, but it is found ineffective in developing students' writing skills, because students need their teachers' support and constructive feedback when they are engaged in the process of writing. Raimes (1983:10) argues that a student who is given the time for the process to work, along with the appropriate feedback from readers such as the teacher, other students will discover new ideas, new sentences and new words as he plans, writes a first draft and revises what he has written for a second draft. According to Hyland and Hyland (2006:83), in process based classrooms, feedback is seen as an important development tool moving learners through multiple drafts towards the capability for effective self-expression.

2.12 Kinds of Error Correction

When learners make errors, there are different kinds of error correction mechanisms that come into play. These are teacher correction, self-correction and peer correction.

2.12.1 Teacher Correction

Teacher correction is a kind of correction where the teacher takes the responsibility for correcting learners' errors. While giving corrections, teachers have to tell their students not only about their defects but also about the good things that they have done. Besides, teachers need to correct their students' errors in an encouraging and supportive way. To support this point, Hendrickson (1978: 329) states, "Teachers need to be keenly aware of how they correct students' errors and to avoid using correction strategies that might embarrass or frustrate students." In addition to this, Keh (1990:301) suggests that a teacher should first respond as a concerned reader to a writer as a person with distinctly human voice, not as a grammarian or grade giver. If teachers practice this strategy, students will give up worrying about grade and begin to pondering over on the intended changes in their writing ability.

In general, teachers' feedback is desirable for students' writing development. As a result, it is important for teachers to provide their feedbacks and corrections systematically. However, even though teacher feedback has different advantages, it is not devoid of criticisms from language teaching professionals. For instance, Vgotsky (2000) emphasizes that teacher feedback limits students' social and cognitive interaction, which are crucial to progress them from complex to conceptual thinking. It is also criticized for being product oriented because it occurs most frequently at the end of writing due to time and class size constraints (Lee, 2009). As a result, it is essential to suggest that writing teachers should facilitate conducive classroom conditions that enable students to comment each other's work or to revise by themselves.

2.12.2. Peer Feedback

Peer feedback simply refers to the type of feedback that a learner receives from another learner. Like in any other learning situation, in a second or foreign language classroom a learner especially need to be provided with feedback on his/her performance. Due to the emergence of communicative language teaching and learner centered teaching, students' active participation in language learning is now highly sought and therefore peer correction is becoming increasingly popular among practitioners (Sultana, 2009).

Peer feedback is also called peer review, peer editing, peer revision, peer response, peer evaluation etc. (Keh, 1990). It is evidently true that peer feedback has the potential to be a powerful learning tool. With respect to this, Mittan (1989) cited in Mangelsdorf (1992) claims

that peer feedback achieves the following: provides students with an authentic audience; increases students' motivation for writing; helps students learn to read critically their own writing; and assist students in gaining confidence in their writing. Besides, peer correction reduces the amount of time that the teacher has to spend on correcting written work. However, it is not productive just to expect students to exchange and actually mark each other's papers. It is rather very important for teachers to provide their students with review checklists, because it provides guidelines for students to read and assess each other's written work. Therefore, with guidance, with clear, specific instructions on what to look for and what to do, students can be useful as readers of written work.

2.12.3. Self –Correction

Self-correction is the technique, which engages students to correct their own errors. It gives students an opportunity to consider and activate their own linguistic competence, so that they can be active participants in written compositions rather than passive recipients of feedback. As cited in Makino (1993:340), Allright (1975) and Long (1977) argue that it is important for teachers not to correct learners errors or give the right answers to them immediately: giving cues to the students so they can correct their own errors will further activate their linguistic competence.

According to Raimes (1983:149), what students really need, more than anything else, is to develop the ability to read their own writing and to examine it critically, to learn how to improve it, to learn how to express their meaning fluently, logically and accurately. They need to be able to find and correct their own mistakes. Right at the beginning of the process, as ideas are forming, students need to hold the critical skills in check. Students also have to know not only how to edit their own writing but when is the right time to do it. Thus, self-correction plays a central role in developing students' writing skills.

2.13. When Should Feedback be Given?

It is customary that English language teachers and lecturers who advocate the product approach of teaching writing highly rely on correcting students' written work at the end of the writing stage or after the writing is completed. However, it is very important for teachers to have some idea of intelligently determining the appropriate time to make the necessary treatment of students' written errors. For this reason, proponents of the process approach of teaching writing emphasize the importance of intervention in all stages of the writing process. In connection with

this, Raimes (1983) emphatically states that giving feedback to students' writing is very much a part of the process of teaching instead of being tacked on to the end of a teaching sequence. If you can correct something in class while the students are engaged in writing and everything is fresh in their minds, this is likely to be more effective than looking at a mass of corrections several days after the event (Byrne, 1988:124). From this point, we can infer that teachers need to provide a supportive feedback during planning, drafting and all revising. Hence, discussion with students seems to be very useful.

In addition, Ziv (1984), Frankenberg-Gracia (1990) and Freedman (1987) all cited in Italo (1999) found out that corrective feedback mechanisms which intervene while the students are writing their drafts results in improvement of the final version. Cole and Chan (1994), on the other hand, stress that immediate feedback is usually advisable because it shows students the mistakes in their work and prevents them from practicing errors. Similarly, McDonough and Shaw (1993) and Kroll (1990) emphasize that it is much more helpful if students are provided with feedback or helped during the process of writing because the teacher is not there to judge or to evaluate students' drafts but to facilitate their writing and to give feedback. Therefore, it can be concluded that systematic intervention in the process of writing is of paramount importance for it greatly helps to minimize errors in writing and to develop students writing skill at large.

2.14. How Should Feedback be Given?

Learner errors are seen as a natural and indispensable part of the learning process. According to Byrne (1988), our principal job as teachers of composition is not to search for errors that, after all, are what our students should be doing before they hand in their papers to us. Therefore, when we are responding to our students' errors, we should aim at achieving the development of our students' writing skills by giving special attention to gross errors that hinder communication and by letting our students identify and correct all the other errors later. Pincas (1982), additionally, stresses that it makes more sense in a writing lesson to correct only those errors that relate directly to the main aims of the lesson and to note others for revision at another time. Moreover, White (1980) also asserts that it is quite likely that students will make a number of different types of error, but it will be fruitless to concentrate on all of them, either when marking or in remedial or correction lesson. Clearly, however, we cannot ignore errors all the time. Students expect to be informed of their progress and the correction of errors, by whatever procedures are

used, is one way of doing this. Equally, however, if we indicate the ways in which a piece of writing is defective, we should also point out in that ways we think it is successful. In general, in responding to students' final drafts teachers use the following ways of correcting and providing feedback.

1. Replacing part of the students' work with the correct form or with a more acceptable or appropriate version.

e.g. a). Everyone ^{was} ~~were~~ asking questions.

b). I am interested ⁱⁿ ~~of~~ reading fiction.

2. Indicating an error by underlining and allowing the students to self-correct.

e.g. a). Two policemen has come.

b). He is suffering with fever.

3. Indicating an error and identifying the kind of error with a symbol.

e.g. a). **W.O.** = wrong word order

Always I am happy here.

b). **S**= incorrect spelling

I recieved the letter.

4. Indicating that there is a certain kind of error on a line by writing in the margin but leaving the students to locate themselves.

e.g. *see the word order* a). The bookshop also is short of books.

see the preposition b). She will see you in Friday.

5. Correcting all the errors in students' written works (Hedge, 1988; Atkins, et al. 1996; Byrne, 1988). However, although it is important to give the students opportunities to correct written works so that they develop a self-critical attitude, it does not seem that one approach is so intrinsically superior that it can be used all the time and we should therefore draw on the various approaches to suit the needs of our students.

2.15 Review of Previous Local Works

Studies have been carried out in relation to writing skills. Yonas Adaye (1998) conducted a study on "Teaching Writing as a Process at the First Year Level at Addis Ababa University with Special Reference to College English." As a result, he found out that significant change was seen on students' perceptions about writing and writing abilities after using college English. In

addition to Yonas's study, Tesfaye's (1991) experimental study on "Teaching writing in Grade Eleven: the Existing Practice Versus the Controlled and Guided Methods." shows that a considerable contribution can be achieved from introducing controlled and guided methods of teaching writing.

On the other hand, the purpose of Tsegaye's (2006) study was to identify the writing problems of preparatory II students. His finding reveals that students are seen with different writing problems, such as grammar, organization, word choice, content and mechanical problems. Kefelegn (2003) focused on studying students' academic writing in response to instructors' expectations at Addis Ababa University. He found out that students fail to meet their instructors' expectations. Geremew Lemu (1999), in his doctoral dissertation found out that students' writing in different faculties of Addis Ababa University is weak. He noted that students have lack of organizing skills of connected discourse in composing. Likewise, Alamirew Gebremariam (2005), in his doctoral dissertation has identified that the writing skill is not effectively taught in high schools. As a result, he claimed that students' writing performance is low. Moreover, Misrak Tesfaye (2007) investigated on "Techniques Employed in Teaching Writing through Plasma TV." Her finding shows that writing is not effectively taught through plasma TV. However, the current study is aimed at investigating the practice of teaching writing skills at tertiary (university) level.

CHAPTER THREE

Methodology of the Study

3.1. Sources of Data

The study was conducted on two groups of subjects: English language instructors and first year students of departments of Economics, Accounting and Management at Debre Berhan University. The reason for selecting the Faculty of Business and Economics is on the one hand, it was only in this faculty that academic writing skills course i.e. College Writing Skills (EnLa 201) was being offered and the researcher believes that it is at the first year level that students encounter different challenges in learning writing skills course and need appropriate way of teaching and learning process. As a result, it seems very important to lay a solid foundation of effective ways of teaching writing skills at tertiary level.

3.2. Samples of the Study

As it was very difficult to manage conducting the study in all the universities found in Ethiopia, the researcher decided to conduct the study at Debre Berhan University. The university was selected hoping that the researcher would have better cooperation in gathering the necessary data as he has some staff member friends there. The total number of students in the Faculty of Business and Economics was four hundred thirty. From this, sixty (twenty students from each department) were selected to fill in the items in the questionnaire. The researcher decided to take this number of students as more than this number appears to be reasonable so far as time and resource constraints are concerned. Proportional allocation of samples to each department was applied on the basis of the total number of students in each department.

The researcher included all of the instructors who were offering College Writing Skills course using available sampling method, and sixty students using systematic random sampling method. The selection of the sample students was done after taking their list from each instructor's attendance sheet. The total number of students' per-section was forty-eight on average. To select the samples, the researcher underlined the name of the first student and then the names of every eighth student in the attendance sheet.

3.3. Data Collection Instruments

To elicit data for this study, the researcher employed four different instruments: questionnaire, observation, sample corrected papers analysis and interview. The reason for employing such varied instruments was to procure more reliable and valid information.

3.3.1. Questionnaire

To procure important data from instructors and students, the researcher employed questionnaires. The questionnaire was particularly found helpful by the researcher for it would provide with better opportunity of comparing the respondents' responses. To elicit the subjects' response, two similar types of questionnaire items were prepared. The slightest difference between the two types stems merely from the differences in the addresses of the questionnaire and in their forms but with similar content.

The student questionnaire was designed and administered in English because students at the university are from different regions of the country and have different mother tongues. For this reason, the researcher employed the English version to get reliable data. The researcher did his best providing all the necessary support while students were responding to the questionnaire. To both groups of respondents, twenty close-ended items with five scale response options were included in the questionnaire (please, see appendix A and B). In the preparation of the questionnaire items, the review of the related literature was consulted. Moreover, to determine the content validity of the questionnaire, two graduate students and one PhD candidate in the field of TEFL, in Addis Ababa University, were requested to give their comments on the items. Finally, all the questionnaire items were given to my advisor and they were reviewed by him. As a result, some less important items were crossed out and some new ones were added before the administration.

3.3.2. Classroom Observation

The researcher found conducting classroom observation vital for it would allow him to check whether there has been interplay between what teachers responded in the questionnaire and to see what actually was happening in the classrooms where writing was being taught. For this purpose, the researcher employed an observation checklist (please, see appendix C). The items in the checklist were designed to observe instructors' attempt to make students employ the different steps of process writing and the appropriate instance in which instructors provide corrective

feedback to their students' writing. From the overall target teacher population, a direct classroom observation was carried out on three English language instructors teaching in the three different departments i.e. Economics, Accounting and Management. Each instructor was observed three times.

3.3.3. Sample Corrected Papers Analysis

The sample papers written by students and corrected by instructors were used to examine English language instructors' ways of written error treatment strategies. The researcher took fifteen commented on compositions from the target department students i.e. five sample papers from each Accounting, Economics and Management department students (please, see appendix E). These compositions were collected in order to see whether the writing instructors use the following error treatment strategies in providing feedback to their students' compositions:

- replace part of the students' work with the correct form or with a more acceptable or appropriate version.
- indicate errors by underlining and allowing the students to self-correct.
- indicate an error and identify the kind of error with symbols.
- indicate that there is a certain kind of error on a line by writing in the margin but leaving the students to locate it themselves.
- correct all the students' written errors. To this effect, these points were taken into account to analyze the sample commented on papers.

3.3.4. Interview

To be able to validate the information obtained using the preceding three data gathering instruments, the researcher found conducting interview with all the sample instructors helpful. The interview included four general questions and it was set in a semi-structured way. Semi-structured interview was preferred to give some freedom for the interviewees to express what they feel about each question of the interview and to control their ideas when they go out of the study focuses and start to provide irrelevant information. The interview was conducted in such a way that each of the questions of the interview was clearly read to each of the interviewees followed by a serious note taking while they were responding to the questions. The researcher used note-taking technique throughout the session because it was found to be more appropriate as some respondents become nervous when they know that they were recorded and they might give irrelevant information.

3.4. Data Collection Procedure

After selecting the Debre Berhan University at which the research was going to be conducted, the researcher went there and carried out the data gathering tasks in the following order. The researcher:

1. contacted all the instructors that were teaching the course and arranged time for classroom observation sessions.
2. conducted observation as per the class schedule arranged with each instructor.
3. administered the students' questionnaire to the sample students. The questionnaire was administered and collected by the researcher himself for two reasons: i) to let students respond to the questionnaire freely, and ii) to offer help at times of difficulty in understanding and giving response, if any.
4. requested each instructor to let the researcher know their convenient time for conducting interview with him.
5. conducted the interview as per the prearranged time with all instructors.
6. collected the instructors' questionnaire from each instructor's office.
7. collected the sample corrected papers from the target students.

3.5. Ethical Considerations

Before the research was conducted on the selected university, the researcher informed the participants of the study about the objective of the study which was intended to assess the teaching of writing skills and considered ethical issues such as maintaining confidentiality and assuring the anonymity of all respondents. A researcher must consider these points because ethics in research condemns conducting a research without the consensus of the respondents for the above listed important reasons.

CHAPTER FOUR

Analysis and Discussion of Results

As previously stated in chapter one, the purpose of this study was to investigate the teaching of writing skills at tertiary level, with a particular focus on English language instructors and students of the faculty of Business and Economics at Debre Berhan University. In this section, the data collected through the questionnaires would be tabulated and analyzed using percentage. Added to this, the data procured using classroom observation is tabulated, analyzed and discussed. Moreover, the collected data through interview and sample corrected papers analysis were analyzed and discussed.

4.1 Instructors' Responses to the Questionnaire

In this subsection, the data obtained from instructors through the questionnaire is presented and analyzed. In the analysis, the responses for each items of the questionnaire are tabulated using frequencies and percentage.

4.1.1. Perspectives on Pre-Writing Stage of Teaching Writing

In this part, the instructors' responses to the following five items is analyzed and discussed. The items were designed to elicit some information from instructors whether they attempt to encourage students to use the pre-writing activities and strategies in the teaching of writing skills. The instructors' responses to the items are presented in the following table.

Table 1. Instructors' Responses to Individual items about Pre-writing Stage

Item No	Items	Frequency Responses					
		Always	Usually	Sometimes	Rarely	Never	Total
	As an instructor, I:	No	No	No	No	No	No
1	try to involve students in the selection of a writing topic.	-	-	1	2	3	6
2	help students to determine purpose and audience for writing.	-	-	-	2	4	6
3	encourage students to discuss in pairs or groups on the writing topic to generate ideas.	4	1	-	1	-	6
4	encourage students to make notes or list ideas on the writing topic.	-	1	1	1	3	6
5	help students to get their ideas together.	1	-	2	3	-	6

Table 1 above shows instructors' responses to the statements on practicing the pre-writing or planning stage in their teaching of writing skills. Thus, 3 of the 6 instructors, holding half of the entire sample, responded as they 'never' try to involve students in the selection of a writing topic. The other two instructors claimed that they 'rarely' do this task in teaching writing skills. From this frequency distribution of the responses, it can be inferred that most of the instructors never or rarely attempt to engage students in the selection of a writing topic.

The above table also indicates that 4 of the 6 instructors stated that they 'never' help students to determine purpose and specific reader for writing, while the remaining 2 instructors said that they 'rarely' attempt to help students to determine purpose and specific reader before they are engaged in the actual process of writing. Furthermore, 4 of the 6 instructors replied that they 'always' encourage students to discuss in pairs or groups on the writing topic in order to generate ideas. The remaining 2 instructors replied that they 'usually' and 'rarely' encourage students to discuss in pairs or groups on the writing topic so as to generate ideas in relation to the writing topic.

Regarding the statement which deals with making notes or listing ideas on the topic, 3 instructors responded that they 'never' encourage students to make notes or list ideas on the writing topic. However, 2 instructors replied that they 'usually' and 'sometimes' do this task. Again, concerning assisting students to get their ideas together 3 of the instructors responded 'rarely'. Besides, 2 instructors opted 'sometimes' to this item. However, teachers according to Hedge (1988:24) can play a support role during the early stages of the composition process by helping students to get their ideas together. This can be done by talking about things to generate ideas by doing things such as interviewing other students, by pooling information, ideas, or opinions in the class by working from pictures, or by reading texts of various kinds.

In general, from the result obtained from the above table, it can be concluded that instructors have significant limitations in treating the points subsumed under the point of planning or pre-writing in teaching writing skills.

4.1.2. Perspectives on Writing and Post-writing Procedures

Teachers can do different activities when their students are engaged in writing and improving their written works. Thus, the following items in the table below assess instructors' activities in writing and post writing stage.

Table 2. Instructors' Responses to Individual Items on Writing and Post-writing Procedures

Item No	Items	Frequency Responses					
		Always	Usually	Sometimes	Rarely	Never	Total
		No	No	No	No	No	No
6	encourage students to write first drafts.	-	1	4	-	1	6
7	encourage students to assist each other on writing.	-	1	-	2	3	6
8	visit students during writing and guide them while they are writing.	2	3	1	-	-	6
9	provide students with writing guidelines or checklists to guide them in writing and improving papers.	-	1	2	-	3	6
10	encourage students to read their rough drafts and to make necessary changes in the content and structure of their writing	1	3	2	-	-	6
11	make students exchange their drafts and comment on each other's writing.	-	1	-	4	1	6
12	make students rewrite their writing using the corrections and improvements they get.	-	2	-	3	1	6
13	give sufficient time during writing.	4	2	-	-	-	6

As can be observed in the above table, 4 of the 6 instructors reported that they 'sometimes' encourage students to write first drafts of their writing, while the other 1 instructor responded 'never'. The table also depicts that half of the respondent instructors admitted that they 'never' encourage their students to work together on writing. Besides, 2 of them responded 'rarely'. This implies that when teaching writing skills, instructors do not take into consideration the multiple advantages of pair or group work in writing different pieces of written texts or compositions.

Moreover, the above table reveals that three instructors i.e. half of the sample respondents stated that they 'usually' visit their students and give them appropriate guidance when they are writing. Added to this, 2 instructors opted 'always' to this item. On the other hand, an average number of the sample instructors replied that they 'never' provide students with writing guidelines or checklists to guide them in writing and improving written works, while the other 2 instructors responded 'sometimes'.

As table 2 also shows, 3 of the six sample respondent instructors stated that they 'usually' encourage students to read their first drafts and to make necessary changes in the content and structure of their writing. Besides, 2 opted 'sometimes' to this item. In line with this, what are more important as to Hedge (1988:10) are moves to involve students in the revising and editing of their own work so that the activity known as 'marking' becomes part of the writing process and a genuine source of learning for both students and teachers. Regarding encouraging students to exchange their first drafts and to comment on each other's writing, 4 out of the 6 instructors, that is to be a substantial majority of the sample respondents, said that they 'rarely' do so and the other 1 instructor responded 'never'. Thus, from this frequency of responses one can infer that the concept of peer feedback or peer review that has been stressed by Mittan (1989) cited in Mangelsdorf (1992) has not been internalized. Nevertheless, according to this scholar peer feedback provides students with an authentic audience; increases students' motivation for writing; helps students learn to read critically their own writing; and assist students in gaining confidence in their writing. Therefore, it is of paramount importance to writing teachers and students to employ peer feedback effectively.

In addition, as it could be observed from the above table, 3 of the 6 instructors and 2 others responded 'rarely' and 'usually' respectively to the idea of revising and editing papers. On the other hand, 4 instructors and 2 others claimed 'always' and 'usually' respectively concerning time allotment in writing. This can be described as half of the sample instructors, on aggregate, claimed that they rarely make their students rewrite their writing using the corrections and improvements that are made on the rough drafts. Moreover, all of the sample instructors replied that they always or usually provide their students with enough time during writing.

4.1.3. When Instructors Provide Feedback to Their Students' Writing?

This part attempts to present and discuss the instructors' responses to items 14 and 15, which are designed to get information as to when instructors provide corrective feedback to their students' writing. The instructors' responses to the items are presented in the table below.

Table 3. Instructors' Responses as to When They Provide Feedback to Their Students' Writing

Item No	Items	Frequency Responses					
		Always	Usually	Sometimes	Rarely	Never	Total
		No	No	No	No	No	No
14	give corrective feedback on the process of writing.	-	-	1	2	3	6
15	give corrective feedback to my students on the product or after the writing is completed.	4	2	-	-	-	6

As can be seen from the above table, 3 of the 6 instructors and 2 others admitted 'never' and 'rarely' respectively to the statement regarding giving corrective feedback to students in the process of writing. On the other hand, as is shown in the above table, 4 of the 6 instructors and the remaining 2 instructors replied that they provide their students with corrective feedback on the finished product of writing or after the writing is completed.

This implies that almost all the instructors give special attention to the product of writing rather than assisting students in the process of writing by providing constructive comments and suggestions that are aimed at enhancing students' writing skills.

4.1.4 How Instructors Provide Feedback to Their Students' Writing

Teachers use different ways of correcting and providing feedback on students' writing. In this subsection, the instructors' responses to items 16-20 are analyzed and discussed. The items were designed to elicit some information from instructors about their ways of correcting and providing feedback on students' writing.

Table 4. Instructors' Responses to Individual Items on How they Provide Feedback on Students' Writing

Item No	Items	Frequency Responses					
		Always No	Usually No	Sometimes No	Rarely No	Never No	Total No
16	replace errors with appropriate version to my students' writing.	1	-	2	3	-	6
17	use symbols when giving feedback to my students' writing.	1	2	3	-	-	6
18	underline students' errors to let students self-correct their own errors.	-	-	1	1	4	6
19	write errors in the margin of papers for students to identify.	1	-	-	2	3	6
20	correct all errors in my students' written works.	3	2	-	1	-	6



The above table is aimed at eliciting information as to how instructors provide corrective feedback to their students' writing. Thus, as can be observed from the table, 3 of the 6 sample instructors i.e. half of them admitted that they 'rarely' replace errors with appropriate version in correcting their students' writing and the other 2 instructors responded 'sometimes'. Besides, 3 of the sample instructors responded 'sometimes' for the statement which states about using symbols to indicate errors in students' writing and 2 of them added that they 'usually' use this type of marking strategy.

However, four of the sample instructors stated that they 'never' underline students' errors to let students self-correct their own errors in their pieces of written texts. Moreover, an average number of the sample instructors claimed that they 'never' write students' errors in the margins of their papers when they give corrective feedback to their students and 2 of them 'rarely' use this way of providing feedback. This can be said as 5 instructors admitted that they never or rarely write students' errors in the margins of their papers when they provide corrective feedback to their students.

Furthermore, regarding correcting all errors on students' pieces of written texts, half of the respondent instructors reported that they 'always' correct all errors in students' written texts. The

other thing, which is evident from the above table, is that two instructors responded ‘usually’, while one instructor, on the other hand, ‘rarely’ corrects all students’ errors. To sum up, the instructors’ responses for the aforementioned item 20 seem to indicate that the instructors more often rely on correcting all students’ errors when they are providing corrective feedback on their students’ written texts.

4.2 Students’ Responses to the Questionnaire

For the purpose of increasing the reliability of the data obtained from instructors, questionnaires having the same content were also collected from 60 sample students selected from Accounting, Economics and Management department students (please, see chapter 3). Thus, the data obtained from these respondents is presented as follows. In the analysis, the responses for each items of the questionnaire are tabulated using frequencies and percentage and discussion is made on them.

4.2.1 Perspectives on Pre-Writing Stage

In this subsection, the students’ responses to items 1-5 are presented and discussed. These items were designed to get some general information from students whether their instructors encourage them to do some pre-writing (planning) activities. The students’ responses to the items are presented below.

Table 5. Students’ Responses to Individual Items on Pre-writing Stage of Writing

Item No	Items Our instructor,	Frequency Responses											
		Always		Usually		Sometimes		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	involves us in the selection of a writing topic.	-	-	-	-	5	8.3	16	26	39	65	60	100
2	helps us to determine purpose and specific reader for writing.	5	8.3	8	13.3	12	20	25	41	10	16.7	60	100
3	encourages us to discuss in pairs/groups on the writing topic to generate ideas.	-	-	3	5	7	11.7	11	18.3	39	65	60	100
4	encourages us to make notes or list ideas on the writing topic.	4	6.7	6	10	8	13.3	17	28.3	25	41.7	60	100
5	helps us to get our ideas together.	-	-	9	15	13	21.7	16	26.7	22	36.7	60	100

Regarding the data obtained from students' responses, as can be seen from the table above, 39 (65%) of the 60 sample students and the other 16 (20%) responded 'never' and 'rarely' respectively to the statement which is about writing topic selection. This can be said as 55 students holding (91.7%) of the total sample students claimed that their instructors rarely or never try to engage them in producing or selecting writing topics. Thus, this result seems to agree with that of instructors' responses indicated in Table 1. Besides, to the statement which is about instructors' effort to encourage students to determine purpose and specific reader for their writing, 25 of the 60 students (41%) and 10 others (16.7%) claimed 'never' and 'rarely' respectively. In contrast, 12 students accounting for 20% of the total sample opted 'sometimes' to this item.

On the other hand, 39 sample students (65%) and the other 11 (18.3%) stated that their instructors 'never' and 'rarely' encourage them to discuss in pairs or groups on the writing topic to generate ideas. Concerning making notes or listing ideas before writing, 25 of the sample respondent students (41.7%) and 17 of them holding 28.3% said that their instructors 'never' and 'rarely' encourage them to make notes or list ideas on the writing topic. The result of students' responses about this idea seems to differ from what instructors responded. As can be seen in the table above, while 22 students holding more than one-third of the total sample (36.7%) remarked 'rarely'; 16 students (26.7%) responded 'never' to the statement indicated in item number 5. This, in other words, means that 38 of the 60 students said that their instructors rarely or never help them to get their ideas together.

In addition to the data collected through the questionnaires as the result obtained from instructors' interview shows, majority of them responded that they do not consider the worthiness of most of the points mentioned in the above table, and thus they tend to give very little attention to the active involvement of students in the pre-writing stage of writing. However, planning (pre-writing) is a very important stage that stimulates students to write and it moves students away from having to face a blank page towards generating ideas and gathering information for writing.

Moreover, as the result of classroom observation shows, almost all the instructors were not observed while dealing with most of the points in pre-writing (planning) stage. For instance, the classroom observation witnessed that most of the instructors were not satisfactorily observed

pairing/grouping students in order to generate ideas before writing. In addition, no instructor was observed engaging students in the selection of a writing topic and encouraging students to make notes or list ideas on the writing topic so that it greatly helps them to move themselves to the next procedures of the writing process.

However, the points deserve due attention to teach writing skill effectively, because it is in this initial stage that all the necessary preparations and decisions are made to proceed to the next stages of writing. To strengthen this idea, Morgan, A. et al. (2007) for instance, states that during the pre-writing stage, students make decisions about their topic, purpose, audience and then they plan and organize what they want to say and how they want to say. This implies that instructors should encourage their students to do important activities of pre-writing. In other words, students should be provided with opportunities to engage themselves in the pre-writing activities which highly help them to write different pieces of texts effectively.

4.2.2 Perspectives on Writing and Post-writing Stage

In this subsection, the students’ responses to items 6-13 are presented, analyzed and discussed. The results are given in the following table.

Table 6. Students’ Responses to Individual Items on Writing and Post-writing Procedures

Item No	Items Our instructor,	Frequency Responses											
		Always		Usually		Sometimes		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
6	encourages us to write first drafts of our writing.	16	26.7	3	5	-	-	3	5	38	63.3	60	100
7	encourages us to work together on writing.	2	3.3	-	-	6	10	22	36.7	30	50	60	100
8	visits us quietly and guides us while I we writing.	-	-	-	-	9	15	15	25	36	60	60	100
9	provides us with writing guidelines or checklists to guide us in writing and improving papers.	-	-	3	5	3	5	9	15	45	75	60	100
10	encourages us to read our drafts and to make necessary changes in the content and structure of our writing.	4	6.7	6	10	8	13.3	16	26	26	43.3	60	100
11	makes us exchange our drafts with our class mates to exchange comments.	-	-	3	5	9	15	15	25	33	55	60	100
12	makes us rewrite our writing using the corrections and improvements we get.	7	11.7	2	3.3	10	16.7	18	30	23	38.3	60	100
13	gives us sufficient time during writing.	5	8.3	4	6.7	7	11.7	19	31.7	25	41.7	60	100

Table 6 above clearly depicts that majority (63.3%) of the sample students responded that their instructors 'never' encourage them to write first drafts before writing their final versions of their writings. In contrast, 16 students accounting for 26.7% replied that their instructors 'always' do this activity. However, the results of students' responses completely differ from what instructors responded to this item. Moreover, concerning the statement which talks about instructors attempt to encourage students to work together on writing, half of the sample students (50%) and 36.7% others reported that their instructors 'never' and 'rarely' do this activity respectively. From these frequencies of responses, it can be concluded that instructors do not consider the multiple advantages of working together on writing.

Nevertheless, different scholars urge teachers to use group work in teaching writing. To support this idea, Hedge (1988:12) states that group composition has the advantage of enabling students to learn from each other's strengths. It is an activity where stronger students can help the weaker ones in the group. It also enables teachers to move around from group to group monitoring the work and helping with the process of writing. Similarly, as the above table shows, 36 of the 60 students (60%) and 15 others (25%) stated that their instructors 'never' and 'rarely' visit them quietly and give them appropriate guidance when they are writing. This result, however, seems to contradict what instructors responded.

Moreover, 45 of the 60 sample students claimed that their instructors 'never' provide them with writing guidelines or checklists to guide them in writing and improving their written texts. Again, as has also be shown, 26 students (43.3%) and 16 others (26%) responded that their instructors 'never' and 'rarely' respectively make them read their written drafts to make some improvements. In other way round, 33 students which is more than half of the sample respondents and 15 others accounting for (25%) of the total opted 'never' and 'rarely' respectively to the statement which talks about peer revision. This can be described as 48 of the 60 students, on aggregate, claimed that their instructors rarely or never make them exchange their writing drafts with their classmates to share comments and suggestions about their writings.

As is also depicted in the above table, while 38.3% of students said 'never' the other 30% responded 'rarely' to the statement which deals with rewriting drafts. This, in other words, can be described as that 41 of the 60 sample students replied that their instructors rarely or never encourage them to rewrite their writing using the corrections and improvements that are made on

the drafts. In a similar way, 25 students (41.7%) and 19 others (31.7%) said 'never' and 'rarely' respectively to the statement which talks about time allotment in writing. From this result, it can be said that about 73% of the entire respondents claimed that their instructors rarely or never give them sufficient time when they are engaged in producing pieces of written texts. However, the results of the instructors' responses to this item are significantly different from students' responses given in the above table.

In addition to the data obtained through the questionnaires, the information collected from the classroom observations, conducted on three instructors for nine successive writing instructions, indicates that no instructor was satisfactorily treating the points under discussion (Please, see Table 9). For example, during the successive classroom observation no instructor was observed providing appropriate guidance and support when students were struggling to produce pieces of paragraphs on the given topics. Most of the instructors were observed coming with writing topic(s), writing on the board and ordering students to write paragraphs in a specified time. Then after, the instructors were observed sitting in front of the students and watching them as a serious invigilator rather than visiting students in the process of writing and providing them with appropriate support and guidance.

Added to what was observed in the classroom, most of the interviewee instructors confirmed that they do not attempt to deal with most of the points mentioned in the above table. They reasoned out that dealing with these points exhaustively is very difficult since the number of students per section is very large and class time shortage is another hindering factor. Generally, the instructors were not playing their active roles when the students were struggling to produce written texts.

4.2.3 When Feedback is Provided?

Writing teachers provide feedback to their students in different times. As a result, the following table shows when feedback is provided to students' writing.

Table 7. Students' Responses on When they Get Corrective Feedback to their Writing

Item No	Items	Frequency Responses											
		Always		Usually		Sometimes		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
14	gives us feedback by moving around us when we are writing.	3	5	7	11.7	5	8.3	15	25	30	50	60	100
15	gives us feedback on the product of our writing or after we complete our writing.	38	63.3	16	26.7	4	6.7	2	3.3	-	-	60	100

As it could be observed from the above table a substantial majority of the respondent students replied that their instructors do not try to provide them with corrective feedback when they are engaged in writing pieces of written texts i.e. 50% of them reported 'never' and the other 25% of them responded 'rarely'. The other point indicated in the above table is about providing feedback to students' writing in the product stage. About 68% of the students replied that their instructors 'always' give them corrective feedback after their written work is completed, and also about 26.7% of them stated that their instructors 'usually' provide feedback at the product stage.

During the successive classroom observation, it has also been confirmed that instructors were not observed giving corrective feedback to their students when they were in the process of writing. The result of the interview conducted with instructors also supports the information obtained through the questionnaire and classroom observation.

Therefore, as can be inferred from these points, instructors give corrective feedback to their students' writing after they finish their writing, not while they are writing or in the process of writing. However, from the point of view of different scholars on the issue of teaching writing, providing students with appropriate feedback in the process of writing is very important. As McDonough and Shaw (1993) remark, process considerations suggest the usefulness of intervention at all stages of writing, not just at the end. So, the teacher by commenting and making suggestions becomes a reader as well as a critic. Similarly, Kroll (1990) emphasizes that it is much more helpful if students are provided with feedback or helped during the process of writing because the teacher is not there to judge or to evaluate students' drafts but to facilitate their writing and to give feedback. Therefore, it is very important for teachers to visit their students systematically and to provide them with appropriate feedback when the students are writing.

4.2.4 How Written Feedback is Provided?

This part attempts to present and discuss students' responses about their instructors' marking strategies of written errors. The results are given in the following table.

Table 8. Students' Responses to Individual Items Regarding to How their Instructors Provide them with Written Feedbacks

Item No	Items	Frequency Responses											
	Our instructor,	Always		Usually		Sometimes		Rarely		Never		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
16	replaces errors with appropriate version in our written texts.	25	41.7	19	31.7	7	11.7	5	8.3	4	6.7	60	100
17	uses symbols to indicate errors in our writings.	2	3.3	7	11.7	8	13.3	11	18.3	32	53.3	60	100
18	underlines errors in our written texts so that we can correct our own errors.	-	-	3	5	9	15	14	23.3	26	43.3	60	100
19	writes our errors in the margin of our paper to let us identify and correct our own errors.	4	6.7	2	3.3	6	10	12	20	36	60	60	100
20	corrects all written errors in our written works.	31	51.7	15	25	7	11.7	4	6.7	3	5	60	100

As it could be observed from the above table, while 41.7% of the sample students responded 'always', the other 31.7% reported 'usually' to the statement, which is about replacing students' errors with more appropriate versions. This in other words, can be stated as that 44 of the 60 students claimed that their instructors always or usually replace students' written errors with the correct form or with a more acceptable or appropriate version. This result, however, seems to be in contrary to instructors' responses. On the other hand, more than half of the sample respondent students (53.3%) and 18.3% others opted 'never' and 'rarely' respectively to this idea, which is about using symbols to indicate errors in students' written works at the time of giving corrective feedback. This can be interpreted as that 43 of the 60 respondents claimed as their instructors rarely or never use different types of symbols to indicate errors in providing their students with corrective written feedbacks. This result, however, seems to contradict what instructors responded in table four.

Concerning indicating errors by underlining, as can be seen from the above table, 26 of the sample students (43.3%) confirmed that their instructors 'never' underline errors in students'

written texts, while the other 14 (23.3%) responded 'rarely' to this item. Besides, regarding writing errors in the margins of students' papers so that students can identify and correct their own errors, 60% of the respondent students opted 'never' and the other 20% added 'rarely'. Thus, from the data obtained from the above table it can be inferred that writing errors in the margins of students' papers is less practiced by instructors.

As has been also depicted in Table 8, 31 students which is about half of the entire sample (51.7%) and 15 others (25%) reported that their instructors 'always' and 'usually' respectively correct all their written errors in their written works when they are giving them corrective feedback. This, in other words, can be stated as that 46 of the 60 sample students replied as their instructors always or usually correct all types of errors in their written works. In connection with this, the results of students' responses seem to support what instructors admitted in their terms. This implies that instructors give due emphasis to all types of errors that their students commit in their written texts. For the question instructors were asked in the interview, to explain the marking strategies they employ in correcting their students' written works mentioned in Table 8, most of the interviewee instructors responded that they most often prefer to correct all students' errors and to replace errors with the correct versions. Their main reason to use these strategies was that their students could not easily understand the other forms of indirect error correction strategies.

In addition to the information collected through the questionnaires and interview, the commented on sample paper analysis reveals that the instructors replaced students' errors with correct versions, circled students' errors and wrote comments in the margins of the papers. Above all, they dominantly employ comprehensive or all error correction strategy. However, different English language professionals or scholars express their worry about this type of error correction strategy for it is aimed at insisting students on producing grammatically accurate and error free writing which, in other words, discourages communication in writing. This is similar with what Byrne (1988:124) advocates that correcting all students' errors in their written works is the traditional approach. It is time consuming for teachers and discouraging for students at least if they get their work back covered with red ink. Apart from that, there must be some doubt about how effective this form of correction is. Some students learn nothing from it; others are more interested in why something is wrong rather than the correction itself.

Raimes (1983:151), on the other hand, remarks “With each set of students’ errors, do not try to mark all errors but decide which errors you will deal with. ” From this point, it can be concluded that written error correction should be made selectively and instructors should avoid using correction strategy that might embarrass or frustrate students.

4.3 Analysis and Discussion of Data from Classroom Observation

In order to collect relevant information on the actual teaching of writing skills and to cross check the information against the data gathered through the questionnaires from both instructors and students, the researcher has produced a structured checklist (please, refer to Appendix C) that has 15 items, which are believed to have an ideal connection with the teaching of writing skills. The checklist was adapted from the review literature and it is the direct version of the questionnaire except for the end part of the questionnaire because the items in this part are about instructors’ marking strategies on written papers which cannot be seen in writing classroom instructions.

The class of three English instructors who were teaching writing skills course to first year Faculty of Business and Economics students i.e. Accounting, Economics and Management departments were observed. Altogether nine instructional periods specific to the teaching of writing skills were observed. Each of the instructors was observed three times in each separate department. During the observation, the checklist was filled in carefully by the researcher. Added to this, notes that have a direct relation to the actual teaching of writing skills were carefully taken where possible. Generally, to have a clear understanding of the observation results, it is important to see the following table.

Table 9. Presentation and Analysis of Observation Results

No	Items	CO ₁		CO ₂		CO ₃		Total Frequency				Total
		Yes	No	Yes	No	Yes	No	Yes		No		
		Yes	No	Yes	No	Yes	No	No	%	No	%	
1	When teaching writing, the instructor:											
1	involves students in the selection of a writing topic.	-	3	-	3	-	3	-	-	9	100	9
2	helps students to determine purpose and audience for writing.	-	3	-	3	-	3	-	-	9	100	9
3	encourages students to discuss in pairs/groups on the topic to generate ideas.	1	2	-	3	1	2	2	22.2	7	77.9	9
4	tries to encourage students to make notes or list ideas on the writing topic.	-	3	-	3	1	2	1	11.1	8	88.9	9
5	helps students to get their ideas together.	-	3	-	3	-	3	-	-	9	100	9
6	encourages students to write first drafts.	-	3	-	3	-	3	-	-	9	100	9
7	encourages students to assist each other on writing	-	3	-	3	-	3	-	-	9	100	9
8	visits students during writing and guides them while they are writing.	-	3	-	3	-	3	-	-	9	100	9
9	provides students with writing guidelines or checklists to guide them in writing and improving papers.	-	3	-	3	-	3	-	-	9	100	9
10	encourages students to read their drafts and to make necessary changes in the content and structure of their writing.	1	2	-	3	1	2	2	22.2	7	77.9	9
11	makes students exchange their drafts and exchange comments.	-	3	1	2	-	3	1	11.1	8	88.9	9
12	makes students rewrite their writing using the corrections and improvements made on the writing.	-	3	-	3	-	3	-	-	9	100	9
13	gives corrective feedback in the process of writing.	1	2	-	3	1	2	2	22.2	7	77.9	9
14	gives corrective feedback to students on the product or after the writing is completed.	-	3	-	3	-	3	-	-	9	100	9
15	gives sufficient time during writing.	3	-	2	1	3	-	8	88.9	1	11.1	9

Key: CO₁= First classroom observation, CO₂= Second classroom observation

CO₃= Third classroom observation

The above table depicts that none of the observed instructors was trying to engage students in the selection of a writing topic. They were seen writing topic(s) on the board and ordering their students to write paragraphs in a specified time. None of the instructors was also observed encouraging students to determine their purpose and specific reader for writing, rather they were observed sitting in front of their students and watching them as serious invigilators after writing the topic(s) on the board.

Besides, the instructors were observed exerting minimum effort to encourage students to discuss in pairs/groups on the writing topic to generate ideas that are helpful to write the required paragraphs easily. Students were not made to write notes or list ideas in relation to the writing topics and they were not provided with adequate support to get their ideas together. For example, as can be seen from the above table, the effort instructors exert to encourage their students to discuss ideas in pairs or in groups to generate ideas is 22.2%. Similarly, only 11.1% effort is exerted by the instructors to make students write important notes and list ideas in relation to the writing topic.

Generally, in the pre-writing (planning) teaching practices, instructors have failed to make use of some basic strategies that enhance students' writing performance. However, at this initial stage ideas for writing are explored and a plan is also formulated for the actual writing.

Moreover, the instructors were not observed encouraging their students to write first drafts of their final version. There was no any attempt to encourage students to assist each other in the process of writing. As can also be seen from the above table, no instructor was observed visiting students quietly and supporting them in different ways when they were writing. The only trend observed during the classroom observations was instructors play active roles in teaching the theoretical concepts and principles of writing. In relation to this, in session two of Economics department students writing instruction, the instructor was vividly observed teaching the what of planning, composing, revising and editing phases and the characteristics of effective writing which includes unity, coherence, completeness etc. In relation to this, the instructor was seen imparting dozens of theoretical ideas rather than making his students practice these concepts practically.

On the other hand, while conducting an other observation on the other instructor who was teaching Accounting department students, the researcher observed the instructor writing two

writing topics entitled 'My Village' and 'Debre Berhan University'. He then ordered the students to write a descriptive paragraph by using one of the given topics in 30 minutes. In connection with this, he never allowed his students to discuss ideas in groups on the given topics. He was observed roaming or simply circulating around the class without providing any guidance and support while the students were struggling to produce a paragraph on the given topic (s).

Instead, the instructor was seen sitting and reading some early finished and handed in paragraphs and he was insisting students on finishing and handing in their paragraphs before he was leaving the classroom. In addition, no instructor was observed providing students with writing guidelines or checklists to guide them in writing and improving their written works. Besides, the encouragement that instructors gave to their students to read their first drafts and to make necessary changes on the content and structure of their writing is only 22.2% as it is shown in the above table.

And also, almost all the observed instructors were not seen making students exchange their written works to exchange comments from each other. Similarly, none of the instructors was observed encouraging students to rewrite the written works using the corrections and improvements that are assumed to be made on the written papers. What is more, concerning giving feedback to students, the classroom observation witnessed that no instructor was attempting to provide students with corrective feedback by moving around students when they were writing pieces of written texts. In contrast, the observed instructors were seen collecting all the students' written works to mark them at home and handed back them in the next class sessions. Unfortunately, this strategy may not be helpful to develop students' writing skills for it allows students to pay due attention for the result they are given and they may be more interested in why something is wrong rather than the correction itself instead of learning their strengths and weaknesses provided in their papers in the form of comments.

Therefore, intervening during the process of writing and providing students with encouraging and helpful feedback highly helps student writers improve their writing skills. This is similar to what White (1980:108) suggests that it is wise to check students' work as it is being done by circulating around the classroom and looking over students shoulders as they write which has two prominent advantages. Firstly, it can lighten load of take-home marking. Secondly, it enables teachers to identify any common or general areas of difficulty so that they can take

remedial action with the whole of the class. Similarly, Raimes (1983) emphatically states "Giving feedback to students' writing is very much a part of the process of teaching instead of being tacked on to the end of a teaching sequence."

To sum up, what was seen during the successive classroom observation of the writing instructions reveal that instructors were not satisfactorily observed employing relevant strategies and procedures of teaching writing. In addition, the instructors were not playing their active roles in providing their students with corrective feedback in the process of writing.

4.4. Analysis and Discussion of Results from Sample Corrected Papers

As it has been pointed out in chapter three, the purpose of investigating students' marked compositions was to see the correction techniques the writing instructors employ when they are responding to their students' compositions. The researcher hopes that this part might serve as a mirror by which to compare the writing instructors and students' responses to the questionnaires and to the interview for instructors with the actual corrective feedback practices employed. Thus, fifteen sample papers were analyzed based on how feedbacks are provided to students' writings. These sample papers were randomly collected from the Accounting, Economics and Management department students. i.e. five sample papers from each department and all the sample papers were selected randomly.

To this end, the marked papers analysis was made based on the following guideline, which was prepared from the available literature review that is used to evaluate instructors' feedback giving mechanisms on students' writings.

As a result, the marked papers analysis was made to see whether the writing instructors:

1. Replace part of the students' work with the correct form or with a more or appropriate version.
2. Indicate errors by underlining and allow the students to correct their own errors.
3. Indicate an error and identify the kind of error with symbols.
4. Indicate that there are certain kinds of errors on a line by writing in the margin but leaving the students to locate themselves.
5. Try to correct all errors in students' written works. With this respect, the sample papers were analyzed as follows:

It is evident from the sample marked papers that all of the sample papers are free writing types under different writing titles, which are important for the students to offer different opportunities to write their own ideas using the given topics. According to different language teaching professionals such as Pincas (1982) and Hedge (1988), free writing is an activity where students generate, organize and express their own ideas in their own sentences. As it could be observed from all the sample papers inspected (please, see appendix E), the marking strategies dominantly employed for correcting students' written errors are circling the errors, substituting errors with the corrected versions. In addition, as can be seen from the sample commented on papers, all instructors seem to give due emphasis for correcting all students' errors or comprehensive correction technique. Added to this, all the instructors attempted to write different marginal or end comments on the sample papers. This procedure is especially useful for drawing attention to recurrent mistakes in a particular area and when we are able to look at students' work in class (Byrne, 1988:126). However, some of the written comments are not very clear for students to understand them easily and to make some sort of improvements on the writings or papers.

Based on the information from the marked papers, it is possible to say that the instructors seem to over used criticism but they almost totally seem to ignore the use of praise. Thus, majority of the instructors marginal or end comments were criticisms. The other thing which the data on the marked papers depicted was the fact that most of the instructors' comments and corrections were focusing on mechanics because spelling, punctuation and grammatical errors are given due emphasis on all of the corrected papers. Besides, as it can be seen from the sample commented on compositions, the instructors never tried to indicate students' written errors by using different kinds of symbols and underline errors to allow students to correct their own errors. However, by using different lists of symbols, such as '*S*' for incorrect spelling, '*P*' for wrong punctuation, '*W.O.*' for wrong word order and '*T*' for wrong tense, we can get students, individually, in pairs or small groups, to identify at least most of the mistakes for themselves. If they cannot, then they should consult us. This approach certainly makes them more aware of the kind of mistakes they are making and is therefore likely to result in something being learned.

To sum up, based on the commented on papers, it is possible to say that the instructors did not provide their students with varieties of error correction strategies which play decisive roles to make students aware of their written errors. In relation to this, the marking strategies dominantly employed by the instructors are circling the errors, substituting errors with the corrected

versions, trying to mark all errors committed and writing marginal or end comments in the form of advice, which are more of criticism rather than praise.

4.5 Analysis of Instructors' Responses to the Interview

To gather reliable information and to substantiate the data procured through the questionnaires, observation and sample corrected papers analysis; all the sample instructors were asked the following four general questions. In this part, the instructors' responses to these questions are summarized and discussed.

1. How often do you encourage students to follow the different stages of writing i.e. pre-writing, drafting, revising and editing? Why?

Regarding to this question, most of the interviewee instructors responded that they usually do not attempt to make their students follow these stages of writing for different reasons. Firstly, following these procedures in the process of producing written texts is a very time consuming activity. The interviewee instructors, for instance, stated that students might devote a great deal of class time when they are allowed to write multiple drafts of their final version. Secondly, the interviewees pointed out that students are not with better English background to employ these procedures effectively. As a result, the instructors believe that providing students with sufficient theoretical information about writing is very important.

Thirdly, students' lack of interest to write is another factor that affects using these procedures successfully. Most of the instructors responded that students give minimal attention for planning, writing and proofreading, rather they rush for writing and finishing their papers at once. However, one of the instructors responded that he sometimes encourages students to discuss ideas in groups before they are engaged in the actual processes of writing. The instructor also stated that he encourages peer revision and proofreading when the class time is double period.

2. When do you provide corrective feedback to your students' writing?

This question was intended to elicit information regarding to when instructors give feedback to their students' writing. In response to this question, the interviewees replied the following points. A substantial majority of the instructors responded that they most often read their students' written compositions and provide corrective feedback at home rather than in the classrooms. In relation to this, four of the six interviewee instructors stated that conferencing with all students in

the classrooms and reading their compositions while they are writing is impossible for them since the number of students per section is very large. In addition, two of the interviewees believe that reading students' papers before they complete writing can be frustrating for students and they may feel discomfort when their written works are read in the early stages of the writing processes. This implies that instructors most often provide corrective written feedback on the products of students' written texts.

3. How do you provide feedback to your students' writing? why?

In response to this question, which was aimed at getting information from instructors about the marking strategies they use in correcting their students' written works, most of the instructors reported that they dominantly employ the correction of all errors and replacement of errors with correct versions. Besides, they replied that they try to write students' errors and corrective comments in the margins of students' papers in the form of advice. Although the instructors are aware of the multiple advantages of using the different marking strategies such as using different types of symbols to indicate errors and underlining errors for self-correction, they expressed their worry that students may not clearly understand and make necessary improvements when their errors are indicated indirectly. The interviewee instructors also stated that in practice, however, indicating students' errors using symbols may not solve all the problems. For example, if students are left to identify mistakes for themselves, they may not bother. Even if they work in groups, some form of confirmation may be needed and this could take up a lot of class time in a large class. However, correcting every error may result in students' adoption of negative attitudes towards writing. Therefore, it is very important for instructors to employ different marking strategies, which are aimed at enhancing students' writing skills and positive attitude towards writing.

4. What do you think should be done to teach writing skills effectively?

In response to this question, the interviewee instructors forwarded the following main ideas that are assumed to be very important in developing the teaching of writing skills. In the first place, they stated that they should plan their writing lessons considering the important stages of writing and they should encourage their students to go through the stages of pre-writing, drafting, revising and editing when they are producing any pieces of written texts, since these procedures are of paramount importance to develop students' writing skills and to help instructors play their active roles in the process of writing. In addition, the instructors stated that it is very important to

provide students' with appropriate feedback in the process of writing and students should be exposed to practicing writing skills using diverse writing activities rather than relying on teaching the theoretical aspects or structures of writing.

Finally, the instructors emphasized that they should provide their students with corrective feedback in an encouraging way by using different techniques and marking strategies in a more systematic and tactful way.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Summary

In this chapter, the summary of the study, the conclusion drawn based upon the findings and recommendations are provided. The study attempted to investigate the practice of teaching writing skills at tertiary level. In order to gather the required data for the study, the researcher decided to conduct the study at Debre Berhan University. This university was selected because the researcher has some staff member friends there. As a result, he thought that information for the study was easily accessed.

The subjects of the study were the instructors and the students who were teaching and learning writing skills respectively, particularly College Writing Skills (EnLa 201) in the academic year 2010/11. Sixty sample students from departments of Accounting, Economics and Management were included in the study. All instructors who were six in number and engaged in teaching College Writing Skills were also included in the study.

The data for the study were gathered via questionnaire for instructors and students, classroom observation, commented on composition analysis and interview. To elicit relevant information, a total of 20 questions for the instructors, students and fifteen questions for the observation checklist were used. Besides, four general questions for instructors interview and 15 sample corrected papers were used. The questionnaire was administered to both groups of subjects, where as the interview was conducted only with instructors. After carefully gathering the relevant data using the four data gathering instruments, the data were analyzed quantitatively and qualitatively.

The data collected via the questionnaires and classroom observation were analyzed quantitatively, where as the data gathered using sample corrected papers or commented on composition analysis and interview were analyzed and discussed qualitatively. As a result, frequency counts, percentage and description of some qualitative data were applied to analyze and describe the data.

5.2 Conclusions

From the findings of the study it is fair to conclude that the writing skill was not successfully taught by most of the English language instructors at Debre Berhan University who were in charge of offering the course College Writing Skills (EnLa 201) for the Accounting, Economics and Management department students in the academic year 2010/11. The negative results in the four data gathering tools would indicate that the instructors have not made good attempts to teach writing skills as it should be. This was well confirmed even from instructors own responses to some of the questionnaire items and in the interview responses. The researcher also confirmed in the students' questionnaire, in the sample corrected papers analysis and in the successive classroom observation.

As it has been discussed in chapter four, the findings of the study reveal that the writing instructors at Debre Berhan University fail to implement most of the pre-writing activities. For instance, they never attempt to engage learners in the selection of a writing topic, they do not encourage students to discuss ideas in pairs/groups on the writing topic and also they do not encourage students to make notes or list ideas on the writing topic. However, pre-writing stage is the stage where the ground is laid for the while writing and post writing phases.

Though different activities are expected to be practiced at the writing stage to teach writing skills effectively, there was little effort, on the part of instructors, to implement these activities effectively. The findings also show that the instructors at Debre Berhan University dominantly teach the theoretical aspects of writing. During the teaching of College Writing Skills, instructors were observed discussing the names of terms or their definitions such as pre-writing, drafting, revising, editing, unity, coherence, completeness etc. This means they were teaching the skill at the surface level without encouraging students to practice it practically.

Besides, it has also been attested that the instructors at Debre Berhan University do not attempt to provide their students with formal guidance and appropriate support when students were struggling to produce pieces of written texts. They were seen giving writing topic(s) for students and requiring them to write paragraphs using the given topic(s) without any support and intervention while they were writing. Moreover, the instructors were not observed helping students and providing them with helpful feedback by moving around students when they were struggling to produce pieces of written texts on the given topics. With regard to the post-writing

stage, the data indicate that instructors usually fail to engage students in different activities. For instance, they were not effectively encouraging students to proofread their own drafts or to employ peer revision in order to make necessary changes and improvements on their written texts.

What is more, the questionnaires and the sample corrected papers attest that instructors fail to employ varieties of written feedback providing mechanisms or error correction strategies. The dominant trend inspected from sample papers was that the instructors dominantly try to correct all errors, circle errors and replace errors with the corrected version and write marginal or end comments even if most of the comments are criticisms and general, which might not be easily understood by the students. This, in turn, signifies the problem that writing skill is not effectively taught.

5.3 Recommendations

In light of the analysis of the data and conclusions drawn, it is possible to generate a few speculative suggestions for the teaching of writing skills at tertiary level, as far as writing skill instruction at the first year level, is particularly, concerned. As a result, on the basis of the findings obtained, the following recommendations are forwarded.

- Instructors should do their level best to engage learners in the process of writing as it plays decisive role in maximizing students' writing performance.
- To teach writing skills effectively, the English language instructors and other concerned bodies should deliberately prepare teaching materials or modules for teaching purposes and minimize the number of students per section.
- In order to bring about substantial progress in students writing abilities, instructors should exert their maximum effort to teach writing skills practically.
- Instructors should be aware of sharing experiences and views related to the teaching of writing skills.
- Finally, the researcher believes that no claim of comprehensiveness is made. As a result, further research should be carried out to replicate the findings of the study.

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APPENDIX A

**ADDIS ABABA UNIVERSITY
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH**

QUESTIONNAIRE FOR ENGLISH LANGUAGE INSTRUCTORS

Dear Instructor,

This questionnaire is designed to investigate the practice of teaching writing skills. It is one of the instruments, which the researcher uses to gather the necessary data for his MA thesis in the Teaching of English as a Foreign Language (TEFL).

Thus, you are kindly requested to give the required information. Your contribution is very important for the success of this study. The researcher would like to assure you that all the responses you give would be kept confidential and used only for research purpose. You do not need to write your name.

Thank you in advance for your kind cooperation!

Instruction: Please, read each statement below carefully and put a tick (✓) mark against each statement. Tick only one answer for each item.

Item No	Items	Always	Usually	Sometimes	Rarely	Never
	I. Perspectives on Pre-writing Stage of Teaching Writing					
1	I try to involve students in the selection of a writing topic.					
2	I help students to determine purpose and audience for writing.					
3	I encourage students to discuss in pairs or groups on the writing topic to generate ideas.					
4	I encourage students to make notes or list ideas on the writing topic.					
5	I help students to get their ideas together.					
	II. Perspectives on Writing and Post writing Procedures					
6	I encourage students to write first drafts.					
7	I encourage students to assist each other on writing.					
8	I visit students during writing and guide them while they are writing.					
9	I provide students with writing guidelines or checklists to guide them in writing and improving papers.					
10	I encourage students to read their rough drafts and to make necessary changes in the content and structure of their writing					
11	I make students exchange their drafts and comment on each other's writing.					
12	I make students rewrite their writing using the corrections and improvements they get.					
13	I give sufficient time during writing.					
	III. Perspectives on When Feedbacks are Provided					
14	I give corrective feedback on the process of writing.					
15	I give corrective feedback to my students on the product or after the writing is completed.					
	IV. Perspectives on How Feedbacks are Provided					
16	I replace errors with appropriate version to my students' writing					
17	I use symbols when giving feedback to my students' writing.					
18	I underline students' errors to let students self-correct their own errors.					
19	I write errors in the margin of papers for students to identify.					
20	I correct all errors in my students' written works.					

APPENDIX B

**ADDIS ABABA UNIVERSITY
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH**

QUESTIONNAIRE FOR STUDENTS

Dear Student,

This questionnaire is designed to investigate the practice of teaching writing skills. It is one of the instruments, which the researcher uses to gather the necessary data for his MA thesis in the Teaching of English as a Foreign Language (TEFL).

Thus, you are kindly requested to give the required information. Your contribution is very important for the success of this study. The researcher would like to assure you that all the responses you give would be kept confidential and used only for research purpose. You do not need to write your name.

Thank you in advance for your kind cooperation!

Instruction: Please, read each statement below carefully and put a tick (✓) mark against each statement. Tick only one answer for each item.

Item No	Items	Always	Usually	Sometimes	Rarely	Never
	I. Perspectives on Pre-writing Stage of Teaching Writing					
1	Our instructor involves us in the selection of a writing topic.					
2	Our instructor helps us to determine purpose and specific reader for writing.					
3	Our instructor encourages us to discuss ideas in pairs/groups on the writing topic to generate ideas.					
4	Our instructor encourages us to make notes or list ideas on the writing topic.					
5	Our instructor helps us to get our ideas together.					
	II. Perspectives on Writing and Post writing Procedures					
6	Our instructor encourages us to write first drafts of our writing.					
7	Our instructor encourages us to work together on writing.					
8	Our instructor visits us quietly and guides us while we are writing					
9	Our instructor provides us with writing guidelines or checklists to guide us in writing and improving papers.					
10	Our instructor encourages us to read our drafts and to make necessary changes in the content and structure of our writing.					
11	Our instructor makes us exchange our drafts with our classmates to exchange comments.					
12	Our instructor makes us rewrite our writing using the corrections and improvements we get.					
13	Our instructor gives us sufficient time during writing.					
	III. Perspectives on When Feedbacks are Provided					
14	Our instructor gives us feedback by moving around us when we are writing.					
15	Our instructor gives us feedback on the product of our writing or after we complete our writing.					
	IV. Perspectives on How Feedbacks are Provided					
16	Our instructor replaces errors with appropriate version in our writing.					
17	Our instructor uses symbols to indicate errors in our writing.					
18	Our instructor underlines errors in our written texts so that we can correct our own errors.					
19	Our instructor writes our errors in the margin of our paper to let us identify and correct our own errors.					
20	Our instructor corrects all written errors in our written works.					

APPENDIX C

ADDIS ABABA UNIVERSITY DEPARTMENT OF ENGLISH

CLASSROOM OBSERVATION CHECKLIST

Item No	Items	CO ₁		CO ₂		CO ₃	
		Yes	No	Yes	No	Yes	No
1	The instructor involves students in the selection of a writing topic.						
2	The instructor helps students to determine purpose and audience for writing.						
3	The instructor encourages students to discuss in pairs/groups and to brainstorm on the topic to generate ideas.						
4	The instructor tries to encourage students to make notes or list ideas on the writing topic.						
5	The instructor helps students to get their ideas together.						
6	The instructor encourages students to write first drafts.						
7	The instructor encourages students to assist each other on writing.						
8	The instructor visits students during writing and guides them while they are writing.						
9	The instructor provides students with writing guidelines or checklists to guide them in writing and improving papers.						
10	The instructor encourages students to read their drafts and to make necessary changes in the content and structure of their writing.						
11	The instructor makes students exchange their drafts and exchange comments.						
12	The instructor makes students rewrite their writing using the corrections and improvements made on the writing.						
13	The instructor gives corrective feedback in the process of writing.						
14	The instructor gives corrective feedback to students on the product or after the writing is completed.						
15	The instructor gives sufficient time during writing.						

Key: CO₁= First classroom observation, CO₂= Second classroom observation

CO₃= Third classroom observation

APPENDIX D

ADDIS ABABA UNIVERSITY FACULTY OF LANGUAGE STUDIES DEPARTMENT OF ENGLISH

INTERVIEW QUESTIONS FOR ENGLISH LANGUAGE INSTRUCTORS

1. How often do you encourage students to follow the different stages of writing i.e. Pre-writing, drafting, revising and editing? Why?
2. When do you provide corrective feedback to your students' writing?
3. How do you provide feedback to your students' writing? Why?
4. What do you think should be done to teach writing skills effectively?

APPENDIX E

**ADDIS ABABA UNIVERSITY
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH**

SAMPLE CORRECTED PAPERS

Name Abebe Mebratu ID No BER/210/03 Economics

Once ~~Once~~ up on a day, there ^{was} a fox inside the forest. The fox was so hungry. Suddenly, the fox looked ^{to} the sky, the fox saw one amazing eagle on the tree. The eagle ^{held} the meat on its mouth. After looking, ^{the fox said} you eagle, you ^{are} beautiful and your style is nice. ^{the fox said} After hearing ^{that} the eagle ^{started} laughing. During laughing the meat ^{dropped} in front of the fox.

⇒ In this history, the fox uses ^{the same} ^{techniques} ~~same~~ ~~techniques~~ to get meat by ~~amazing~~ conversation, this why? during laughing may the eagle released the meat.

4.5
From Thank you for all!!

↳ No need to use such type of phrases in a formal writing. The end" is also impossible.

- You did not write its implication to human being.

AUTOBIOGRAPHY

- Do not use abbreviations in a formal writing.
- Do not use numbers in your writing if only one is used. Write it using letters rather than numbers.

My Name is MELGEBE BIRHANU & My Nick name is ~~Gi~~ was Born in 1979 E.C. is Southern nation nationalities & people of Ethio Kaffa Zone. Especially in Bonga town, when I was a child I used to play ball, Volley ball & Tennis table with in my best friends the so called ~~ekede~~, Nekir & Turku. When I ~~was~~ reached at the age of ~~five~~, I joined my Kinder Garden, [KG] school ~~since~~ in 1984 E.C. After completed the KG program, I ~~joined~~ ^{continued} in my Elementary school in Bonga Beid mariam school in 1986 E.C. & I have learned on that school from Grade One up to 8th. In ~~1996 E.C.~~ ^{1996 E.C.} I have taken National exam & I have scored 72% promoted to Grade nine. I had learned grade ~~gm~~ up to 10th in Bonga Bishan side Johannis high school which is 3.5 km far from my home. And Then in ~~2003~~ E.C., I took the Ethiopian national examination (ESLCE) but I ~~am~~ ^{am} satisfied with that score that I have got.

Next to that I got the interest of my life because that was ~~the~~ ^{the} chance to ~~explore~~ ^{learn} in Kaffa zone (Lena Woreda) especially in Kutashoray primary school. After 3 years I ~~had~~ ^{have} a chance to join with the university & I have been attending at Mizan Tepi University of Tepi campus of being management degree train with summer program too.

And finally, the greatest point what I want to do for the coming time is ~~that~~ ^{that} is to collect the previous activities of people by taking ~~as~~ ^{as} ~~source~~ ^{source} from Radio, TV, From parents, teachers ~~etc~~ & to link the informations with the current one because the final point what I ~~mean~~ ^{mean} above is ~~that~~ ^{that} is so good in order to know what is coming & to have the endurance in order to survive the coming each & every points in my life & next to the others.

E.S

- Try to use various words
- Instead of connecting sentences using the word 'and' frequently and making them too long, better to write fairly short sentences and use different type of connecting words.

Police officers

Police officers perform many important services among them, protect people from criminals, ^{and} security. In addition to these, they deliver peace to the country by creating awareness about the ^{effects} harmfulness of crimes. Although there are so many police ^{members} officers in a country, terrorists do not eliminated from the country. So, they should ~~try~~ ^{try} ^{their} best to eliminate them. Even though police officers perform several crucial services, they improve

- don't use violence
- use appropriate weapons
- not well organized

not good
not clear sentence

Assignment

ID NO. BER 1371/03

6 my unforgettable memories.

In our ~~days~~ ^{life} there ~~might~~ ^{will} be encounter.
and also in my life I got one amazing day
let me tell you in detail.

The day was 23/11/03. First of all, it was my brother's wedding. It was very happy at that day because it was the day we all the family members were miscegenation ^{happy} that day and that day becomes ~~there~~ and it happens. the ceremony begins the audiences become to get in to the hotel and then the bride and the ^{bride} room were getting on the way the bride's best ^{friend} ~~friend~~ she hold her dress. she just fall down on the ground. At that day after we finished the ceremony my sister went to check her e-mail around 10:00pm she just got an e-mail which is surprising. she just open my room and she told me that she got a scholar ship to London. and I will never forget this 2 amazing things in my life.

My class

My classmates, the number of my classes become ^{large} ~~big~~ more student's are coming and the number of males are greater than the number of females, and I love ~~as~~ some of the females because they are lovely ~~ones~~ and from them I like Jhezer. She is sitting next to me and the ~~man's~~ they are ~~really~~ ^{quite} ~~quite~~ sociable and also I don't ~~great~~ ^{like} them I like my friend very much, because she is very intelligent. (5)

ECHAU LAGAW ID NO B2107003 M94

- Not clearly stated
- Not clearly punctuated
- Not briefly supported



NAME: Adis

Belet

11-10-2015/03

mymp Sec 1

The mom I like^l most

When I was a child I used to play with my friend Hana. She was the girl^s from all of my girls friend whom I like most. One day while we were going to school, we came across with a very big and greedy dog on the way. The dog was about to bit me, but my friend and told me to run away. Then after that I... and for what she have done: Actually Hana is the main I like most. This is my unforgettable memory.

I couldn't find a place in which you talk about your mom; you may say I can't friend as my mom but you mention it in that bit.

What a service
I don't know how
could you dare
to hand this ^{when assignment was} forgotten
~~Unforgotten day in my life~~ (2)

~~One forgotten day~~ Unforgotten day in my life

Once upon a time, when I was ^{in the stage of} childhood my
brother and I was playing ^{ing} on the ^{car roads} ~~highway~~ play by
through the stone and by running on the roads ~~at the~~
when ^{I was} ~~time~~ ~~when~~ I was ~~was~~ I was
sitting on the road suddenly the car was come
and I am very afraid, I simply start I didn't stand
up. I am very tired. when my brother ~~saw~~ saw
me I am sitting on the road the car was come
he simply shouting. then he come and taking me
somebody's ~~house~~ ^{house} she is old woman who
lived on the road, then ~~she~~ ^{she} gave to me ^{water} ~~water~~
and some thing what is eaten but I didn't eat
any thing, I simply ~~start~~ sleeping, I didn't remember
any thing at the time, At the morning when I get up
it is ~~at~~ my house my brother is not here, I am
afraid. I say where is this place, then the old woman
come and don't wait my daughter it is simply
my home, she say if she taken my home,

Name: Baitken Akinagul MSRT Section
ID No 095 (2)

Police Work

Police officers perform many important services. Their first duty is protecting the people from different kind of crime like ^{theft} theft, violence, murder, et. They also do detective activities ~~to~~ to find the criminals and bring them to justice. The other activity of police officers is to control the traffic of ~~on~~ vehicles and human being to reduce the accidents on cars and ~~individuals~~ ^{people} individuals. In general, police officers do many ~~other~~ activities to protect the people from any kind of crime and accidents.

7

Good but it lacks
more detail statements and
further explanation.



My Unforgettable memory

Once upon a time, my friend who was grown with me came to Addis Ababa after ten years of living abroad; and he was so build up physically and good having a comfortable life. One day he used to ~~st~~ with me and took me to one of his ~~to~~ club around 'Hollo sefer'. Then after some drinking and dancing he needed to take a lady. At that time he had a small bag which has a size of a big camera case. Then we got a beautiful young lady and he let me keep his bag. Since he was afraid of not being stolen with that young beautiful lady and told me ⁱⁿ ~~whisperly~~ ^{whisper} that, "this bag has many cashes in Dollar and keep it safely." After some times of being alone I thought to see the money and know total amount of it. Then the bag started to ~~be~~ ^{the bag} opened; meanwhile, unexpected bloody scratched baby having a very bad smell comes out. I was so scared and became freeze for long minutes and need to be far from that bag; in this case that baby shouted vigorously and flashes gush of blood onto my face. Immediately, a sound "Are you OK?" took off me from my dream.

Do not use too long sentences

Use appropriate punctuation marks

Police work

Police officers perform very important services. They protect people's life and property from ^{thieves} thieves and robbers. Police is important to our country to become developed and Peaceful country. They can teach people to have their good performance in their work? how?

Police work is very important and useful to our country to become most Peaceful country and Peaceful people. Because police do many things to become rich and good country. Without police there is no peace and if there is no peace, there is no development. So police work is very important to our country.

Police work is very difficult but at the end when they get their own jobs result they become happy too and they participate in every government jobs. Ex. Election In particular police work is very important and useful in our country.

6

Sisay Kebede Id BER/2114/8
dept Economics

Do not repeat ideas
in different sentences
Do not use Capital letters
in the middle of sentence



MY ROLL MODEL

[illegible]

- No. 1000 : per cent
entry; - 1000

- No. 1000 : per cent
entry; - 1000

Hoite Teshome dno BER 38103

My dormitory

The life in my dormitory was so utterly ignorant that she didn't know how to get along with her classmates in the dormitory. Although she exactly know, in the following four years, they would live in the same room, have dining in the same time, help whoever is in trouble each other, she still felt uneasy when they met in the first time.

I don't remember clearly how she go through the first month, only knowing she telephoned to her home more than twelve times. In the beginning, she was rewarded as a monster by her classmates.

As you think she got along well with her classmates later two months, even two of them were her friends. When asked, she told me that you must respect yourself if you want to be respected by others. Truth proved her word when she was my friend.

One day her class would hold a party the purpose of which was promoting the friendship between classmates, he sat in a corner quietly in such a voice circumstance that ^{no one} ~~none~~ noticed her. She wasn't able to keep a pleasure talk with stranger. But when the topic was turned to computers, she hardly was the leading actor the whole audiences. What's more, she got first in a maths test later math. So she is in charge of the whole class.

3

You were expected to write about your dormitory

- About whom you wrote this? Who is she?

- No clear idea in your paragraph

Bezaye Mesfin

Id - BER/402/03

Acc. dep't

As we know, plan is an important point in human ^{life} ~~liberty~~ ^{being}; because without plan ~~inevitable~~ ^{ship} will not go in the purpose way. The person without plan is the same, so as to this, I should have plan in my life. With the plan what I have categorized in two ~~two~~ part. The first plan is short term plan. With short term plan, I will develop or enhance my potential to be come strong and well ^{equipped} ~~equipped~~ person. With long term competition education with ~~extraordinary~~ ^{extraordinary} result, the ~~long~~ ^{long} term plan, I will build my own health center and organized work serve my people ~~eff~~ ^{eff} cently, serly ~~companionately~~ ^{companionately} with help of God.

- Use clear sentences. Write point wise.
- Grammar. Your paragraph clearly.
- Avoid spelling mistake.

10/10/2020 10:00 AM IIR/382/03



My Parents

My parents are three in number, that means my father, my mother and the child me. My father's name is Abebe and he is a teacher, ^{where as} my mother's name is Almaz and she is a house wife. Since my child hood, my life of my parents has greatly changed. When I was eight years old my mother died of TB. My father was left to ^{bring} ^{up} ~~raise~~ me with the help of my grandmother. I ^{am} not sure he really knew what to do with a child, let alone a daughter. I never understood how he could possibly know everything. As I grew into a teenager I had a mind of my own. Who at this age wants to listen to the parents? I was more focused on the social part of school than my education. Generally my life is more ^{full of different} ~~more~~ challenged.

Crow's and Fox's history

From the history of crow and fox, I understand it in two different angles.

1) From the angle of crow.

A crow didn't take care about meat that holds in its beak.

The crow hold meat in its beak at the top of the tree, and completely forgot what it did and where it is. It only wants to respond for the question of the fox.

* The implication of it for human being is

- A little carelessness lead ~~be the~~ to ~~lost~~ ^{from someone's} some thing ^{one word} in ~~his~~ ^{her} hand.
- A human being should give attention for what he/she do.

2) From the angle of the fox.

A hungry fox ^{was} walking through the forest, ^{it} saw a crow, and a piece of meat in its beak. It ^{was} difficult ^{for him} ^{because} to it can't climb the tree, then it ^{device} find a method or way ^{that is} by greeting or appreciating the crow to have ^{the} meat.

* The implication of it for human being is

- To solve a challenge that face in our life, we shall find or create method.
- There is nothing impossible to solve.

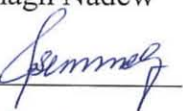
7

- Do not use abbreviations in a formal writing.

Declaration

I, the undersigned, declare that this thesis is my original work and that all sources or materials used for the thesis have been duly acknowledged.

Name Semagn Nadew

Signature 

Date 15/03/2022