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INVESTIGATION THE PRACTICE OF TEACHING WRITING AND ITS
EFFECT ON STUDENTS' WRITING PERFORMANCE: THE CASE OF
EDIGET CHORA SECONDARY AND PREPARATORY SCHOOL

BY ZEKARIAS HAILE

April 2019

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Abbreviations and Acronyms

Av.: Average

EFL: English as a Foreign Language

FGD: Focus Group Discussion

ESL: English as a Second Language

M_1 : Rater₁

M_2 : Rater₂

M_3 : Rater₃

MLC: Minimum Learning Competencies

MoE: Ministry of Education

S_1, S_2, S_3, \dots : Student₁, Student₂, Student₃, ...

T_1, T_2, T_3, \dots : Teacher₁, Teacher₂, Teacher₃, ...

TAM₁: Total Average of Marker₁

TAM₂: Total Average of Marker₂

TAM₃: Total Average of Marker₃

TA3Ms: Total average of three markers

TEFL: Teaching English as a Foreign Language

Abstract

The general objective of this study was to investigate the practice of teaching writing and its effects on students' writing performance: the case of Ediget Chora Secondary and Preparatory School.

A mixed method approach was used to collect qualitative and quantitative data involving classroom observation, FGD, testing, and document analysis. The participants of the study were grade 12 English language teachers and students of Ediget Chora Secondary and Preparatory. So from a total of 289 students in 6 sections, 143 students who were learning in 3 sections were selected through simple random sampling. Regarding teachers, there were 17 teachers. From these teachers, 6 teachers who were teaching in grade 12 were randomly selected for data source. The findings showed that the writing skills were not practiced in the way students could write a whole piece of communication, and could develop information, ideas and arguments to a particular reader or group of readers. Writing was practiced at word and sentence level. Most of the time, controlled and guided writing were practiced to teach grammar and vocabulary. Thus, based on the findings, the following recommendations were forwarded:

- English language teachers should teach their students according to the contents of the textbook.*
- English language teachers should train their students on giving written feedback to their peers until they understand that giving and receiving written feedback is one way of learning.*
- Preparatory English language teachers should teach their learners how to write legible hand writing, and getting them to practice different paragraphs and essays in the classroom and at home.*
- Concerned bodies should play their own roles to enhance the students' writing proficiency. These bodies can be the primary and secondary school English language teachers and subject area teachers.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English is a common language among nations and it is a language of politics, science, and commerce (Mekuria, 2006:1) and (MoE, 2009:15). English is learned in Ethiopia starting from grade one up to preparatory schools and it serves as a medium of instruction in secondary and tertiary education. This shows that English language is given more emphasis in Ethiopia.

Each language skill has its own advantage in language learning, but writing skill has a role beyond that. For instance, Andrea and Cynthia (2014:4) claim that a good writing affects hiring and promotion. Researchers such as Naila (2006: xii), Don (2007: ix), and Eman (2014:13) state that students' success in their academics greatly depends on the writing skills.

Therefore, to be successful in their academics, learners need to practice writing in English, and they should get the necessary support from English language teachers to improve their writing skills.

1.2 Statement of the Problem

Even though writing skills are crucial for success at high schools and colleges, the writing proficiency of Ethiopian students at secondary and preparatory schools seems low. Writing in English is a common problem among high school and preparatory students. From the researcher's experience as an English language teacher at secondary and preparatory schools, the writing performance of many students is low. The researcher observed that many students showed some difficulties in their writing skills.

Researchers such as Alamirew (2005), Molla (2009), Desalegn (2011), Habtamu (2011), and Ebabu (2013), conducted research on this area, and they found different results for students' poor writing performances. For example, Molla (2009:56-57) found that the major causes why English major students at Abbiyi Addi College of Teacher Education had poor performance in writing skills were lack of practice the writing skills since lower grades, shortage of time given to students' writing, teachers' focus on grammar and mechanics than on content and organization of ideas when giving feedback, and less help from English language teachers. Ebabu (2013:233-234) also found that the causes for students' poor writing abilities were shortage of time, inappropriate use of methodology by English language teachers, and psychological factors (students believed that writing was the most difficult skill compared to the other skills). Alamirew (2005:215 -220) also found that teachers simply used lecture method to teach the writing skills. Concerning teachers' feedback, Alamirew (2005:ibid) observed that students were made to read aloud in front of the class to what they had written, because teachers did not have time to correct students' errors because of large class. He also found that the writing tasks presented in the textbooks for grades 9-12 were few and were put at the end of each unit.

The above researchers tried to shed light and uncover students' writing problems in English, however many students in preparatory schools still show poor performance in EFL writing. So this study was conducted in preparatory school to investigate the practice of teaching writing and its effect on students' writing performance. Even though Alamirew (2005) and Habtamu (2011) conducted their studies in preparatory schools, this study was different from their studies. For example, Alamirew (2005) conducted his research on perception of writing, writing instruction, and students' writing performance whereas this present study was conducted on teaching practice and its effects on students' writing performance.

Here, Alamirew (2005) did not study the practice of teaching writing whereas the present researcher investigated the practice of teaching writing skill and its effect on students' writing performance.

Regarding Habtamu (2011), he conducted his research on ELT teachers' beliefs of writing skills and their classroom practices. Here, the researcher did not see students' writing performance. Therefore, this present study was conducted to bridge these gaps: teaching practice and its effects on students' writing performance.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate the practice of teaching writing and its effect on students' writing performance: the case of Ediget Chora Secondary and Preparatory School.

1.3.2 Specific Objectives

More specifically, this study intended to:

- explore the practice of writing in the EFL classrooms.
- find out the effects of teachers' practice on students' writing performance.
- examine if the English textbook gave the necessary emphasis to the writing skills.
- identify the major problems preparatory school students faced in their attempt to write in English.

1.4 Scope of the Study

Due to time constraints, the scope of the study was bound to investigate the practice of teaching writing and its effect on students' writing performance: the case of three grade 12 classrooms at Ediget Chora Secondary and Preparatory School. Grade 12 students were chosen, because they were expected to have better writing performance than other students who were learning in high schools and preparatory schools. That means, grade 12 students need a good command in writing to be successful in higher institutions after they join to universities.

1.5 Significance of the Study

Since this research investigated the practice of teaching writing and its effect on students' writing performance, the findings of this study are hoped to be useful for English language teachers, students, and syllabus and curriculum designers. First, this study gives pedagogical advantage for the English language teachers, because this research suggests teachers how to teach their students. Second, as this study identified the major problems preparatory school students faced in their attempt to write in English, students might be able to take measures based on the research findings so as to improve their writing skills. Finally, syllabus and curriculum designers can get insight regarding how writing skills are practiced in preparatory schools.

1.6 Limitations of the Study

The researcher encountered some constraints during the course of conducting this study. First, some of the informants were not willing to take part, especially in the teachers' FGD. As a result, the researcher spent lots of time to convince some teachers.

Second, the researcher did not include some invaluable research findings in this study because they were shifted in to a new library and kept in a store until the completion of this study.

1.7. Thesis Organization

The thesis is organized in to five chapters: the first chapter gives background information about writing. It also justifies the need for the study, presents the objectives of the study, significance of the study, scope of the study, and limitation of the study. The second chapter presents review of related literature about writing. It also presents about some local research findings on EFL writing. The third chapter deals with research design and methodology. In this chapter, research design, research setting, sample size and sampling techniques, data gathering instruments, data gathering procedures, data analysis techniques are specified. The fourth chapter discusses research findings and discussion. Under this chapter, data obtained from four data gathering instruments i.e. classroom observation, FGD, textbook evaluation and test have been analyzed and discussed. Finally, the fifth chapter presents summary, conclusions and recommendations. In this chapter, the need for this study, objectives of the study, research methodology, findings and

conclusions have been summarized, based on the findings conclusions have been drawn, and finally recommendations have been forwarded based on the findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Under this chapter, the following points are reviewed: What is writing? The Evolution and Process of writing, the Nature, Reasons and Writing Conventions, Integrating all the Four skills, Approaches to Teaching Writing, Techniques to Teaching Writing, Techniques in Planning the Class to Teach the Writing Skill, Testing and Marking Students' Writing in EFL Classrooms, Giving Feedback on Students' Writing, Competencies in EFL Writing and International and Local Research Findings on EFL/ESL Writing.

2.1 What is Writing?

Writing is a process of communication with others in which a writer sends his/her ideas and thoughts in written forms to readers (Maria, 2018:23). For Ebabu (2013:14). Writing is coherent arrangement of words, sentences and paragraphs, structured according to a system of rules. It includes a number of sub-skills such as grammar, spelling, editing, text organization, and punctuation (Eman, 2014:14).

Writing is not something an innate that comes naturally, rather it can be learned and be improved through a lot of hard work and practice (Ali, 2017:63).

According to Carol (2000:6), there are two basic elements to any piece of writing. One is content: what the writer has to say. The other is form: the way the content or message is presented. Therefore, both content and form are inseparable in getting your message across through writing.

According to Hyland (2003b) cited in (Zheng, 2016:142), ESL/EFL writing is simultaneously a cognitive, social, and intercultural activity. It requires knowledge of the content that the writer is to address, knowledge of the English language that is required for the construction of the text, knowledge of the process that concerns how to construct the text, and knowledge of the genre that the target belongs to.

2.2. Purpose of Writing

Writing as the other language skills has its own purposes. Traditionally, the purpose of writing is to engage students with grammar, vocabulary and comprehension exercises as a means of activating students' skills in these areas rather than developing the composition skills (Solomon,2001:10-11) cited in (Ur, 1996). However, Pincas (1982) cited in Habtamu (2011:11) claims that the purpose of writing must be widened to go beyond the artificial and unrealistic type of traditional teaching to more genuine practical and relevant kind of writing. Several researchers on composition studies have come up with several purposes for learning the writing skills. However, these could fall into two broad categories: general and pedagogical purposes.

2.2.1 General Purposes of Writing

Hughey (1983) cited in Solomon (2001: 11) suggests the following general purposes of writing:

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

2.2.2. Specific Purposes

Byrne (1988) and White (1989) cited in Solomon (2001: ibid) suggest the following specific 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 learned.
- writing provides variety in classroom activities, serving as a break from oral work.
- writing has an advantage in occupational and academic purposes

- writing is one means of testing
- writing requires thought, discipline and concentration and, hence, enables students to act accordingly.

The purpose of teaching writing skills in a foreign language is to get students acquire the abilities and skills they need to produce different kinds of written texts similar to those educated people who are expected to be able to write in their own language (Ur, 2008:162). However, most of the time, classroom writing is designed to foster language learning. This kind of writing is practiced at sentence level to practice new structures, vocabulary, or to remember new items of the language (Hedge, 1988:7). Ur (2008:162) explains how writing skill is taught in foreign classrooms as follows:

Writing is widely used with in foreign language courses as a convenient means for engaging with aspects of language other than the writing itself. For example: learners write down new vocabulary; copy out grammar rules; write out answers to reading or listening comprehension questions; do written tests. In these examples, writing is simply used either as a means of getting the students to attend to and practice a particular language point, or even more frequently as a convenient method of testing it, providing information as to how well something has been learned in a form which the teacher can then check his or her lecture.

This shows that most of the time, writing in a foreign language is used to teach the aspects of language, not the writing itself. So according to Ur, EFL writing is used as a means to teach the other elements of language such as grammar, vocabulary, and specific answers after reading or listening certain texts. Therefore, no wonder that many EFL students write poorly. Hedge, (1988:8) explains that teaching writing at sentence level does not help students to write a whole piece of communication, to link and develop information, ideas, and arguments for a particular reader or group of readers. Harmer (2007: 330) also has similar ideas about writing. He calls writing at sentence level, “Writing-for-learning”, and this does not help students to generate ideas of their own. Harmer gives the following example for ‘writing-for-learning’, “Write three sentences using ‘going to’ future.”

Harmer suggests teachers to engage their students to write stories/narratives beyond getting them 'write-for- learning' for language practice.

One cannot write a text without following some conventions of writing. As other conventions of peoples' issues, writing has also its own conventions. According to Harmer (2006:225-226), writing has a number of conventions such as hand writing, spelling, layout and punctuation which separate it from speaking.

Sometimes it is too difficult for students to use the writing conventions correctly as ESL/EFL learners. For example, concerning hand writing, Harmer (2006:225) points out that learners whose native language orthography is very different from English face some difficulties in forming English letters unless they get a special training. For spelling, Harmer (2006:226) notes that incorrect spelling adversely affects the reader's judgment to the writer as a lack of education or carelessness.

Therefore, as much as possible, ESL/EFL writers should use the writing conventions as Ur (2008:163) recommends writers to pay attention on writing conventions such as neat hand writing, correct spelling and punctuation, acceptable grammar and careful selection of vocabulary.

So in general, some of the writing conventions ESL/EFL writers need to be careful when writing are hand writing, spelling, punctuation, layout and grammar.

2.3 Writing in the Mother Tongue versus the ESL contexts

Research revealed that there are more of similarities than differences in L₁ and L₂ contexts though there are certain distinctions that have to be drawn while dealing with teaching to write in the first and in the second language contexts. Research findings by Zamel (1982) cited in Solomon (2001: 13) indicated that linguistic competence has not been found to be as important as competence in the composing process in order to write proficiently in English. She also discovered that the writing process of her L₂ subjects were similar to those of the subjects described in L₁ studies. Thus, it was concluded that L₁ process-oriented instruction may also be of expressiveness in their L₁ writing could easily learn to express themselves in the written medium of L₂ context.

2.4. The Process of Writing

According to Shughnessy (1977) cited in Hedge (1988:21), writing is a messy process that leads to clarity. The process of writing contains a number of stages. It includes a series of steps from brainstorming, multiple drafts development, revising, editing the final draft and peers' and teacher's feedback (Hedge, 1988:32).

The process of composition is not a linear one, moving from planning, writing the first draft, revising, and editing. *It* is a recursive activity in which the writer moves backwards and forwards between drafting and editing, with stages of re-planning in between (Hedge, 1988: *ibid*).

Zemach (2005:3) clearly presented the stages of the writing process classifying them into six steps including what to do in each step. These stages of writing are presented as follows:

Pre-writing

Step One: Choose a topic. Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, choose your topic yourself.

Step Two: Gather ideas. When you have a topic, think about what you will write about the topic.

Step Three: Organize. Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk first, which to talk about next, and which to talk last.

Drafting

Step Four: Write. Write your paragraph or essay from start to finish. Use your notes about your ideas and organization.

Revising



Step Five: Revise structure and content. Check what you have written. Read your writing silently to yourself or aloud perhaps to a friend. Look for places where you can add more information, and check to see if you have any unnecessary information. Ask a friend to exchange texts with you. Your classmate reads your text, and you read his or hers. Getting a reader's opinion is a good way to know if your writing is clear and effective. Learning to give opinions about other people's writing helps you to improve your own. You may want to go on to step six now and revise the structure and content of your text before you proofread it.

Re-writing

Step six:

Revise structure and content. Use your ideas from step five to re-write your text. Make improvements to the structure and content. You might need to explain something more clearly, or add more details. You may even need to change your organization so that your text is more logical. Together step five and six can be called editing.

Proofread. Read your text again. This time, check over spelling and grammar and think about the words you have chosen to use.

Make final corrections. Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished.

Borrowed from Zemach (2005:3)

The writing process has been given an emphasis in teaching writing. For example, Ur (2008:168) suggests learners to write down their ideas, and not to worry much about spelling and grammar at the first of their draft, because there is time for revising and editing.

However, most EFL students in Ethiopia are not observed to follow the writing process during writing in English. For example, Tagesse (2009: 45-46) discusses about how reluctant students skip the process of writing as follows:

...they tend to seek short cut completions of the task. They begin drafting, sometimes even their final drafts, before collecting necessary information, making outlines, and planning their work properly. They jump other necessary steps like editing and revising their work for different aspects of grammar, vocabulary, mechanics et cetera.

From this, one can understand that some students do not want to follow the stages of the writing process when writing in English.

2.5 The Nature and Conventions of Writing

In its nature, writing is different from the other skills. It is a complex task with a number of stages going on at the same time, and some writers know how to write successful pieces of writing (Hedge, 1988:19).

According to Aragon and et al (2013:6), from the four language skills, writing is the most difficult skill to attain. One could not master it overnight. Desalegn (2011:8) in his part also states that writing is the most challenging skill to acquire at once.

Language scholars agree that a good writing is not acquired naturally. For example, Coker and Lewis (2008:233) cited in Mohammad (2016:129) concluded as follows:

Research in to the cognitive process of expert writers has clearly demonstrated that effective and skilled writing is neither a natural consequence of language developmental nor an organic unfolding of natural developmental process. Writing is a complicated activity that is dependent on a rich assortment of cognitive processes and on the social context of the writer.

Though the above idea implies that writing ability is improved through learning, some English language teachers do not know how to improve students' writing. According to King (2000:2), teachers do not realize how to help their students, who write poor texts with illegible hand writing, poorly constructed and misspelled sentences. Aragon and et al (2013:7) recommend students what to take in to account when writing as follows:

Although some of the strategies teachers use encourage their students to be creative and organized, but that is not enough. Students must take in to account many aspects at the time of writing such as vocabulary, mechanics, grammar, organization, and content, and not only one of these items because to create adequate compositions, students must take in to account every single detail. The problem is that they do not care about the kind of essays they are creating and they do not follow the correct steps that will provide all the sources for their compositions. They just care about the grade they will receive at the end of a homework or assignment.

This shows that writing needs consciousness of every aspect of the language such as vocabulary, mechanics, grammar, organization, and content.

The composition writer Miles J. (1975) cited in Aragon and et al (2013:710) expresses the position that teaching writing is responsibility of each subject teacher. He says:

We know that good writing, like good thinking cannot be taught once and for all. It is not a simple skill like swimming; indeed even a swimmer can be coached to get better and better. Thinking is one of the most complex abilities, and writing is an evidence of it. So students need help with writing at many stags from third grade to eighth grade, to tenth to high school, to college and beyond and from subject to subject. Whenever a new stage of thought and a new subject matter comes along, the accumulated abilities of the students need conscious thoroughgoing adapting to the new material and maturity.

This shows that subject teachers also have a responsibility in improving students' writing.

2.6. Integrating all the Four Skills

According to Haregewain (2008:68) and Meron (2015:14) integrating all the four language skills has a great deal of advantages because it helps students to practice the language skills simultaneously. Haregewain stresses that if writing is integrated with reading, speaking, and listening, it becomes part of communication. Raimes (1983:68) has also similar belief in integrating skills. She said that if students use all the language skills simultaneously, the language learning classes come as close as possible to real life communicative situations. Following is a discussion how writing is integrated with reading, speaking and listening:

2.6.1. Reading and writing

Integration of reading and writing skills has a great impact on the development of writing abilities, particularly in the L₂ writing (Solomon,2001:17). Researchers such as Hughey et al (1983) and Murcia (1993) cited in Solomon (2001:17) believe that writing is improved through writing and reading. To this effect, reading lessons provide adequate input in stylistic choices, grammatical features, methods of development and the like (Kroll, 1991) cited in Solomon, *ibid*). According to Horwitz (1986) cited in Solomon, *ibid*), reading can be integrated in higher level writing classes for it helps students in academic writings that require skills such as paraphrasing, summarizing, interpreting and analyzing concepts.

Thus, integrating reading into the writing lessons will ease the burden students face when composing.

2.6.2. Speaking and writing

According to Solomon (2001:16), there are many instances where speaking and writing are found integrated in language learning. 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 later reference. In an interview session, the interviewee(s) speak(s) while the interviewer(s) write (s) certain remarks. Surprisingly, listening is also naturally integrated with speaking in order for communication to occur.

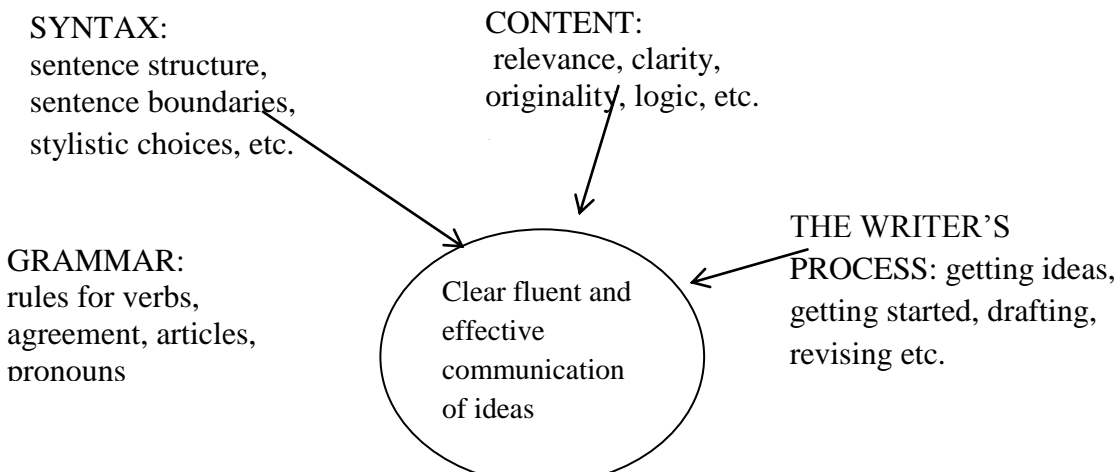
2.6.3 Listening and writing

According to Kroll (1991) cited in Solomon (2001:17), 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 blackboard and students are supposed to write the text from memory using the vocabulary items. 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.

2.7 Approaches to Teaching Writing

According to Zohreh (2012:107), there are different approaches and techniques for teaching writing in English as a second or foreign language.

Raimes (1983:6) suggests that writers should deal with the following language items when writing:



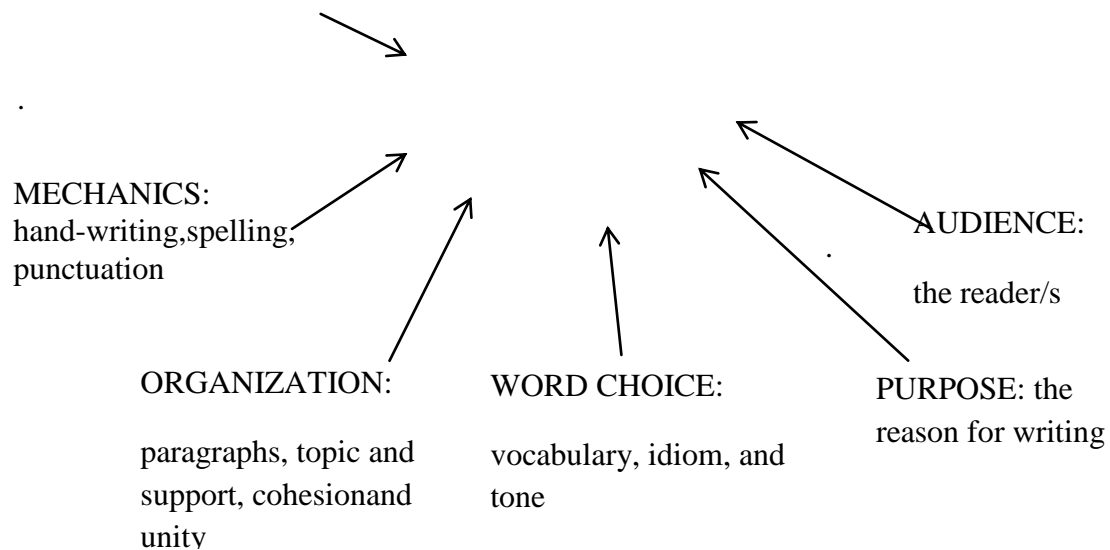


Figure 1: Language items used for writing

2.7.1. The Product Approach

According to Mesfin (2013:43), the foundation of the product approach is the behavioral psychology and the structural linguistics. The product approach of writing focuses on the finished product of the written text rather than the process of writing (Molla, 2009:7). According to Hedge (1988:8), some lists of language skills that learners should aware of in the product approach to writing are getting the grammar right, having a range of vocabulary, punctuating meaningfully, using the conventions of layout correctly, using correct spelling, and using a range of sentence structures.

According to this approach, learners are expected to imitate a model text so as to understand the patterns of the language Mesfin (2013:43), and Haregewain (2008:59). Since the purpose of the product approach is habit formation (Mesfin, 2013: *ibid*), tasks that are prepared for writing are designed in such a way that students can copy or manipulate the model tasks prepared by the teacher.

There are certain steps to teach the product approach. According to Richard (1990) and Rivers (1996) cited in (Mesfin (2013:43), the common steps in teaching the product approach are the following:

Firstly, the teacher reads model texts, and highlights features of the genre (a formal letter, story and so on). Secondly, students practice the highlighted genre in isolation. Then, students organize ideas. Finally, learners produce a written text based on the model text they practiced.

2.7.2. The Process Approach

According to Muncie (2002:180) and Allen (2003) cited in Haregewain (2008:59), the process approach is considered as the best authentic approach to teach writing at all grade levels, and it focuses on the process of writing, starting from generating ideas to the end product. As Hedge (1988:57), the main advantage of the process approach is to help students gain greater control over the cognitive strategies involved during composing. So the implication of the process approach is to assist students who have difficulty writing in English as a second or foreign language.

Raimes (1983:12) suggests two important things for English language teachers who apply the process approach in the classroom: giving time for students and feedback on the content of what learners write in their draft.

2.7.3 The Genre Approach

The conception of this approach is the idea that writing is not individualized activity.

According to (Eman, 2014 : 20), the writing process is not abstract, internal and cognitive, rather it is socially situated activity. So the genre approach views writing as a tool that achieves social purposes in a particular context (Hyland, 2007) cited in (Eman,2014 : *ibid*). According to Flowerdew (1993) cited in Solomon (2001:34), genre approach is an alternative writing pedagogy that has put forward the idea that writing is differently structured depending on the purpose and audience. Genre approach is considered to be the extension of the product approach for it regards writing as primarily linguistic knowledge such as grammar and text structure (Martin, 1993), Badger & White (2000) cited in Solomon (2001:*ibid*).

In the classroom where genre approach is employed, students would be provided with examples or texts; the teacher would explain the different features. In contrast to the process approach, the teacher has a greater input at the beginning of a lesson. Later, students would research and draft a similar piece of writing in the chosen genre. Students are evaluated on the basis of their capabilities to reproduce the different genres.

2.8 Types of Writing Tasks

According Atkins et al (1996), Pincas(1982), and Raimes(1093) cited in Zerihun (2009 : 14), writing activities can be divided in to three levels of writing as controlled writing, guided writing, and free writing.

2.8.1 Controlled-Writing

According to Atkins et al (1996), Pincas(1982) cited in Zerihun (2009 : 15), controlled writing tasks are the most common exercises types emphasized in most EFL classrooms. In controlled writing, there students are not allowed to write their own ideas , because the teacher has complete control over what the students are writing. such writing activities involve, copying sentences from substitution table, or filling in blank spaces where students are required to supply probably only one possible answer.

2.8.2 Guided-Writing

In this types of writing, students have some opportunity to add their own ideas, but there are some hints or guidances by the teacher. In guided-writing, students are given more freedom in the selection of lexical items and structural patterns for their written exercises (Rivers, 1981:302) cited in Zerihun (2009: 15). Examples of guided writing activities include notes from listening, notes from parallel passages, dialogue composition, question to answers, charts, tables and diagrams, and such activities are believed to be the basis for teaching paragraphs(Atkins et al (1996) cited in Zerihun (2009 : ibid).

2.8.3 Free-Writing

In free writing, students are supposed to produce their own written texts using their own ideas from give topics or from their own ones. Here, students are free to write what comes in to their mind using their own choice of word and structure (Zerihun,2009: 16). In free writing activities, the teacher does not provide any guidance in terms of language or content, and some examples of free writing activities include writing a letter and writing a short story Zerihun (2009 : ibid),

Generally, as students develop in their grade levels and academic performances, they are to be provided with fewer controlled writing tasks, and they are supposed to get more freedom of expression while trying their ideas come across (Zerihun,2009 : ibid).

2.9 Techniques in Planning the Class to Teach the Writing Skill

Raimes (1983:12) observed from her experience that the different techniques found in textbooks and training courses nowadays can be confusing. Therefore, she recommends English language teachers to examine the techniques whether they fit to their classes, students' level of understanding and the approach that underlies their own curriculum and their own teaching.

So, English language teachers can ask some questions to help them decide how to teach the writing skill in the classroom (Raimes, 1983: *ibid*). These are:

1. How can I find enough topics?

ESL teachers face with some difficulties in selecting a good topic for students to write (Raimes, 1983:14). They look for good topics in textbooks; it is a waste of time. One useful source is the students themselves and their interests (Raimes, 1983: *ibid*). According to her, the basic thing what English language teachers should consider is not which assignment they can develop so that their students can explore the subject as fully as possible, but making their students engage in varieties of exercises from a single topic. She says the following:

A reading passage, a controlled composition, a sentence combining exercise, a scrambled sentences to organize in to a paragraph, a dictation, role-playing activities, a passage to copy, a letter to write, a form to fill out, or a graph to interpret, all of these can emerge from the same topic instead of one being about space travel and another about John and Mary's picnic.

2. How can I help to make the subject matter meaningful?

According to Raimes (1983:16), to make the subject matter interesting, tasks should be designed in a meaningful manner to both the writer and the reader.

Raimes (1983, *ibid*) gives the following example:

Instead of saying, 'Change the verbs in the following passage to the past tense' is better to say 'The passage below contains a description of the daily activities of a man who is being watched by the police. You are a detective who observed the suspect yesterday. Write an account for your boss of what the suspect did' would be more meaningful.

3. Who will read what my students write?

According to Raimes (1983:17-18), students write for one of the following readers:

- To one student in the class, exchanging a draft with the writer and commenting on the draft he/she reads.
- A group of students in the class, reading a draft or listening to it read aloud and commenting on it.
- A real outside audience: for example, a letter to a student travel organization, a class magazine of student writing samples displayed on a bulletin board, a letter to a pen pal et cetera.
- An imaginary outside audience: with this type of reader, students engage in a simulation game, a role-playing activity in writing. They pretend to be in a specific situation, they write for a specific reader. For example, as a landscape architect, a student writes a description for the City Council of how he/she will design the New City Park. In most cases, the real reader will of course be the students or the teacher. As readers, they too, can role-play and respond to the piece of writing as the member of the City Council.
- The student himself/herself: writing poems, a few notes, or drafts for himself/herself.

4. How are the students going to work together in the classroom?

After the English language teacher has decided the topics, purpose, audience, and some integrated language activities, he/she should decide how the students are going to work. Students can practice the writing skill in group, in pair or individually. Regarding group work, Raimes (1983:18) states important points as follows:

Group work in the classroom has been shown to be valuable for native speakers who are learning to write. Inexperienced writers are less fearful when their peers read and comment on what they write; they like to see what their peers produce and they welcome the unthreatening exchanging of ideas that happens in a small group.

(Raimes, 1983:18-19) adds, “For second language learners who need more time and opportunity to practice using the language with others, group work is especially beneficial.”

5. How much time should I give to my students for their writing?

Time is an important element in the writing process and an element that distinguishes writing from speaking. This is because students need time when they write their work from brainstorming to proof reading (Raimes, 1983:21). Teachers should allot enough time for students to write messy notes, to scribble ideas, to tear up what they have written and to start again (Raimes, 1983: ibid).

This implies that through practice, students can make their writing more interesting, organized and accurate, but to do this they need enough time.

6. What should I do about errors?

Concerning errors, Raimes (1983:22) recommends English language teachers to use some of the general strategies mentioned below:

- See errors as friends and not as enemies to be conquered; they tell you a great deal about your students and their learning processes, for in errors we can see evidence of the learning process at work.
- Use errors in students' writing to plan ahead about what the students need to work on next and the trouble they face with.
- Give your students time and opportunity to correct errors before you do.
- Let the students identify and correct all the other errors later.

2.10 Testing Students' Writing in EFL Classrooms

Assessing the writing skill is part of the teaching and learning (Haregewain, 2008:75) and MoE (2009: X).

According to Weir (1990) cited in Haregewain, (2008:76), there are two approaches for testing writing. These are: the direct testing of writing and the indirect testing of writing. The direct testing of writing includes essay tests, controlled writing, guided writing, free writing, and summary. In the other hand, the indirect testing of writing includes certain activities of students such as editing a text containing a number of errors of grammar, spelling, and punctuations, re-writing a passage by making all the necessary corrections.

2.11 Marking Students' Writing

Concerning marking, Heaton (1991) cited in Haregewain (2008:76-77) suggested three major marking methods. These are: error count method, the analytical method, and the impression or multiple marking methods. Error count method is simply counting up the number of student errors but it ignores different categories of errors and content. The analytical method depends on a marking guideline which has been carefully prepared by the examiner or group of examiners. According to Haregewain (2008:77), this method is useful for making class progress test. In this method, it is possible to be flexible in the divisions (such as grammar, vocabulary, spelling, content et cetera) and the weight given to them. The impression method (multiple marking) is valuable for marking a large number of compositions. In this method, two or three markers score each paper and then marks are averaged out to reveal the student's score.

2.12 Giving Feedback on Students' Writing

During those behaviorists in the 1950s and 1960s, errors were seen as something to be prevented through intensive practice and modeling, but these days, errors are considered as signs of learning (Hedge, 1988:15).

Ur (2008:170), suggests which language items to be corrected as follows:

When a student submits a piece of original writing, the most important thing about it is, arguably, its content: whether the ideas or events that are written about are significant and interesting. Then there is the organization and presentation: whether the ideas are arranged in a way that is easy to follow and pleasing to read. Finally, there is the question of language forms: whether the grammar, vocabulary, spelling and punctuation are of an acceptable standard of accuracy.

According to Ur's explanation, a piece of student's original writing should be corrected focusing on content, organization and language forms such as grammar, punctuation and spelling.

However, some English language teachers do not give feedback on content and organization. They tend to focus basically on language forms when giving feedback, and the reasons according to (Ur, 2008: ibid) are:

- Mistakes in spelling or grammar catch the eye and seem to demand to be corrected; they are very difficult to ignore them.

- Students also want their language mistakes to be corrected.
- Language mistakes are far more easily and quickly diagnosed and corrected than content and organization.

Concerning correcting written work in large classes, it may be difficult to correct for each student's work, because it is time-consuming. In this circumstance (Ur, 2008: 171) and Raimes (1983: 151) recommend the following solutions for English language teachers when giving written feedback in large classes:

- ❖ Teachers might correct only mistakes that actually affect meaning that lead to misunderstanding or confusion on the part of the reader. Actually, correcting too much mistakes can be discouraging students (Ur, 2008: *ibid*).
- ❖ Let students correct and edit to each other's writing.

The problem is that some students may feel uncomfortable correcting, or being corrected by their peers, and for this problem, Ur (2008:172) has a solution. Teachers should make their students work together on their first drafts and giving each other feedback on content, language and organization. They then rewrite it and give the final version to the teacher.

Regarding student feedback, Dawit (2003:40-41) found a surprising result by training students to receive written feedback from their peers. He asked them two questions to find out their perceptions or positions towards their peers' feedback. Before the training, they were not interested in the comments they received from their peers. Their reasons were the comments they received were not clear and more general. However, after they get trained, the students were asked the same questions, and their responses were the opposite. They witnessed that they liked the comments given by their friends.

From this, one can understand that training students on peer feedback changes students' perception.

Temesgen (2008) also conducted an experimental research on peer feedback. He found that peer feedback enhanced students' writing performance specifically mechanics, grammar, and spelling. However, the students under study could not able to comment on content, organization, coherence, and vocabulary (Temesgen, 2008:56-57).

Although Temesgen (2008: *ibid*), reported that students seemed not to give feedback on content, organization, coherence, and vocabulary, the researcher of this present study believes that if students get intensive training on how to give feedback on content, organization, coherence, and vocabulary to a friend, they can do it.

2.13 Local Research Findings on EFL/ESL Writing

Research findings conducted locally in EFL writing are surveyed here as follows:

Alamirew (2005:215-220) found that teachers made their students to read aloud in front of the class to what they had written instead of giving appropriate feedbacks for their learners.

Molla (2009:56-57) found that the major causes why English major students at Abbiyi Addi College of Teacher Education had poor performance in writing skills were lack of practice writing since lower grades, shortage of time given to students' writing, teachers' focus on grammar and mechanics than on content and organization of ideas while giving feedback, and less help from language teachers.

Ebabu (2013:233-234) also found that the causes for students' poor writing abilities were shortage of time, and inappropriate use of methodology by teachers.

Teshome (2007: 65) also found that the teaching and learning of the writing skill at Asella College of Teachers' Education was not effective, because they were teaching the skill at the surface level.

Mesfin (2013:235) found that the major causes not to fully implement the process approach in basic writing classes successfully at Hawassa University were lack of sufficient time, students' lack of writing experience at secondary school level, large class size, instructors' attitudinal difference, lack of discussion forums for instructors about writing, scarcity of sufficient materials in the library, and students' cultural influence.

Habtamu (2011:41-42) also found that some of the mismatches between teachers' beliefs and their classroom practices were lack of adequate time and material, the wash back effect of the national examination, the influence of the traditional approach to writing instruction, and students' lack of interest.

Simachew (2012:175) found that because of the wash back of the exam, both teachers and students focused on form-related language aspects mainly on grammar, vocabulary, and technical aspects of speaking and writing skills.

So to conclude, the common findings of the above local researchers were found to be the failure to implement the process approach in the classroom, lack of sufficient time, students' lack of writing experience in the lower grades, inappropriate methodology of teachers to teach the writing skill, and students' lack of interest.

Thus, the present study was hoped to come with its own findings and contributions by investigating the practice of teaching writing and its effect on students' writing performance: the case of Ediget Chora Secondary and Preparatory School.

SUMMARY

In summary, EFL writing is the most difficult and complex task, but the most demanding skill. Writing needs continuous practice that one could not master it overnight. Language scholars agree that a good writing is not acquired naturally.

Therefore, to make students successful in their EFL writing, English language teachers should do their best to improve students' writing skills. Teachers should use different writing approaches and techniques to boost learners' writing performances. In case of students, students should make continuous effort to develop their writing skill. They should practice writing continuously in the EFL classroom as well as at home. Regarding the textbook, the EFL textbook should be prepared the way students can practice the writing skill at paragraph and essay level. Writing tasks in the textbook should be practiced following the stages of the writing process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research setting, research design, sample size and sampling techniques, data gathering instruments, data gathering procedures, data analysis techniques, and data organization.

3.1. Research Design

According to Fraenkel & Wallen (1990:557) a mixed method approach includes both qualitative and quantitative methods in a single study. The use of both methods provides a more complete understanding of research problems than does the use of either approach alone (ibid). One of the reasons why researchers use mixed method approach is when the researcher has both qualitative and quantitative data (CresWell, 2002:537).

Therefore, the researcher used a mixed method approach to analyze data qualitatively and quantitatively.

3.2. The Research Setting

This research was conducted at Ediget Chora Secondary and Preparatory School. It is found at Yeka Sub-City in Addis Ababa. The school was selected as the research setting because it is a new government school that did not get an attention of other researchers. The school started teaching preparatory students last year (2010 E.C). This phenomenon attracted the researcher to conduct the study in that school.

3.3. Sample Size and Sampling Techniques

There were 289 students, 122 males and 167 females in grade 12 in 6 sections. However, since the total number of the students was not manageable for the researcher, 3 sections were selected through simple random sampling technique. As a result, 143 students, 58 males and 85 females were participants of the study.

Regarding teachers, there were 17 English language teachers, 13 males and 4 females. From these teachers, 6 males were teaching in grade 12. Therefore, all the 6 teachers who were teaching in grade 12 were selected through purposive sampling technique.

3.4. Data Gathering Instruments

The researcher used four data gathering instruments to conduct this study. These data gathering instruments were: classroom observation, FGD, test, and document analysis. These data gathering instruments were employed as follows:

3.4.1. Classroom Observation

Classroom observation was employed as the main data gathering tool to collect data in the actual teaching and learning of the writing skills. According to Dana (2011:160), there are two common ways of gathering data through observation: participant observation and unobtrusive observation. Participant observation is an observation that a researcher interacts with participants and become part of their community. Conversely, in unobtrusive observation, the researcher does not interact with participants but rather simply records their behavior. Therefore, the researcher used unobtrusive observation to collect data from observation. Accordingly, the researcher observed 3 English language teachers out of 6 teachers who were teaching in grade 12. Each teacher was observed 6 times for 42 minutes a lesson. The researcher adapted 6 items out of 31 items from an observation checklist of Andrea and Cynthia (2014:45-50) to collect data, because these items had direct linkage with objectives of this study.

3.4.2. Focus Group Discussion

According to Uwe (2009:195), focus group discussion is an interview with small group of people, basically from 6 to 8 people discussing on limited number of questions.

The main advantage of FDGs is that they are low cost and rich in data, because in their nature, FDGs stimulate respondents (Uwe, 2009:198).

Therefore, the researcher used FGD to gather information from teachers and students.

All the 6 English language teachers, who were teaching in grade 12, were selected through purposive sampling for FGD. Unfortunately, only 4 of them made the FGD, because 2 of the

teachers were absent during the FGD. The teachers made FGD on 4 different questions in English.

Regarding students' FGD, 6 students were selected through quota and systemic random sampling for FGD. Accordingly, two students were selected from each section, and they made FGD on four different questions in Amharic, because the researcher suspected that some students might not discuss in English actively. The role of the researcher during the teachers' FGD and students' FGD was facilitating the discussions.

3.4.3. Test

The purpose of this data gathering instrument was mainly to identify the kinds of mistakes students commit during writing in English. Accordingly, from a total of 143 students in three sections, 39 students, 15 males and 24 females were selected through quota and systematic random sampling. As a result, 13 students were selected from each section regardless of sex for essay writing test.

Regarding, marking, Heaton (1991) cited in Haregewain (2008:76-77) suggested three main marking methods. These are: error count method, the analytical method, and the impression or multiple marking methods. Error count method involves counting the numbers of errors students make, it ignores other problems such as problem in content and organization. The analytical method is employed for glass progress, and it depends on a marking guidelines which have been carefully prepared by the examiner or group of examiners. In this type of marking, there is always flexibility in assessing language items such as grammar, vocabulary, content and organization. The impression method (multiple marking) is valuable for marking a large number of compositions, and in this method, two or three markers are recommended to score each paper and then marks are averaged out to report the student's score (ibid). Therefore, the researcher used impression method (multiple marking) to mark the students' written essays. Then, the researcher himself and two English language teachers rated the students' essays.

3.4.4. Textbook Evaluation

Besides the above data gathering instruments, the researcher evaluated the English language textbook of grade 12 if it gave the necessary emphasis to the writing skills. In doing so, the researcher adapted a checklist with 4 criteria proposed by Cunningsworth (1995:84).

3.5. Data Gathering Procedures

Data were gathered in the following ways: first, the researcher thoroughly analyzed all the 12 chapters of the student's textbook of grade 12. Then, after conducting classroom observation, the researcher made FGDs with the selected teachers and students. Conducting classroom observation before teachers' and students' FGD enabled the researcher to prepare questions for FGD which were not observed during the observation sessions. Finally, the researcher employed essay writing test.

3.6. Data Analysis Techniques

The collected data were analyzed qualitatively and quantitatively. Here, the data gathered through observation, teachers' FGD, students' FGD and document analysis were analyzed and described qualitatively through discussions whereas the data obtained through test were analyzed quantitatively by using central tendencies such as mean score and percentage followed by discussions.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 RESULTS

This chapter deals with analyzing and discussing data obtained from the classroom observation, teachers' and students' FGDs, scores of students' test and textbook evaluation.

4.1.1 Results of Classroom Observation

The data obtained from classroom observation are analyzed as follows:

As shown in appendix A, T₁ taught 3 controlled-writing, 1 guided-writing, and 2 free-writing tasks. T₂ taught 3 guided writing and 3 free-writing whereas T₃ taught 2 controlled-writing, 3 guided-writing, and 1 free-writing. Totally, the types of writing taught by the 3 teachers were 5 controlled-writing, 7 guided-writing and 6 free-writing tasks. Therefore, from 18 observation sessions in 3 sections, free writing was practiced only 6 times. In the remaining 12 sessions, writing was practiced either as controlled-writing or guided-writing at word and sentence level. The controlled and guided-writing were aimed at teaching the aspects of language such as grammar and vocabulary.

Harmer (2007:330) views writing at sentence level, "writing-for-learning." Ur (2008:162) in her part also confirms that EFL teachers teach the aspects of language rather than the writing itself. According to her, EFL learners write down new vocabulary, copy out grammar rules, complete answers to reading or listening comprehension questions.

The students did not follow the stage of the writing process when they were practicing the writing skill though the textbook informed students to follow the stages of the writing process, and students in the FGD confirmed that they did not use the stages of writing process when attempting writing in English.

From the writing tasks practiced during the observation sessions, only one writing task was integrated with reading by T₁. After the students thoroughly read a passage about a "Fair Trade," they were told to write a business letter to the Manager Director in London to persuade him/her to participate in a Fair Trade scheme for the purchase of sesame seeds.

According to Haregewain (2008:68) and Meron (2015:14) integrating all the four language skills is very important, because it helps students to practice the language skills simultaneously. Raimes (1983:68) also claims that learning a language comes to real life communicative situations possible when all the four language skills are integrated in the language classrooms. However, the data obtained from classroom observation revealed that the observed English language teachers at Ediget Chora Secondary and Preparatory School did not integrate the writing skills with the other language skills (except 1 writing task which was integrated with reading), and this finding was similar to previous finding of Alemayehu (2008:46). He found that teachers rarely integrated the four language skills in the classroom.

From 18 writing instructions in 3 sections, written feedback was given 5 times and oral feedback was given 13 times. All the oral and written feedback were given only by the English language teachers.

All the teachers did not give written feedback for each stage of writing, rather they gave written feedback on the product of students' writing, and the kind of feedback they gave focused on spelling, grammar and punctuation. Teachers were underling, circling and putting (X) marks for every student's errors. This kind of written feedback according to Ur (2008:171) can discourage students.

The oral feedback was provided after the students read aloud to the whole class, and this way of giving feedback was similar to previous finding of Alamirew (2005:215-220). According to him, students were made to read aloud in front of the class what they had written. The present researcher also noticed the same thing in the classrooms he had observed.

Students were not encouraged to give written feedback on their friends' written texts. This was also crosschecked through teachers' FGD that teachers considered their learners as incapable to give written feedback to their friends.

Generally, the classroom observation showed that most of the time, teachers were teaching the writing skills at word and sentence level to teach grammar and vocabulary. Teachers did not encourage their students to follow the stages of writing. The classroom observation also revealed that self-correction and peer correction were not practiced during the teaching of writing. Almost the writing skill was not integrated with the other skills as well.

4.1.2 Results of Teachers' FGD

The data obtained from teachers' FGD are analyzed and discussed below:

Discussion question 1 was about the main problems preparatory school students especially grade 12 faced in their attempt to write in English.

The teachers discussed different causes for students' problems in writing.

For example, T₃ said the following:

Well, I think writing is the most difficult skill, especially when students try to write in English. They miss spelling, because in English, some letters are written, but they are not pronounced. So when they write, they always make mistakes. The other and the main problem is that students do not have base in writing in lower grades. They have not practiced writing. So such kinds of problems may affect students' writing skills.

Concerning complexity of the English language, Harmer (2006:225) explains *that* learners whose mother tongue writing system is very different from English have trouble with writing in English.

Therefore, according to T₃, the main problems preparatory school students faced in writing were lack of practice writing in the lower grades and the nature of the English language by itself.

T₄ also discussed the following points as main problems for students' writing in English:

In my view, the central problems that students face in writing are: students have poor background in writing. At elementary level, the students are not provided with writing skills...they have not developed the experience to write in English. The other point is that most of our students are too poor in vocabulary. This in turn, hinders them not to generate ideas which enable them to write. Teachers themselves are not very interested in writing, and the local environment itself contributes or it does not help students to develop their writing, because most teachers do not provide their learners with interesting writing topics. This also hinders students not to write in English.

So according to T₄, the main causes preparatory school students faced in their attempt to write in English might be poor background in writing, shortage of vocabulary, little help from teachers, and the learning environment.

In general, the teachers discussed the following points as main reasons why most of students were poor in writing:

- Poor background of students in writing.
- Students' lack of interest and confidence to write in English.
- The students were not good readers.
- The students did not practice the writing skill in the lower grades.
- The nature of the language by itself is difficult.
- Large class size.
- Fear of making mistakes.
- Lack of time to practice the writing skill in the classroom.
- Teachers were not interested to teach the writing skill.

So in short, some of the main problems preparatory school students especially grade 12 faced in writing might be: poor background in writing, lack of interest and lack confidence, lack of reading, lack of practice from the lower grades, the nature of the English language, large class size, fear of making mistakes, shortage of time, and little or no interest of teachers to teach the writing skill.

These findings were similar to previous findings of Mesfin (2013:235), Ebabu (2003:233), and Molla (2009:55-56). For example, Molla (2009:55-56) found that the major causes of writing problems of students at Abbiyi Addi College of Teacher Education were students' lack of practice writing from the lower grades, inadequate time given to students during writing, less help from English language teachers, and inappropriate ways of giving feedback.

Discussion question 2 was about some of the main reasons why free-writing was not frequently practiced in the EFL classrooms in grade 12.

The teachers raised the following points as some of the main reasons why free-writing was not frequently practiced as follows:

- Large class *size*.
- The failure of the curriculum.
- Time constraints.
- Students had not exposure to free-writing.

➤ Illegible hand writing.

For instance, T₂ discussed some of the reasons why students did not practice free-writing as follows:

I think this is in connection with the Ethiopian curriculum itself. The curriculum does not enable learners to practice free-writing. It is designed based on controlled and guided-writing. Teachers themselves developed their writing skills through controlled-writing and guide-writing. They themselves learned in the same way. They had not exposure to free-writing when they were students. The other problem is in connection with time. Teachers most often get prepared on controlled-writing and guided-writing, and they themselves are not willing to check students' writing. This may be because of the reason that teachers themselves could have lack of confidence how to check students' writing. The culture of writing itself is not included in the Ethiopian curriculum, too. The other point is the number of the learners. It is very difficult to provide each student with various topics to write and check what they have written freely. So the number of students matters. These are some of the reasons why students do not write in English.

So according to T₂, some of the reasons why teachers did not teach free-writing frequently might be shortage of time and large class. However, the problem of the curriculum he discussed is contradicted by the finding obtained from document analysis, because the textbook gave the necessary emphasis to free-writing.

T₄ also discussed that free-writing needed some effort. However, teachers were forced to do some paper work in the school. According to him, the situation, the environment, and the curriculum were not encouraging to teach the free-writing at school.

According to T₄, the English language teacher seemed to have some burden to practice free-writing in EFL classrooms beyond the shortage of time discussed by T₂.

In general, some of the main reasons why teachers did not teach the free-writing as much as possible were large class size, time constraints, students' lack of exposure to free-writing, and illegible hand writing of students.

In discussion question 3, teachers were asked if students would give written feedback to their peers.

All the teachers discussed the following points why students did not give written feedback to their peers:

- Students could not give effective feedback, because all of them were at the same level of language proficiency.
- Being critic was not students' culture. As a result, students were not in the position to give feedback to their friends.
- Students were not interested in learning the writing skill at all, let alone to check their peers' writing.
- Students had poor background in writing. As a result, they could not check their friends' writing.
- Students could not notice the entire mistakes when checking their friends' writing due to limited knowledge of the language.

For example, T₁ and T₂ discussed the following points respectively:

T₁:

In my case, writing is the most difficult skill. So it is not even easy to the teacher to teach the writing skill. It is very challenging. So if you simply let your students check their friends' work, I think it will not be effective. They all are in the same level, so they all make the same mistake. Are the students capable to see their friends' mistakes? I don't think so. I do not make my students to give written feedback to their peers.

T₂:

I think this is in connection with poor background of the students. Students themselves are not good at writing. So they do not want to check their friends' work, and the other is being a critic is not their culture. For example, if you criticize your friend seriously, may be your friend may develop hostility, considering your criticism negatively. So students are not confident enough to criticize, and I think the main problem is poor back ground of the students, and as you know English is not

their mother tongue. So checking their friends' work is difficult. The other is the students are not interested in learning itself. They are learning reluctantly. These are some of the problems.

From the above discussions, one can surely understand that the students did not give written feedback to each other. As T₂ discussed, though students might feel uncomfortable because of the written feedback they receive from their friends. However, this problem can be solved by training students on peer feedback, because according to Temesgen (2008:56-57), peer feedback improves students' writing performance.

Local research finding conducted by Dawit (2003:40-41) also confirms that training students on peer feedback changes students' attitude on receiving a comment from a friend positively.

So in general, it is better to make students give feedback in writing by giving them special training than to consider them as if they were incapable to give written feedback to each other.

Discussion question 4 was about the solutions for students' problems in writing.

The teachers discussed different solutions for students' problems in writing. T₄ for example discussed some points based on his own experience as follows:

....The Ethiopian curriculum is mostly prepared the way that only guided-writing and controlled-writing are provided, and the teachers themselves learned in the same curriculum. So teachers themselves are not interested in providing the learners with free-writing tasks that is why our students get confused when writing. For example, three years ago, I went to the class and randomly, I distributed various topics more than 50 topics to my students, and just I told them to write what they know on the respected topics. From more than 50 students, I remember only 5 students could write what they know freely on those topics given. From this, you can conclude that there is no practice or habit of free-writing system. So the curriculum should include free writing. Much focus should be given to free-writing, and students should be helped to be rich in vocabulary.

In general, teachers forwarded the following solutions for students' problems in writing:

- Students should be confident enough when writing.
- Students should be good readers.
- Students should write continuously.
- The class size should be limited.
- The curriculum should give emphasis for writing.
- Teachers should provide learners with interesting topics.
- Teachers should help students to be rich in vocabulary.
- Writing should be given in the Entrance Examination.

4.1.3 Results of Students' FGD

The data obtained from students' FGD are analyzed and discussed below:

Discussion question 1 was about the extent to which students used the stages of writing (pre-writing, drafting, revising, and editing).

All the students discussed that they did not use the stages of the writing process when they write in English language.

For example S₁ and d S₂ discussed the following points respectively:

S₁:

I do not use such things because, I am preparing for the matriculation examination of grade 12. These days, our teacher teaches us matric centered topics such as grammar. In my opinion, we should have learned the writing process in the elementary classes. So this is why our writing skill is low in this level.

S₂:

As my friend mentioned, we should have learned the stages of the writing process at elementary school, and we should have practiced them when we were there. At this time, however, learning the stages of the writing process is meaningless, because we are already grade 12 students who should study grammar and different dialogues in order to pass our Entrance Examinations. Following the stages of the writing process to practice the writing skills these days does not play any significance in our future life.

From these discussions, it can be concluded that students did not use the stages of the writing process when writing in English language. This was also crosschecked during the classroom

observation that students did not follow the stages of the writing process when practicing the writing tasks. This implies that English language teachers did not encourage their students to follow the stages of writing.

Discussion question 2 was about the support English language teachers gave to their students to practice different writing exercises in their textbooks.

All the students discussed that although there were different writing tasks in the textbook, their teachers did not teach them the writing tasks. S₄ for example discussed the following points:

Well, the textbook has different writing exercises, but our teachers do not make us practice these exercises though I do not know why. When we were practicing them in the elementary classes, I think we had good grades. However, these days, our teachers are not helping us. As a result, I believe that our grades are not good. Therefore, teachers should help us practice these exercises to improve our grades.

The document analysis revealed that the textbook had different writing tasks that could improve students' writing skill; however, based on the students' FGD, the effort made by teachers to improve students' writing was low. This was also crosschecked during the classroom observation that most of the writing instructions were practiced at word and sentence level to teach grammar and vocabulary. As a result, one can conclude that most of the time, the writing skills were not practiced in the EFL classrooms to the extent in which students could communicate with their readers in writing.

Discussion question 3 was about the reasons why some preparatory school students did not write in English.

The students discussed different reasons for students' problems in writing. For example, S₁ discussed the following:

I think the problem that hinders students from writing in English is because we did not practice the writing skill from the lower grades. In other words, teachers did not teach the writing skill. So the main problem is that teachers did not teach the writing skill properly in the lower grades, or as it was discussed on number 2, even though the textbook incorporates varieties writing tasks that can improve our writing skill, teachers teach some of these topics,

or they skip all the writing tasks. So this in turn affects students' writing skill. First we do not practice the writing skill, because English is our second language. As a result, we do not write in English language, we only write in Amharic. So in order to write in English, we have to learn it properly. This is the reason why we do not write in English.

S₄ also discussed the following points as main reasons why some students did not generate ideas of their own in writing:

Well, the main problem that hinders students from writing in English is shortage of vocabulary. Even in Amharic, if we do not know more words, we cannot write a sentence, let alone a paragraph. Therefore, the main reason that students do not write in English is lack of words. The second reason is students do not have an interest to write in English at all.

Based on S₁ and S₄, the reasons for students' writing problems were less support from English language teachers and shortage of vocabulary.

In general, the main causes for students' problems in writing discussed by the students were the following:

- Lack of practice the writing skills from the lower grades.
- The frequent instruction of teachers only on grammar.
- Little or no help from English language teachers.
- Negligence of the writing skills by government schools.
- Shortage of vocabulary.
- Lack of interest to write in English language.
- Lack of exercising the writing skills at preparatory school level.

To summarize, based on students' FGD, the reasons why some students had poor writing in English language were shortage of vocabulary, the teachers' way of teaching, negligence of the writing skills by government schools, and lack of interest.

Discussion question 4 was about the solutions for students' problems in writing.

The students discussed on different points. For example, T₆ discussed the following:

I think the solutions for students' problems in writing are: students, parents, and teachers. First, students should have an interest in order to write in English, they should

also know the grammar of the language (the parts of speech). Second, parents should support their children. Finally, teachers should help their students to participate actively in the classroom. They should help them to write paragraphs and essays in English in the classroom.

In general, some of the solutions forwarded by the students for problems of students in writing were:

- Government schools should teach the writing skills like the private schools.
- Students should have an interest to write in English language.
- Students should practice the writing skills in English starting from the lower grades.
- Students should improve their vocabulary.

4.1.4 Results of Students' Essay writing Test

The data obtained from students' essay writing test are analyzed and discussed as follows:

Before the students took the test, the researcher told them to finish their essays in 40 minutes and to follow the stages of writing (pre-writing, drafting, revising, and proof-reading). As shown in appendix B, the students' essays were rated in terms of 5 criteria. These criteria were content, punctuation, grammar, capitalization, and spelling. Each criterion had 4 marks.

The researcher photocopied the students' essays in two copies and gave them to two English language teachers who had master's degree in TEFL for rating based on the 5 criteria. Then, the researcher himself, and these two English language teachers rated the students' essays out of 20 per cent. Finally, the researcher changed the scores of the students to 100 per cent. Accordingly, the average scores of the students in content, punctuation, grammar, capitalization, and spelling were 28, 40.25, 42, 36.75, and 36.25 per cent respectively, and the mean score was 36.78 per cent (which was below average).

Though the Teacher's Guide (2011:131) clearly stated that every student of grade 12 was expected to follow the stages of writing, and to explain, inform, and argue using language that communicates the intended message, the students wrote haphazard texts with full of errors on spelling, vocabulary, grammar, organization, and content.

This shows that the writing performance of the students was low, and this finding was similar to previous results of researchers such as Molla (2009:56-57), Alamirew (2005: 215), Desalegn (2011:88), and Ebabu (2013:233). All these researchers found that students had poor performance in writing. This study also revealed that the preparatory students of grade 12 under study were poor in writing.

4.1.5 Results of the Textbook Evaluation

The data obtained from the student textbook are analyzed and discussed below:

The student textbook of grade 12 had 12 units in which each unit was subdivided into seven sections: introduction, speaking, listening, reading, grammar, vocabulary and writing.

To evaluate the textbook, the researcher adapted textbook evaluating criteria from Cunningsworth (1995:84) (see appendix H).

The first criterion was, “Does the English textbook give the necessary emphasis to the writing skills?”

The textbook comprised controlled-writing, guided-writing and free-writing. As shown in Appendix10, free-writing had been given almost equal emphasis in the textbook as the other language skills, because the textbook incorporated 28 tasks for writing, 38 tasks for speaking, 31 tasks for reading, and 23 tasks for listening.

Indeed, the textbook gave almost equal emphasis to the four skills. Students could practice the free-writing activities 2 or 3 times per unit, and this was a good opportunity for students to communicate their ideas through writing with their readers.

According to the Teacher’s Guide (2011:131), every student of grade 12 was expected to write an argumentative essay, an application letter, a report, etc. In short, every student of grade 12 was expected to write and present a 500 word report on a given topic for a specific audience including suggestions/recommendations. So the textbook incorporated writing tasks that could enable them communicate with their readers in writing. This finding was different from Alamirew (2005:215 -220). He found that the writing tasks presented in the textbooks for grades 9-12 were few and were put at the end of each unit. However, this study revealed that the writing tasks were almost as equal as the other skills, and they were found at the beginning, in the

middle, and at the end of each unit. The reason why this finding was different from Alamirew (2005) might be the effort made by local researchers to evaluate textbooks and suggest recommendations accordingly.

The second criterion was “Are learners encouraged to follow the stages of the process writing?” When students were asked to write an essay, the textbook always encouraged learners to follow the stages of the writing process. For example, writing tasks on pages 15, 20, 40, 70-71, 112 and 192 reminded learners to follow the stages of the writing process. Therefore, learners were encouraged to follow the stages of the process writing. However, the classroom observation revealed that teachers did not encourage their students to follow the stages of the writing process.

The third criterion was “Are learners encouraged to review and edit their peers’ work?”

The textbook strongly encouraged learners to review and edit their peers’ work carefully. It informed them to ask someone else to read their essays critically. For instance, written tasks on pages 15, 40, and 212 ordered learners to give their written tasks to their peers for reviewing.

Finally, the fourth criterion was “Is readership identified for writing activities?”

The textbook identified readership for writing activities. For example, on page 144, 200, 231, and 264, readership was clearly identified. For instance, on page 144 of the textbook, students were encouraged to write a business letter to the Managing Director in London to persuade him/her to participate in a Fair Trade Scheme for the purchase of sesame seeds in Ethiopia.

In general, the textbook gave an emphasis to the writing skill almost as equal as the other skills, it encouraged learners to follow the stages of the writing process, it encouraged learners to review and edit their’ peers work and it specified readership of students’ writing. However, the practice of teaching the writing skills in the classroom is contradicted by the findings obtained from analysis of the textbook.

4.2 DISCUSSION

From 18 observation sessions in 3 sections, free writing was practiced only 6 times. In the remaining 12 sessions, writing was practiced either as controlled-writing or guided-writing at word and sentence level. This indicated that teachers were more concerned with controlled and

guided writing rather than the free-writing. Teachers made their students practice the writing skills at word and sentence level. Students also confirmed during the FGD that their English language teachers did not let them exercise the whitening tasks at paragraph and essay level.

The classroom observation also showed that the students did not follow the stage of the writing process when practicing the 6 free-writing tasks though the textbook informed students to follow the stages of the writing process during writing and students in the FGD declared that they did not use the stages of writing process when attempting writing in English.

From 18 writing instructions in 3 sections, teachers gave written feedback 5 times and oral feedback 13 times.

All the teachers did not give written feedback for each stage of writing, rather they gave written feedback on the product of students' writing, and the kind of feedback they gave focused on spelling, grammar and punctuation. Teachers were underling, circling and putting (X) marks for every student's errors. This kind of written feedback according to Ur (2008:171) can discourage students.

Students were not encouraged to give written feedback on their friends' written texts. This was also crosschecked through teachers' FGD that teachers considered their learners as incapable to give written feedback to their friends.

The teachers and students in the FGDs discussed that some of the main problems preparatory school students especially grade 12 faced in writing were poor background in writing, lack of interest and lack confidence, lack of reading, lack of practice from the lower grades, the nature of the English language, large class size, fear of making mistakes, shortage of time, and little or no interest of teachers to teach the writing skill. These findings were similar to previous findings of Mesfin (2013:235), Ebabu (2003:233), and Molla (2009:55-56).

The textbook evaluation revealed that the textbook had different writing tasks that could improve students' writing skill; however, based on the students' FGD, the effort made by teachers to improve students' writing was low. This was also crosschecked during the classroom observation that most of the writing instructions were practiced at word and sentence level as mentioned above to teach grammar and vocabulary

The test results revealed that the average scores of the students in content, punctuation, grammar, capitalization, and spelling were 28, 40.25, 42, 36.75, and 36.25 per cent respectively, and the mean score was 36.78 per cent (which was below average). This indicated that the teaching practice of the writing skills in the classroom did not enable students improve their writing performance, and this finding was similar to previous results of researchers such as Molla (2009:56-57), Alamirew (2005: 215), Desalegn (2011:88), and Ebabu (2013:233). All these researchers found that students had poor performance in writing.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

This study was conducted to investigate the practice of teaching writing and its effect on students' writing performance: the case of Ediget Chora Secondary and Preparatory School.

The purposes of this study were to:

- explore the practice of writing in the EFL classrooms.
- find out the effects of teachers' practice on students' writing performance.

- examine if the English textbook gave the necessary emphasis to the writing skills.
- identify the major problems preparatory school students faced in their attempt to write in English.

The researcher used a mixed method approach to conduct this study, and data were analyzed qualitatively and quantitatively.

From 289 students, 122 males and 167 females in grade 12 in 6 sections, 3 sections were selected. As a result, 143 students, 58 males and 85 females were chosen through simple random sampling technique, and from 17 English language teachers, 13 males and 4 females, 6 males were teaching in grade 12, and this 6 teachers were selected through purposive sampling technique.

The researcher used classroom observation, FGD, test, and textbook evaluation to collect data. Here, the data gathered through observation, teachers' and students' FGD, and textbook evaluation were analyzed qualitatively whereas the data obtained through test were analyzed quantitatively.

The major findings of this study were:

- though the textbook gave more emphasis almost as equal as the other language skills and encouraged learners to practice writing at paragraph and essay level, English language teachers frequently taught the writing skill at word and sentence level. As a result, the classroom practice of the writing skill contradicted by the content of the textbook.
- the test results also revealed that the mean score of the students in essay writing was below average. This may be caused mainly because of inappropriate teaching of the writing skill though there might exist other contributions for students' low performance in writing.

5.2. CONCLUSIONS

Based on the data analysis, the following conclusions have been made:

- most of the time, teachers taught the writing skill at word and sentence level, as result, this did not help students to write paragraphs and essays of their own in English.
- teachers did not encourage peer correction and self-correction when teaching the writing skill. So one can conclude that the practice of teaching the writing skill was dominantly teacher-centered.
- the inappropriate way of teaching the writing skill might be one of the causes for students' low performance in writing.
- the textbook gave more emphasis to the writing skill almost as equal as the other language skills. So one can conclude that the curriculum cannot be a cause for students' low performance in writing.

5.3 RECOMMENDATIONS

Based on the findings, the following recommendations have been forwarded:

- Most of the time, teachers were teaching the writing skills at word and sentence level. Since this way of teaching does not help students to write a whole piece of communication, to develop information, ideas and arguments to a particular reader or group of readers (Hedge, 1988:7), English language teachers should teach their students according to the contents of the textbook.
- English language teachers should train their students on giving written feedback to their peers until they understand that giving and receiving written feedback is one way of learning.

- Preparatory English language teachers should teach their learners how to write legible hand writing, and getting them to practice different paragraphs and essays in the classroom and at home.
- Since the test results showed that the students committed serious mistakes such as content, punctuation, grammar, capitalization, and spelling, concerned bodies should play their own roles to enhance the students' writing proficiency. These bodies can be the primary and secondary school English language teachers and subject area teachers, because according to the composition writer Miles J. (1975) cited in Aragon (2013:710), subject teachers have a responsibility in improving students' writing.

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APPENDICES

Appendix A

Writing activities taught by three teachers

Teachers	Types of writing taught by three teachers					
	Day ₁	Day ₂	Day ₃	Day ₄	Day ₅	Day ₆
T ₁	writing an essay (free- writing)	A lecture on the united nations (controlled-writing)	A summary (guided-writing)	Parts of a formal letter (controlled-writing)	Writing business letter (free- writing)	Parts of an application letter (controlled-writing)
	Writing spontaneously (free-writing)	A good leader (free writing)	Sentence level writing (guided-	Predicting the ending (guided-	Identifying nonsense words (guided writing)	Writing an essay (free-writing)

T ₂			writing)	writing)		
T ₃	Timed writing (free-writing)	Making sentences from table (guided-writing)	I wish I... (controlled-writing)	completing a CV (Guided-writing)	Completing the ending of a paragraph (guided-writing)	Dictation about malaria (controlled-writing)

Appendix B

Scores of students in essay writing

No.	Essay code	Raters	Content 4%	Punctuation 4%	Grammar 4%	Capitalization 4%	Spelling 4%	Total 20%	From 100%
1	001	M ₁	1	1	2	1	1	6	30
		M ₂	1	1	3	1	2	8	40
		M ₃	1	2	2	1	2	8	40
		Av.	1	1.33	2.33	1	1.66	7.32	36.6
2	002	M ₁	1	1	3	2	1	8	40
		M ₂	1	1	2	2	2	8	40
		M ₃	1	1	2	2	2	8	40
		Av.	1	1	2.33	2	1.66	8	40
3	003	M ₁	1	1	1	2	1	6	30
		M ₂	1	1	1	2	2	7	35
		M ₃	1	2	1	1	2	7	35
		Av.	1	1.33	1	1.66	1.66	6.66	33.3
4	004	M ₁	1	1	2	2	1	7	35
		M ₂	1	1	1	1	2	6	30
		M ₃	1	1	2	1	2	7	35
		Av.	1	1	1.66	1.33	1.66	6.66	33.3
5	005	M ₁	1	1	1	1	1	5	25
		M ₂	1	2	1	1	2	7	35
		M ₃	1	1	1	1	2	6	30

		Av.	1	1.33	1	1	1.66	6	30
6	006	M ₁	1	1	1	1	1	5	25
		M ₂	1	1	1	1	1	5	25
		M ₃	1	2	2	1	2	8	40
		Av.	1	1.33	1.33	1	1.33	6	30
7	007	M ₁	1	1	2	1	1	6	30
		M ₂	1	2	3	2	2	10	50
		M ₃	1	2	2	2	2	9	45
		Av.	1	1.66	2.33	1.66	1.66	8.33	41.65
8	008	M ₁	1	1	1	1	1	5	25
		M ₂	1	2	1	1	1	6	30
		M ₃	1	1	1	2	1	6	30
		Av.	1	1.33	1	1.33	1	5.66	28.3
9	009	M ₁	1	1	1	1	1	5	25
		M ₂	1	1	1	1	1	5	25
		M ₃	1	1	1	1	1	5	25
		Av	1	1	1	1	1	5	25
10	010	M ₁	1	1	2	1	1	6	30
		M ₂	1	1	2	1	1	6	30
		M ₃	1	2	2	2	1	8	40
		Av.	1	1.33	2	1.33	1	6.66	33.3
11	011	M ₁	1	1	2	1	1	6	30
		M ₂	1	2	1	1	1	6	30
		M ₃	1	1	2	2	2	8	40
		Av.	1	1.33	1.66	1.33	1.33	6.66	33.3
12	012	M ₁	2	2	2	1	1	8	40
		M ₂	1	3	2	2	2	10	50
		M ₃	1	3	2	2	2	10	50
		Av.	1.33	2.66	2	1.66	1.66	9.33	46.65
13	013	M ₁	1	2	1	1	1	6	30
		M ₂	1	2	1	1	1	6	30
		M ₃	1	2	2	1	1	7	35
		Av.	1	2	1.33	1	1	6.33	31.66
14	014	M ₁	2	3	3	2	2	12	60
		M ₂	1	3	3	2	2	11	55
		M ₃	1	3	2	3	3	12	60
		Av.	1.33	3	2.66	2.33	2.33	11.66	58.33
15	015	M ₁	1	1	1	1	1	5	25
		M ₂	1	1	1	1	1	5	25
		M ₃	1	2	1	2	2	8	40
		Av.	1	1.33	1	1.33	1.33	6	30
16	016	M ₁	1	2	2	2	1	8	40
		M ₂	1	2	2	2	2	9	45
		M ₃	1	2	3	2	2	10	50
		Av.	1	2	2.33	2	1.66	9	45
	017	M ₁	1	2	3	1	2	9	45

17		M ₂	1	1	2	2	2	8	40
		M ₃	1	2	3	2	2	10	50
		Av.	1	1.66	2.66	1.66	2	9	45
18	018	M ₁	1	1	1	1	1	5	25
		M ₂	1	1	2	1	1	6	30
		M ₃	1	2	1	2	1	7	35
		Av.	1	1.33	1.33	1.33	1	6	30
19	019	M ₁	1	2	1	1	1	6	30
		M ₂	1	1	1	1	2	6	30
		M ₃	1	2	2	1	2	8	40
		Av.	1	1.66	1.33	1	1.66	6.66	33.33
20	020	M ₁	1	1	1	1	1	5	25
		M ₂	1	2	1	1	2	7	35
		M ₃	1	2	1	2	2	8	40
		Av.	1	1.66	1	1.33	1.66	6.66	33.33
21	021	M ₁	2	3	4	3	3	15	75
		M ₂	3	3	3	2	3	14	70
		M ₃	2	3	2	3	2	12	60
		Av.	2.33	3	3	2.66	2.66	13.66	68.3
22	022	M ₁	2	3	4	3	3	15	75
		M ₂	2	2	2	3	2	11	55
		M ₃	3	3	3	2	2	13	65
		Av.	2.33	2.66	3	2.66	2.33	13	65
23	023	M ₁	1	2	2	1	1	7	35
		M ₂	2	2	1	1	1	7	35
		M ₃	2	2	2	1	1	8	40
		Av.	1.66	2	1.66	1	1	7.33	36.65
24	024	M ₁	3	3	3	3	2	14	70
		M ₂	2	3	3	3	2	13	65
		M ₃	1	2	3	3	3	12	60
		Av.	2	2.66	3	3	2.33	13	65
25	025	M ₁	1	1	1	1	1	5	25
		M ₂	1	2	2	1	1	7	35
		M ₃	1	1	2	1	1	6	30
		Av.	1	1.33	1.66	1	1	6	35
26	026	M ₁	1	1	1	2	1	6	30
		M ₂	1	1	2	1	1	6	30
		M ₃	1	2	2	1	1	7	35
		Av.	1	1.33	1.66	1.33	1	6	30
27	027	M ₁	1	2	1	1	1	6	30
		M ₂	1	1	2	2	2	8	40
		M ₃	1	2	1	2	2	8	40
		Av.	1	1.66	1.33	1.66	1.33	7.33	36.65
28	028	M ₁	1	1	1	1	1	5	25
		M ₂	1	2	1	1	1	6	30
		M ₃	1	2	1	1	1	6	30
		Av.	1	1.66	1	1	1	5.66	28.3

29	029	M ₁	1	1	1	1	1	5	25
		M ₂	1	1	1	1	1	5	25
		M ₃	1	1	2	1	1	6	30
		Av.	1	1	1.33	1	1	5.33	26.65
30	030	M ₁	1	2	2	3	1	9	45
		M ₂	1	2	2	2	1	8	40
		M ₃	1	2	2	3	1	9	45
		Av.	1	2	2	2.66	1	8.66	43.33
31	031	M ₁	1	1	1	1	1	5	25
		M ₂	1	2	2	1	1	7	35
		M ₃	1	2	2	1	2	8	35
		Av.	1	1.66	1.66	1	1.33	6.66	33.3
32	032	M ₁	1	2	2	1	1	7	35
		M ₂	1	1	1	1	2	6	30
		M ₃	1	1	2	2	2	8	40
		Av.	1	1.33	1.66	1.33	1.66	7	35
33	033	M ₁	1	1	1	1	1	5	25
		M ₂	1	1	1	1	1	5	25
		M ₃	1	2	1	1	2	7	35
		Av.	1	1.33	1	1	1.33	5.66	28.3
34	034	M ₁	1	1	1	2	1	6	30
		M ₂	1	2	2	2	2	9	45
		M ₃	1	2	2	2	1	8	40
		Av.	1	1.66	1.66	2	1.33	7.66	38.33
35	035	M ₁	1	1	1	1	1	5	25
		M ₂	1	1	1	1	1	5	25
		M ₃	1	1	1	1	1	5	25
		Av.	1	1	1	1	1	5	25
36	036	M ₁	1	1	3	1	2	8	40
		M ₂	1	2	1	1	1	6	30
		M ₃	1	2	1	2	1	7	35
		Av.	1	1.66	1.66	1.33	1.33	7	35
37	037	M ₁	1	1	1	2	1	6	30
		M ₂	1	1	1	1	2	6	30
		M ₃	1	2	2	1	2	8	40
		Av.	1	1.33	1.33	1.33	1.66	6.66	33.3
38	038	M ₁	1	1	1	1	1	5	25
		M ₂	1	1	2	2	1	7	35
		M ₃	1	1	2	1	1	6	30
		Av.	1	1	1.66	1.33	1	6	30
39	039	M ₁	1	1	2	1	1	6	30
		M ₂	1	1	1	1	1	5	25
		M ₃	1	2	1	1	1	6	30

	Av.	1	1	1.33	1	1	5.66	28.33
	TAM1	1.15	1.43	1.69	1.41	1.2	6.89	34.45
	TAM2	1.12	1.58	1.61	1.41	1.51	7.25	36.28
	TAM3	1.1	1.82	1.76	1.61	1.64	7.94	39.61
	TA3Ms	1.12	1.61	1.68	1.47	1.45	7.33	36.78

Appendix C

Teachers' FGD (audio-recorded)

1. What are the main problems preparatory school students especially grade 12 face in their attempt to write in English?
2. What are the main reasons that free-writing was not frequently practiced in the EFL classrooms in grade 12?
3. Do students give written feedback to their peers?
4. What do you think are the solutions for students' problems in writing?

Appendix D

Students' FGD in Amharic (audio recorded)

1. በእንግሊዝኛ በምትፅፉበት ጊዜ የፅሁፍ ቅደም ተከተል ማለትም ቅድመ መጻፍ (pre-writing), ማርቀቅ (drafting) እና መከለስ (Revising) ምን ያህል ትኩረት ተሰጥቷል?
2. አሁን በምትማሩበት የ12ኛ ክፍል የእንግሊዝኛ መጽሐፍ የመጻፍ ክህሎት የሚያዳብሩ የተለያዩ የመጻፍ መልመጃዎችን አካትትዋል። መምህራችሁ እነዚህን መልመጃዎች በአግባቡ እንድትላማመዱ ምን ያህል ያግዛችዋል?
3. በእንግሊዝኛ ቋንቋ በራሳቸው ሃሳብ አፍልቀው የተለያዩ ፅሁፎችን መጻፍ ለሚችሉ ተማሪዎች መንስኤው ምን ይመስላችኋል?

4. ተማሪዎች በእንግሊዝኛ ቋንቋ በራሳቸው ሃሳብ አፍልቀው የተለያዩ ፅሁፎችን መጻፍ ለሚችሉ መፍትሄው ምን ይመስላችኋል?

Appendix E

Translation of students' FGD questions in to English

1. Do you follow the stages of the writing process (pre-writing, drafting, and revising) when you write in English?
2. There are varieties of writing tasks in your textbooks. So does your teacher help you to practice these tasks to improve your writing skill?
3. What do you think are the causes that some students do not write in English by generating ideas of their own?
4. What do you think are the causes that hinder students not write in English by generating ideas of their own?

Appendix F

Writing essay test

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF HUMANITIES LANGUAGES,

JOURNALISM AND COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Dear student, the objective of this essay writing is to evaluate the ability of students writing in English. The essay you write will be used only to research purpose. So there is no need to write your name.

A few decades ago, many families had half of a dozen children or more. Nowadays, more and more families are choosing to have only one or two children. Are smaller children better than larger ones? Why or why not? Write an essay on this issue. Your essay should have an introduction, two or three body paragraphs, and a conclusion.

Use the stages of writing (pre-writing, drafting, revising, and proof-reading) to write your essay. You will complete your work in 40 minutes.

Thank you!

Appendix G

Checklist for evaluating the textbook

1. Does the English textbook give the necessary emphasis to the writing skills?
2. Are learners encouraged to follow the stages of the process writing?
3. Are learners encouraged to review and edit their peers' work?
4. Is readership identified for writing activities?

Adapted from Cunningsworth (1995:84)

Appendix H

Transcription of teachers' FGD in to written text

1. What are the main problems preparatory school students, especially grade 12 face in their attempt to write in English?

T₁: Thank you dear. Let me say something about problems of writing in preparatory school, especially in grade 12. There are different factors in the classroom. Size of the class which means the teacher and student ratio is very difficult to manage. Since writing needs a massive effort, it must be minimized. So the classroom size is one factor to me. Another thing is lack of ideas which means having a good idea is very important to teach writing. Otherwise it is difficult. If the topic of the idea is boring, the students cannot write. Another fear of making errors Yeah, students are, you know they fear making errors, especially, grammatically, spelling and the like. Ok? The mechanics part; another thing is lack of confidence. Yeah, students don't have confidence as well the preparation of the teacher matters. These are some of the factors or hindrances to write in the classroom. As well time by itself is another determinant factor in the

classroom. These and the likes are factors that grade 12 students able to write in the classroom. Having feedback is also very important, but the teachers do not give feedback.

T₂: Ok, yeah as to me, the problem that grade 12 students face while learning writing, the primary problem is many of our students are not good readers. You know, the four skills are highly related. So they are not good readers. So this causes problem in writing, so because our students are not good readers, they are unable to write properly. So while they read, they can improve spelling, punctuation, vocabulary, they can increase their lexical vocabulary knowledge because our students are poor in their reading skill they are facing problems in writing, and the other problem is their former teachers the teachers they taught them at elementary school and high school because they fail to take action early they have serious problem of writing. So the main problem is I think lack of good reading habits actually, not only students but also we teachers are not a good reader. So encouraging our students to be good readers I think this can help them to be good in writing.

T₃: Well, I think writing is the most difficult skill, especially when students try to write in English. They miss spelling, because in English, some letters are written, but they are not pronounced. So when they are writing, they make always a mistake. The other and the main problem is that students do not have base in writing in lower grades. They have not practiced writing. So such kinds of problems may affect students' writing skills.

T₄: In my view, the central problems that students face in writing are: students have poor background in writing. At elementary level, the students are not provided with writing skills so if possible to say, the students are too poor to write from grade 1 to grade 12 they have not developed the experience to write in English. The other point is that most of our students are too poor in vocabulary. They are not rich in vocabulary. This in turn, hinders them not to generate ideas which enable them to write, am...to improve their writing skill, and teachers themselves are not very interested in writing. This may also hinders students not to write well, and the local environment itself contributes or it does not help students to develop their writing because most of teachers do not provide their learners with interesting writing topics. This also hinders students not to write in English.

2. What is the reason that some teachers do not teach the free-writing as much as possible?

T₁: Ok, thank you. To say something about this, controlled and guided is given by many teachers because it is easier when we see free-writing follows some steps to teach ok? It needs time (it takes time as I said early, because to give feedback to each stage of writing, you need time. Unless the number of students in a class is minimized, it is difficult to teach the free-writing. Therefore, controlled writing and guided writing gave time. So we teach most of the time, guided and controlled writing, but we also teach the free-writing to some extent to our students.

T₂: I think this is in connection with the Ethiopian curriculum itself. The curriculum does not enable learners practice the free-writing. It is designed based on controlled and guided writing. Teachers themselves developed their writing skills through controlled and guided writing. They themselves learned in the same way. They had not exposure to free-writing when they were students. The other problem is in connection with time. Teachers most often get prepared on controlled-writing and guided-writing, and they themselves are not willing just to check to what students write freely. This may be because of the reason that teachers themselves could have lack of confidence how to check students' writing. The culture of writing itself is not included in the Ethiopian curriculum, too. The other point is the number of the learners. It is very difficult to provide each student with various topics to write and check what they have written freely. So the number of students matters. These are some of the reasons why students do not write in English.

T₃: Ok. I think, free writing is best in order to improve students writing skill, but teachers do not use such kinds of activities, because I think the first one is number of students can affect to check what students written. It needs time. One teacher can teach more than 200 students. We cannot check the whole students' writing line by line. This one is the first reason. The second reason is I think, the students hand writing is not readable. In order to read the whole to what they have written is bulky. For that matter teachers cannot give free-writing.

T₄: Yeah, as it is mentioned by my colleagues, free writing is needs some effort. Teachers should make some effort to choose the appropriate topic. In addition to this, we are expected to do some paper works in the school. The curriculum, the system, the situation, the environment are not encouraging to teach the free writing at school, not only to free writing but also other methods of teaching.

3. Do you encourage students to give written feedback to their peers?

T₁: In my case, writing is the most difficult skill. So it is not even easy to the teacher to teach the writing skill. It is very challenging. So if you simply let your students check their friends' work, I think it will not going to be effective. They all are in the same level so they all make the same mistake. Are the students capable to see their friends' mistakes? I don't think so. I don't make them to do so.

T₂: I think this is in connection with poor back ground of the students. Students themselves are not good at writing. So they do not want to check their friends' work and the other is being a critic is not their culture. For example, if you criticize your friend seriously, may be your friend may develop hostility, considering your criticism negatively. So students are not confident enough to criticize and I think the main problem is poor back ground of the students, and as you know English is not their mother tongue. So checking their friends' work is difficult. The other is the students are not interested in learning itself. They are learning reluctantly. These are some of the problems.

T₃: Even though the idea is very marvelous, as my friends said earlier, the students are not interested enough and may have poor background as well.

T₄: Checking writing skill I think needs time and patient. The students must check everything what their friends have written. A mistake in writing can change the meaning. So when students' check their friends' writing they may jump as it is (the mistake). So it is not advisable that students check their friends writing. If possible, the teacher himself or herself should check what the students write. This is best than allowing students to check their friends' work.

4. What do you think are the solutions for students' problems in writing?

T₁: to have a good writing system in the classroom, as well students to improve their writing, it is advisable that students should be confident enough while writing and we should advise them to read more and we should provide them with good topics to write. Otherwise, they will not have ideas to write. Therefore, to be effective or productive, students should be interested enough. In general, the number of students should be minimized, and students should practice writing in context.

T₂: to avoid this problem, the curriculum itself should be prepared the way that help learners to be better in writing, and to do so at each level, the curriculum must provide the learners with various tasks, especially from the elementary level so that students can develop better understanding in writing and the number of students should be limited because as the number of students increases, it is very difficult for teachers to check the work or the tasks of students properly, and as you know the hand writing of students is not readable or illegible. Most of students are not good in writing. So teachers cannot check students' writing properly. So students should be provided with good writing skills, and the number of students should be limited and basically the curriculum should be prepared the way that motivates or helps students to be better in writing. Teachers must provide learners with interesting topics for example these days, most of the students are very interested in global football, music, and some other interesting social issues so that teachers select interesting topics from the local environment and must provide students so that they may get motivated and the other point is the so called guided-writing and controlled-writing should be limited and free-writing should be focused and teachers must help learners to be better in vocabulary. Students are expected to be rich in vocabulary starting from elementary level so as to develop the habit of writing. These are some of the points.

Facilitator: You raised some interesting ideas about eliminating the controlled-writing or guided-writing. Is that from the textbook or the curriculum?

T₂: Yes, the curriculum. The Ethiopian curriculum is mostly prepared the way that only guided-writing and controlled-writing are provided, and the teachers themselves learned in the same curriculum. So teachers themselves are not interested in providing the learners free-writing tasks that is why our students get confused when writing. For example, three years ago, I went to the class and randomly I distributed various topics more than 50 topics to my students, and just I told them to write what they know on the respected topics. From more than 50 students: I remember; only 5 students could write what they know freely on those topics given. From this, you can conclude that there is no practice or habit of free writing system. So the curriculum should be prepared the way it enable or help learners develop their writing. Much focus should be given to free-writing, and students should be helped to be rich in vocabulary. So these are the points.

T₃: the solution must be I think the first one, if it is possible the number of students should be minimized. The second one much time must be given for students to write and the other thing is “Practice makes perfect”. So always students must be given free writing tasks to practice.

T₄: I do agree with the solutions of my friends, but to strengthen, the classroom size must be limited. Number of students should be minimized in order to carefully check their work on their grammar, spelling, punctuation everything. The other thing is the textbook is not compatible to work in writing. The way the textbook designed it has to give emphasis to writing. In addition to this, in order to be a good writer, someone must be a good reader. So students should be good readers. In addition to that in order to be sticky with the textbook, teachers should provide with different topics that widen students thinking.

T₁ (Left idea): The load of teachers must be considered. Another very important point is that writing should be given as an exam in the Entrance examination. Otherwise the students are not interested. Therefore, it must be given in the national exam, as you know; the wash back effect affects students writing.

Appendix I

Transcription of students’ FGD

ስሜ ዘካሪያስ ኃይሌ እባላሉኝ። በአዲስ አበባ ዩኒቨርሲቲ በእንግሊዘኛ ቋንቋ በ TEFL የማስተርስ ተማሪ ነኝ። አሁን የምሰራው የመጨረሻ ጥናትና ምርምር ነው። እና የዚህ ውይይት ዓላማ ተማሪዎች በእንግሊዘኛ የመጻፍ ክህሎትን መማር ማስተማር በተመለከተ ለሚደረግ ጥናትና ምርምር መረጃ ለመሰብሰብ ነው። የምትሰጡትን ምላሽ ለእንግሊዘኛ ትምህርት መማር ማስተማር ከፍተኛ አስተዋፅኦ ስላለው በግልፅ ተራ በተራ እንድትወያዩ በትህትና እጠይቃለሁ። ፈቃደኛ ስለሆናችሁ አመሰግናችኋለሁ። የምትሰጡትን መረጃ ለጥናትና ምርምር ብቻ የሚውል ስለሚሆን በሚስጥራዊነት ይያዛል። በድጋሚ አመሰግናለሁ።

1. በእንግሊዘኛ በምትፅፉበት ጊዜ የፅሁፍ ቅደም ተከተል ማለትም ቅድመ መጻፍ (Pre-writing), ማርቀቅ (Drafting) እና መከለስ (Revising) እንድትከተሉ አስተማሪዎችህ ምን ያህል ያግዛችኋል?

S₁: እሺ እድሉ ስለተሰጠኝ አመሰግናለሁ። የ12^ኛ ክፍል ተማሪ ነኝ። አሁን ባሳኸው ጥያቄ ዙሪያ የማቀርበው ነገር በመጀመሪያ ቅድመ መጻፍ ወይም Pre-writing የሚል ነው። እና እንዲሁም ማርቀቅ ወይም Drafting የምንለውና Revision ያልከው ነው። በኛ context ደረጃ ወይም እንደ ግላዊ ወይም personally ሳወራ እንደዚህ ነገሮች የማድረግ ክህሎቴ ዝቅተኛ ነው ወይም ያን ያህል perfect አይደለም። ይህ የሆነበት ምክንያት ምንድነው መምህራን በሚያስተምሩን ጊዜ ያው አሁን የ12^ኛ ክፍል ተማሪነታችን ናሽናል exam የምንወስድ ስለሆነ አስተማሪዎች ትኩረት አድርገው የሚወስዱት ወይም የሚያስተምሩት ዋና ዋናዎቹን ግራፎችንና ፋይናል ላይ ፈተና ይመጣል ተብለው

የተሳቡትን ቶፒኮችን ነው። ስለዚህ እንደ እኔ ሀሳብ እዚህ የ writing skill ወይም system መማር የነበረብን ከኋላ ያሉትን ወይም elementary አካባቢ ነበር በደንብ መማር የነበረብን። ስለዚህ በዚህ ደረጃ የነዚህ ስኬሎቻችን ዝቅተኛ ሊሆን የቻለው አመሰግናለሁኝ።

S₂: እሺ እድሉ ስለተሰጠኝ አመሰግናለሁኝ። እኔም የ12^ኛ ክፍል ተማሪ ነኝ። አሁን በጠየቅኩት ሀሳብ ላይ ማለት ጓደኛዬ እንዳለው እነዚህ ትምህርቶች መማር የነበረብን ወይም መውሰድ የነበረብን በርግጥ ወስደኗል elementary እያለን። እና ተግባራዊ ማድረግ የነበረብን ያኔ ነው። እና በአሁኑ ሰዓት ለኛ ፋይናል የለውም። ማለት መፅሐፋችን እነዚህ ቅደም ተከተል መከተላችን ምንም ጥቅም የለውም ምክንያቱም እኛ የ12^ኛ ክፍል ተማሪዎች ስለሆንን ለማትሪክ የሚጠቅሙን ነገሮች ግራመር እንዲሁም የተለያዩ ነገሮች ስፖክኖችን ነው ማየት ያለብን። ስለዚህ ግፍን አልግፍን ለወደፊት ህይወታችን የሚያመጣው ነገር ስለሌለ ምንም ትርጉም የለውም።

S₃: በቅድሚያ እድሉ ስለተሰጠኝ አመሰግናለሁ። እኔም የ12^ኛ ክፍል ተማሪ ነኝ። ጓደኞቼ እንዳሉት የተለየ ሀሳብ ነው ያለኝ። ምክንያቱም ከስር መሰረቱ ወይም ከኬይጂ ጀምሮን እነዚህ የፅሁፍ አንትናችን እያደበርን የመጣን ይመስለኛል አብዛኛዎቹ ተማሪዎቹ። እኔም ከነበረኝ ሁኔታ አንገር ለምሳሌ ከይጂ ስማር የተለያዩ ፅሁፎችን ስንለማመድ ነው የነበርነው እና አሁን የፅሁፍ ችሎችን ያን ያህል ወርዷል ብዬ አላስብም አብዛኛዎቹ ተማሪዎች ማለት ነው።

S₄: ዕድሉ ስለተሰጠኝ አመሰግናለሁ። የ12^ኛ ክፍል ተማሪ ነኝ። ያው እነሱ እንዳሉት እኔም የተለየ ሀሳብ የለኝም ምክንያቱም ማድረግ የነበረብን ከስር መሰረት ነበርብን ማለት ከኬይጂ ጀምሮ እሁቴ እንዳለችው። ምክንያቱ እዛ ካልተሰራ በኋላ እንዴት ይህንን ማርቀቅም ሌላም ነገር ከስር ነው እንጂ ልሰራ ብትል ሊሰራ የሚችል ነገር አይደለም ማለት ነው። ስለዚህ የ12^ኛ ክፍል ተማሪ እንደመሆኔ አንገር እንደኔ አመለካከት ለፈተና የሚጠቅመን ነገር ነው መሰረት ያለብን። ምክንያቱም ግራመር ሊሆን ይችላል ወይም reading ሊሆን ይችላል ሊመጣ ስለሚቻል እነዚህ ነገሮችን ነው ፎካስ አድርገን እንደ 12^ኛ ክፍል የምናየው።

S₅: እድሉ ስለተሰጠኝ አመሰግናለሁ። የ12^ኛ ክፍል ተማሪ ነኝ። ጓደኞቼ እንደተናገሩት እንግዲህ እዚህ ነገሮችን መለማመድ ጥቅም አይኖረውም ወይ ጥቅም አይሰጥም። ምክንያቱም ክፍል ውስጥም ቢሆን በተለያዩ በቲቶሪያል ክላስ ይሁን በየትኛው ክፍል ጊዜ ማተኮር ያለብን በሀገር አቀፍ ፈተና ወይም ደግሞ ማትሪክ ይጠብቀናል እና እሱ ላይ ፎካስ ስላለብን ይህ ነገር ለኛ ይጠቅመናል ብዬ አላስብም እኔ እንደራሴ እንደ ግል አመለካከት ማለት ነው። አመሰግናለሁ።

S₆: ዕድሉ ስለተሰጠኝ አመሰግናለሁ። የ12^ኛ ክፍል ተማሪ ነኝ። ምን ማለት ነው በፅሁፍ ቅደም ተከተል ዙሪያ እኛ በዚህ የክፍል ደረጃችን ራይቲንግ መማር የለብንም። ምክንያቱም ይህ ማደግ ወይም መጠናቀቅ ያለበት በመጀመሪያ ደረጃ ወይም በ elementary ነው። ምክንያቱ እኛ አሁን በማትሪክ ደረጃ ወይም በሀገር አቀፍ ደረጃ የ12^ኛ ክፍል ማትሪክ ተፈታኝ እንደመሆናችን የምናተኩረው በተለያዩ ግራማቲካሎች በመሰራት እና በተለያዩ ኤክስርሳይሶች በመሰራት በዚህ ላይ ነው ብዬ እላለሁ አመሰግናለሁ።

2. እሺ አመሰግናለሁኝ። የሁለተኛ ጥያቄ አሁን በምትማርበት የ12^ኛ ክፍል የእንግሊዘኛ መጽሐፍ የመጻፍ ክህሎት የሚያዳብሩ የተለያዩ መልመጃዎችን አካትቷል። መምህራችሁ እነዚህ መልመጃዎች በአግባቡ እንድትለማመዱ ምን ያህል ያግዛችኋል?

S₁: በድጋሚ እድሉ ስለተሰጠኝ አመሰግናለሁ። አሁን ባነሳኸው ሁለተኛ ጥያቄ ላይ መፅሐፋችን ላይ እውነት ለመናገር የተለያዩ የ writing ፕራክቲሶችን የሚያዳብሩ የተለያዩ ኤክስርሳይሶች አሉ። ነገር ግን የሚያስተምረን አስተማሪዎችን እነዚህን ፕራክቲሶች አያድርግልንም ወይም ደግሞ እነዚያ ኤክስርሳይሶች እንድንላግመድ አይገፋፋንም ወይም ደግሞ እነዚህ ኤክስርሳይሶች በአገባቡ አንሰራቸውም። ምክንያቱም ቅድም እንደተናገርኩት አሁን ናሽናል ኤግዛም ስለሚጠብቀን በዋናነት እነዚህ ላይ ትኩረት አድርገን ያው የ12ኛ ክፍል ተማሪዎች እንደመሆናችን መጠን እነዚህ ነገሮች ነው እንጂ practice የምናደርገው ወይም ደግሞ እንደ ግራመር የመሳሰሉት እንጂ writing ላይ አስተማሪዎቻችን እየሰሩልን አይደለም። እና ይህንን ነገር መስተካከል አለበት እላለሁ።

S₂: በድጋሚ እድሉ ስለተሰጠኝ አመሰግናለሁ። ማለት አሁን መፅሐፋችን ላይ ያሉት ኤክስርሳይሶች አንሰራም። ድሮም እያለን እንሰራቸውም ነበር። ምክንያቱም ትኩረት አንሰጥባቸውም። ቅድም እንዳልኩት elementary ላይ በደንብ ፎካስ ስላደረግንበት ካሁን በኋላ ምንም አያደርግም ተብሎ ስለሚታሰብ በዛ ላይ repetition ነው ተብሎ ይታሰባል እና ሁለተኛ ደግሞ እኛ ብዙ ጊዜ እንደዚህ ዓይነት ነገር የምናዳብረው 12^ኛ ክፍል እንደመሆናችን መጠን የተለያዩ ግራመሮችን የምንማረው በቃል ነውና በዛ ምናልባት writing ልናዳብረው እንችላለን እንጂ ከዛ በተረፈ በምንም ነገር አድርገነው አናቅም።

S₃: በድጋሚ አመሰግናለሁ። እኔም በተነሳ ሀሳብ ላይ የተለየ ሀሳብ የለኝም። ምክንያቱም እነሱ እንደተናገሩት የተሰጡን ኤክስርሳይሶች ወይም መፅሀፉ ላይ ያሉት ኤክስርሳይሶች ብዙም ጊዜ እንደተናገረችው እህቴ ድግግሞች ናቸው ወይም ደግሞ አንድ ጊዜ የተማርነው ሌላኛው ጊዜ ስለሚመጣ ድጋሜ ይሰጣል ተብሎ ስለሚታሰብ እንድናልፈው ነው የሚደረገው።

S₄: በድጋሚ እድሉ ስለተሰጠኝ አመሰግናለሁ። በመፅሐፉ ላይ ያው ፅሁፍን የሚያሻሽሉ የተለያዩ መልመጃዎች አሉ። እነሱ መልመጃዎች ግን እንድንሰራ እንኳ ብዙም አይፈልጉም አስተማሪዎቻችን። ምክንያቱም ለምን እንደሆነም ባላቅ elementary ላይ ንሰራ ነበር። በምንሰራበት ጊዜ የተሻለ ውጤት ነበረን ብየ አምናለሁ። እዛ ከፍ አያልን ስንመጣ ግን ምንም አያሰሩንም። ስለዚህ ውጤታችንም በዛ ልክ ጥሩ አይመስለኝም። ስዚህ ቢያሰሩን በጣም ጥሩ ነው ማለት ነው። መልመጃ ብንሰራ የተሻለ ጥሩ ውጤት አምጥተን ውጤታማ እንድንሆን ያድርገናል ማለት ነው። አመሰግናለሁ።

S₅: እሺ በድጋሜ እድሉ ስለተሰጠኝ አመሰግናለሁ። በመፅሐፎቻችን ላይ የሚቀመጡ መልመጃዎችን በርግጥም አንሰራም። የምንሰራበት ምክንያት እንሱ እንዳሉት elementary በምንማርበት ጊዜ ብዙም ጊዜ ሁሉንም ማለትም መልመጃዎችን አንሰራ ነበር። የምንሰራበት ምክንያት እንድንሰራና እንድናይ የምናድርግበት ምክንያት ያው ቋንቋውን ለማዳበር ነበር። አሁን ግን በዚህ ደረጃ 12^ኛ ክፍል ደረጃ ይህንን ነገር መልመጃዎቹን እየሰሩን አይደለም። ምክንያቱም ድግግሞሽ ስሆኑ ለምሳሌ unit 1 የምንማራቸው ነገሮች ድጋሜ uni 3 ሊመጡ ይችላሉ ማለት ነው ደግሞ አሉ። እና የምንማርበት ዋና ምክንያት ድግግሞሽ ስለሆኑ ብዙም አዲስ ነገር የለውም። አመሰግናለሁ።

S₆: በድጋሜ እድሉ ስለተሰጠኝ አመሰግናለሁ። በተጨማሪ ሀሳብ ያው ጓደኞቼ ብለውታል። ምንድነው መፃፋችን የwriting skill ክህሎትን የሚያዳብሩ ብዙ ፅሁፎችን አካቷል። በርግጥ መፃፉ እንደ ትምህርት ወስደን ስናየው በአብዛኛው ያካተተው ግራማቲካል የሆኑና ኤክስርሳይሶችን ነው። ስለዚህ እኛም ለማትረክ ተፈታኞች ስናስብ መልመጃዎችንና የተለያዩ ግራመሮችን ነው የምንሰራው። ስለዚህ የኸ ነው የምለው።

3. በእንግሊዘኛ ቋንቋ በራሳቸው ሀሳብ አፍልቀው የተለያዩ ፅሁፎችን መጻፍ ለሚቸገሩ ተማሪዎች መንስኤው ምን ይመስላችኋል?

S₁: አሁንም በድጋሜ ዕድሉ ስለተሰጠኝ አመሰግናለሁኝ። እና ይህንን ጥያቄ ያው writing ላይ based እንደማድረጋቸው መጠን መንሰሊቸው ተመሳሳይ ነው የሚሆነው እና ተማሪዎች ከራሳቸው አይዲያ አፍልቀው ወይም ፅሁፍን እንዳይፅፉ የሚያድርጋቸው ችግር ምንድነው ከታች ጀምረው ያ ነገር Practice እያደረጉ ስላልመጡ ነው ወይም ደግሞ አስተማሪዎች በደንብ ትኩረት አድርገው ፎካስ አድርገው ቢያስጨብጡ እና ቢያስተምሩ ለወጥ ይመጣ ነበር ብዬ አስባለሁ። እና ያው ዋናው መንስኤው ምንድነው አስተማሪዎች ያንን ነገር ትኩረት አድርገው ባለ ማስተማራቸው ወይም ቅድም በሁለተኛ ቁጥር እንደተነሳው መፅሐፋችን ብዙ ኤክስርሳዮች አሉት writing የሚያዳብሩ እና ያው እንደሚስተዋለው ከሆነ አስተማሪዎች ብዙም ጊዜ እነዛ ቶፒኮች በትንሹ ያስተምራሉ ወይም ዘለውት ይሄዳሉ። እና ያንን ነገር ማድረጋቸው ተፅዕኖ ያስተማሪውም የተማሪውም ነው። አንድኛ ነገር ያንን ነገር ፕራክቲስ አያደርጉም ምክንያቱም በኛ ሀገር እንግሊዘኛ ሁለተኛ ወይም ስከንድ ላንጉጃችን እንደመሆኑ መጠን ያውፕራክቲስ የሚደረገው ፅሁፍም የሚፃፈው አብዛኛው ጊዜ በአማርኛ ወይም በአፊሻል ላንጉጃችን ስለሆነ አንደኛ ያንን ነገር ፕራክቲስ ለማድረግ በደንብ መማር አለብን። ስለዚህ ያንን ነገር ፕራክቲስ አለመደረጉ ነው ተፅዕኖውም የመጣው ብዬ አስባለሁ።

S₂: በድጋሜ አመሰግናለሁኝ። አሁን ባነሳኸው ሃሳብ ላይ ማለት ራይቲንግ በሚባለው ላይ እኛም ከድሮ ጀምሮ እየጻፍን ነው የመጣነው። አብሶም በ12^ኛ ክፍል ከአማርኛ ትምህርት ውጪ ያሉትን ትምህርቶች በእንግሊዘኛ ነው የምንፅፈው። እና መጻፍ ይቻላል ወይም ደግሞ ሃሳብ አፍልቆ መጻፍ ይቻላል ማለት አይቻልም። ምናልባት እንደዚህ አይነት ችግር ሊፈጠር የሚችለው በራሳችን ችግር ነው ማለት ነው። ማለት ትኩረት አለመስጠት እና የራሳችን ችግር ሊሆን ይችላል እንጂ ከአኤለመዘንታሪ ጀምሮ ከአማርኛ ውጪ ያሉት ትምህርቶች መልስ ሁሉ ስንሰራ በእንግሊዘኛ ነው። ያው ፓሴጅም ፓራግራፍም እየጻፍን ነው የመጣነው እና የራሳችን ችግር ካልሆነ በስተቀር ይህንን ነገር ፊል ልናደርገው አንችልም። እና የራሳችንን ትኩረት አለመስጠት።

S₃ በድጋሜ አመሰግናለሁ። እዚህ ላይ ቅድም በዛ ላይ አሁን እንደተናገርኩት ሃሳብ ላይ የመጀመሪያ ብዬ የማስበው ከራሳችን አፍልቀን እንዳንናገር ወይም ደግሞ ላክ እንዲኖን ያደረገብን ምክንያት የመጀመሪያ የራሳችን በቃ ላክ አፍ ኢንተረስት አለብን በተማሪዎች አጠቃላይ በኢትዮጵያ ስታንዳርድ ስናይ ላክ አፍ እንትን ኢንተረስት አለን። ምንድን ነው የሚባለው በአማርኛ (ሌላው ተማሪ ፍላጎት ብሎ ነገራት) ፍላጎት! የፍላጎት ማነስ ነገር አለ። ያ ማለት እንግሊዘኛ ቅድም እንዳለው ጓደኛዬ ሁለተኛ ቋንቋችን እንደመሆኑ መጠን ብዙም ኢንተረስት አንሰጠውም እና ይህ መጻፍ እችላለሁ ካለ አንድ ሰው መጻፍ ይችላል ግን ኢንተረስት ከሌለው ግን መጻፍ አይችልም በቃ እና ደግሞ የአስተማሪዎች ቅድም እንደተናገርኩት አርደሮቹ pre-writing እነዚህ ሶስቱ አርደሮች በቃሌ ካወቁ መጻፍ እንዳለብን አርደሩ ካወቅኩ መጻፍ እችላለሁ አይዲያ ከራሴ አፍልቆ ማለት ነው እና ይህ ነገሮችን ብናይ ማለት መጀመሪያ ግን ኢንተረስት ካለ መጻፍ እችላለን ይህንን ነው የምለው።

S₄: በድጋሜ እድሉ ስለተሰጠኝ አመሰግናለሁ። እንግዲህ አንዳንፅ ማለት ከራሳችን ሀሳብ እንዳንፅፍ ዋነኛው ምክንያት የሆነው የቃላት እጥረት አለ። ምክንያቱም አንድ ሰው በእንግሊዘኛ አረፍተ ነገር ለመጻፍ ወይም ፓራግራፍ ለመጻፍ ምን ያስፈልጋል? አማርኛ እንኳን ብዙ ቃላት የማናውቅ ከሆነ አንድም አርፍተ ነገር ወይም ፓራግራፍ ልንሰራ አንችልም። ስለዚህ

ዋነኛ ምክንያት ምንድነው የቃላት እጥረት አለ ሁለተኛ ደግሞ ቃላትን አውቀን እንዳንፀፍ ፍላጎት የለንም ኢንተረኔት የለንም ስዚህ ያ ሲኖር ነው መፍፍ የምንችው ብዬ አምናለሁ። አመሰግናለሁ።

S5: በድጋሜ አመሰግናለሁ። በእንግሊዘኛ ቃላትን ወይም ደግሞ ፓራግራፍን በራሳችን ከራሳችን ሀሳብ አፍልቀን እንዳንፀፍ ከሚያደርጉን ነገሮች አንዱ እንግዲህ ጓደኞቼ እንደተናገሩት የራስ ፍላጎት ወይም ልምምድ አለማድረግ ነው የምለው። ብዙም ጊዜ በቃ ኤለመንታሪ ተማሪ ስንማር አሁን በራሳችሁ ፓራግራፍ 94 የምንባልበት ጊዜ ነበር። በየቀኑ አብሶ የእንግሊዘኛ ቋንቋ አስተማሪዎች ብዙም ግዜ ፓራግራፍ በሚያፀፉን ጊዜ እቤት ገብተን ፕራክቲስ አናደርግም ነበር። ያንን ነገር ማለትም ዛሬ የተማርነው ወይም ደግሞ ዛሬ የፃፍነው ተመልሰን ሳምንት ብንጠየቅ እነኳን በትክክል የማንፀፍበት ጊዜ አለ ማለት ነው። ሁለተኛ ደግሞ ይህንን ደግሞ ፕራክቲስ የሚያደርገው ልምምድ የሚያደርጉ ትንሽ የሚሞክሩ ወይም ደግሞ ከ ክላስ ውስጥ ጎበዝ የሚባሉ ተማሪዎች ናቸው እና ጎበዝና ሰነፍ ብለን ደግሞ የምንከፋፍለው በራሳችን ችግር ነው ወይም ደግሞ በራሳችን አመለካከት ነውና ይህንን ነገር የሚያግደን ልምምድ አለማድረጋችን እና ዋናው ነገር ፍላጎት አለመኖር ጓደኞቼ እንዳለችው። ስለዚህ ፍላጎት ካለ መፍፍም ይቻላል ነው የምለው።

S6: አመሰግናለሁ። ምንድነው እዚህ ላይ ሁለት ሀሳብ ማንሳት እፈልጋለሁ። አንደኛው ከኤሌመንታሪ ደረጃ ከ1-7ኛ ክፍል የመጣነው የተለያዩ የአማርኛ ጽሁፎችን በመፃፍ ነው። እዚህ የእንግሊዘኛ እጥረቶችን እናያለን ሁለተኛ ደረጃ ደግሞ ጓደኞቼ እንዳሉት የፍላጎት ወይም ኢንተረኔት ጉዳይ ነው። ተማሪዎች የመፃፍ ክህሎታቸው በጣም አናሳ ነው ወይም ለመፃፍ ያላቸው ተነሳሽነት ዝቅተኛ ነው ምክንያቱም ከፍ እያልን በምንሄድበት ጊዜ በሃይስጡል ደረጃ ቶፒኩ ስለሚበዛ ወደ ፅሁፍ ሳይሆን የሚያተኩሩት ወደ ተለያዩ ኤክስርሳይሶች ወደመስራት ወይም ሪፈረንስ በመስራት የተለያዩ ለማትሪክ ፈተና የሚዘጋጁበት ስለሆነ በዚህ ጉዳይ በነዚህ ሁለት መንስኤዎች ምክንያት የተማሪ የእንግሊዘኛ የመፃፍ ብቃታቸው አናሳ ነው።

4. ተማሪዎች በእንግሊዘኛ ቋንቋ በራሳቸው ሀሳብ አፍልቀው የተለያዩ ፅሁፎችን መፃፍ ለሚችሉ መፍትሄው ምን ይመስላችኋል?

S1: እሺ አሁንም እስካሁን የተነጋገርናቸው የ writing system ችግሮችንና መንስኤዎችን ነው። የ writing ስኬላችን እንዳናዳብር ወይም ደግሞ ከራሳችን ላይ አፍልቀን እና በነሱ ላይ መወያየታችን ላይቀር የመፍትሄ ሀሳብ ደግሞ ማስቀመጥ ስላለበት መፍትሄው በዬ የማስበው ያው ቅድም በችግሮቹ ላይ ለማንሳት እንደተሞከረው በተማሪዎች ዘንድ ሊሆን ይችላል በመምህራንም ዘንድ ሊሆን ይችላል እንዲሁም በወላጅም ዘንድ ሊሆን ይችላል እነዚህ ነገሮች ፕራክቲስ እንድናድርግ ተማሪዎች ላይ ተፅዕኖ መፍጠር መቻል አለባቸው እና አሁን በሀገራችን የትምህርት ተቋማት በሁለት ይከፈላሉ። የግል ተቋም አለ የመንግስት ተቋም አለ። እና አሁን በግል ትምህርት ቤቶች በምንመለከትበት ጊዜ እንግሊዘኛ ክህሎታቸው writing ሊሆን ይችላል reading ሊሆን ይችላል perfect በሚባል ደረጃ ላይ ነው ያለው። እኔ ከኬጂ እስከ 1ኛ ክፍል ተምራለሁ እና በዛ ላይ ያለው እንትን ክህሎትና በመንግስት ላይ ያለው በጣም ይለያያል እና እዛ እንደ ኬጂ ተማሪ ወይም 1ኛ ክፍል እንኳን ሆነን የራይቲንግ ስኬላችን እንኳን በጣም የሚገርም ነበርና የሚሰጡትን ትምህርት ወይም ስትራቴጂው በጣም ክህሎትን እንድታዳብር የሚያድርግ ነበርና በግል ላይ ያለውን ሂደት ወደ መንግስት ልምዳቸው ሺር ቢያደርጉ በመንግስት ያሉ ተማሪዎች በደንብ ያንን ነገር ፕራክቲስ እንዲያደርጉ ማድረግ ያስፈልጋል ብዬ አስባለሁኝ እና ያው እንደተጨማሪ የመጨረሻ ሀሳብ የራይቲንግ ስኬላችን ለማሻሻል ከራሳችን ሀሳብ ማፍለቅ ሊሆን ይችላል ወይም ደግሞ የተለያዩ ፅሁፎችን በደንብ ክፍል ውስጥ ፕራክቲስ ማድረግ አለብን ኢንተረኔት ኖሮን ያንን ነገር ፕራክቲስ ብናደርገው የራይቲንግ ክህሎታችን ይስተካካላል ብዬ አስባለሁ።

S₂: በስተመጨረሻ የችግሮችን መፍትሄ ስንሄድ ሶስት አካላቶች መስራት አለባቸው። 1ኛ ተማሪዎች ናቸው 2ኛ አስተማሪዎች 3ኛ ደግሞ ትምህርት ሚኒስቴር። ትምህርት ሚኒስቴር እራሱ እዚህ ጋር መስራት አለበት። ቅድም እሱ እንዳለው ችግር የሚታየው በመንግስት ትምህርት ቤት የቀጥሩት አስተማሪ ማወቅ ያስተማራውን ሰነድ አይደለም ለዛ ትምህርት ቤት ይመጥናል ወይ? አሁን ለምሳሌ እኛ የ12ኛ ክፍል ተማሪ እንደመሆናችን መጠን ለኛ የሚመጥን አስተማሪ ሊመደብልን ይገባል። ዲግሪ አለው ምናምን እሱን ማወቅ አለበት ወይም ደግሞ መርጦ ማስገባት አለበት። ሁለተኛ ደግሞ አስተማሪው የሚገባው አስተማሪው ባክራውንዳችን የሚያውቅ መሆን አለበት። የምንማረው ትምህርት ራይቲንግ ሲስተማችን እንዴት ማዳበር እንዳለብን የሚያውቅ አስተማሪ መሆን በለበት። ሶስተኛ ላይ ስንመጣ እኛ ተማሪዎች ፍላጎት በቃ ለመማር ፍላጎት ሊኖረን ይገባል። ፍላጎት ካለን የማይሆን ነገር የለም ወይም የማይሰራ ነገር የለምና ሶስት አካላቶች አንድ ላይ ሆነው ከሰሩ የራይቲንግ ችግር የማንም ተማሪ የማይቀረፍበት ምንም ምክንያት የለም ብዬ አስባለሁ አመሰግናለሁ።

S₃: እሺ እኔ መፍትሔ ብዬ የማስበው መጀመሪያ ሌሎች እንደተናገሩት ተማሪዎች ላይ መስራት አለበት። ለምሳሌ ከኤሌመንተሪ ላይ እና ሀይስኩል ወደ ፕሪፕ ስንገባ ትምህርቱ እየከበደ ይመጣል። ታች እያለን ግን easy በሆነ መልኩ ፃፉ ስንባል እንፅፍ ነበር። ያ ማለት ግን በዛን ጊዜ አይምርክችን ነፃ ስለሆነ ሁሉም ነገር የመቀበል አቅም አለን። እና ተማሪዎች ከስር መስራት አለባቸው። ለምሳሌ passage ፃፍ እንደዚህ እንደዚህ ፃፍ ካልነው መፃፍ ይችላል ያ ልጅ ማለት ባለው stage ወይም level በተመለከተ ማለት ነው እና ደግሞ አስተማሪዎች ላይ መስራት አለበት። በአስተማሪዎች ስንል Ph.D. ስላለው ወይም ዲግሪ ስላለው ፕሪፕ መግባት ያለበት አይመስለኝም። ያም ምንድነው አስተማሪው ምን ያህል ነው ብቁ የሚሆነው? “ብቁ ነው ወይ ለዚህ ሳ-ብጀክት?” ብለን መታየት አለበት ትምህርት ሚኒስትር በአስተማሪዎች ላይ መስራት አለበት ማለት ነው እናም ደግሞ እ..... ተማሪዎች ከስር መሰረቱ የተለያዩ ሚኒሚዲያዎች ላይ ሀሳባቸው እንዲገልፁ ማድረግ አለባቸው። በዚህ በዚህ ከሰራን ተማሪዎች በራሳቸው ሀሳብ ወይም ደግሞ አይዲያ ያላቸውን የላይፍ ስታይል ላይ በገጠማቸው በአማርኛ ከመፃፍ ይልቅ እንትናቸው በማሳደግ የእንግሊዘኛ ቋንቋ ለማሳደግ የተለያዩ ፓሴጆችን በእንግሊዘኛ ቢፅፉ ወደ ላይ ከፍ እያሉ ሲመጡ ለምሳሌ ዩኒቨርሲቲ ስንገባ ፕሪፓራቶሪ ስናይ ስማቸውን እንኳ የማይፅፉ አሉ። ስለዚህ ዩኒቨርሲቲ ሲገቡ አዲስ ይሆንባቸውና ሊከብዳቸው ይችላል። ስለዚህ ምንድነው ከስር መሰረቱ ስለልተያዙ ነው። ከስር መሰረቱ ተማሪዎቹ መያዝ አለባቸው የሚል ሀሳብ አለኝ።

S₄: በድጋሚ እድሉ ስለተሰጠኝ አመሰግናለሁ። አሁን በተባለው ማለትም አንድ ተማሪ ሀሳብ አፍልቆ በራሱ ፓራግራፍ ወይም ደግሞ ሌሎችን ለመስራት 3 ነገሮች ማድረግ ይኖርበታ ብዬ አምናለሁ። የመጀመሪያው ቃላትን ማወቅ ማለትም የምንማረውን ትምህርት አለ። እነዛ የተምህርት ወርዶች ፅፎ በአማርኛ ተርጉሞ የሚያውቀው ቋንቋ ከዛ በኋላ ሀሳብን ካወቀ በኋላ ለመፃፍ ይረድዋል ብዬ አስባለሁ። ሌላኛው ደግሞ ቴሌቭዥን ሊሆን ይችላል ወይም ደግሞ ሌላኛው ነገር በቪዲዮ የሚያሳይ ነገር እንግሊዘኛ እየተናገሩ እነሱን እየሰማ እንዴት እየተናገረ ነው ምንድነው እያለ እየተረጎመ እንትን ሲል ለመፃፍ ይረድዋል። የራይቲንግ ሲስተምሙን ያዳብራል። ሌላው ደግሞ በድምፅ ሪዲንግ ሊሆን ይችላል ወይም ደግሞ የሚችል ሰው ካለ እሱ ሲናገር ሰምቶ የሚለውን ነገር ደግሞ በማለት ያንን ነገር እንግሊዘኛ የመናገር ችሎውን አዳብሮ የመፃፍ ችሎታውም በዛው የቃላት ብዛት ስለሚያውቅ ለመፃፍ ይረዳዋል ማለት ነው። ስለዚህ ይህንን ለማለት ነው የፈለጉት።

S₅ እሺ አመሰግናለሁ። እ... ቅድም እንግዲህ ከጓደኞቼ ጋር ስንወያይ የነበረው ችግሮቹ ላይ ነው። አሁን ደግሞ መፍትሄው ላይ ደርሰናል ማት ነው። መፍትሄዎቹ እንግዲህ እንደተባለው ብዙም ጊዜ የግል ትምህርት ቤት ተማሪዎች ነው ከኛ የሚበልጥ መናገር እንደሚችሉ እናወራለን ማለት ነው። ይህ የሆነበት ምክንያት ደግሞ የራሳችን አመለካከት ነው። የግል ትምህርት

ቤቶች ስንመለከት እንግዲህ አንድ ዓይነት ትምህርት ነው የምንማረው። እነሱ ከኛ ብዙ የተለየ አይደለም የሚማሩት እና እነሱ ላይ አንደኛ ቤተሰቦቻቸው የቤተሰብ ክትትል አላቸው። እና ደግሞ ስራዬ ብሎው እነሱ በደንብ ልምምድ የማድረግ ሁሉንም ነገር በአግባቡ የመማር ነገር አላቸው ማለት ነው። ስለዚህ ለእነሱ የምንሰጠው ቦታ ነው ወይም ደግሞ የግል አመለካከት ነው። ሌላው ችግር ሌላው መፍትሄ ያለው ራሳችን እንደተባለው ልምምድ ማድረግ ነው። ልምምድ አድርገን ያንን ነገር በአግባቡ የመለማመድ ወይም ደግሞ የመስራት ችሎታ ካለን መስራት እንችላለን።

S6: በመጨረሻ ለመጠቃለል ያህል ከላይ እንዳየነው የፅሁፍ ስልቶች ያለንበትን የአፃፃፍ ደረጃ እና እንዲሁም ተማሪዎች በራሳቸው ፅሁፍን አፍልቀው የመፃፍ ችግር ወይም ደግሞ መንስኤዎች አይተናል። ስለዚህ 3 መንኤዎች ደግሞ 3 መፍትሄ ያስፈልጋሉ። የተጣመመ ዛፍ ቀዋሚ የሚያቁመው እንደሚያስፈልገው ሁሉ አንድም ተማሪ ከስር ከኬጂ መሰረት ሳይዝ ኤለመንተሪ እንዲሁም ሳያዳብር ሀይስኩል ገብቶ አሁን በዚህ ክፍል ደረጃ በራይቲንግ ላይ ማውራት የለብንም። ምክንያቱም ማትሪክ ከፊታችን አለ። በዚህ ማትሪክ ላይ ግራማቲካል ነገሮችን መስራት አለብን 3 መፍትሄዎች ያስፈልጋሉ። 1^ኛ ተማሪ እራሱ 2^ኛ ቤተሰብ 3^ኛ መምህራን። ተማሪ ፅሁፍን ለመፃፍ ተነሳሽ መሆን አለበት ወይም የተነሳሽነት መፍትሄ ሊኖረው ይገባል ይህ ፍላጎት ምንድነው የፅሁፍን ስልቶች ማወቅ አለበት። እነዚህ ፓርትስ አፍ ስፒች ማወቅ አለበት። እነሱን በጥንቃቄ ማወቅ አለበት። 2^ኛ ወላጆች፤ ሁሉንም ተማሪ መደገፍ አለበት። መደገፍ ስል የተለያዩ ተቋማት አሉ። የተለያዩ የሥልጠና ተቋሞች አሉ በእንደዚህ አይነት ቦታ ላይ ይህንን ተማሪ መደገፍ አለባቸው። መምህራኖችም አክቲቭ ፓርቲሰፔሽን የሚባል ነገር አለ ወይም ደግሞ ገቁ ተሳትፎ ክፍል ውስጥ እንዲሳተፉ ተማሪዎች የተለያዩ ፓራግራፎችን በራሳቸው የተለያዩ ድርሰቶችን ወይም ደግሞ እነዚህ ነገሮችን ማድረግ አለባቸው። እነዚህ ካደረጉ ትንሽ ችግሩ ይፈታል ብዬ አስባለሁ።

Appendix J

Comparison of tasks in each skill in the textbook

Unit	Writing	Speaking	Reading	Listening
1	-Memories (P. 15) - A formal letter (p .20)	- Role-play: Family Issues (P. 11) -A happy family life (P. 12)	-My family (P. 13) -A childhood memory (P. 16) - China’s one-child policy (P. 24)	-A father’s voice (P. 3) - A mother’s voice (P. 6)
2	-Mind map (P. 40) -An essay (P. 40) -A report (P. 47)	-Miscommunication (P.35) - Game: Sorry what do you mean? (P. 46) -The advantages and disadvantages of communication (P. 48)	- Tips for communicating effectively (P. 37) - Communication in the animal world (P. 38) - The development of communications (P. 42) -A poem (p. 49)	-How I Communicate (P. 33) -Tips for communicating Effectively (P. 37) - What is Communication? (P. 38) - Intercultural Communication (P. 48)
3	-Self-assessment (P.60) -An essay (P.70)	- Why students drop out (p.53) - Dealing with problems in Grade 12 (P. 67)	- Notes on study Skills (p.54) - Problem page (P. 62)	-Successful graduate speaks (P. 66)

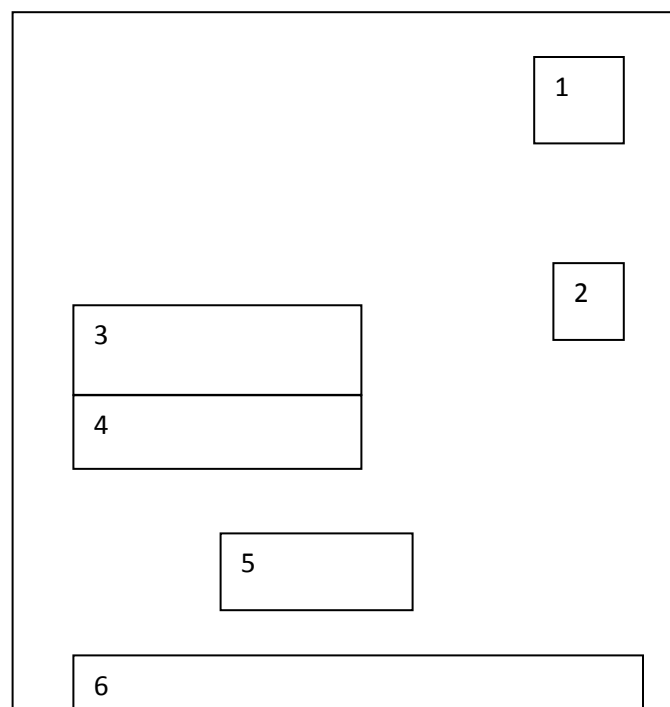
		- My future plans (P. 70)		
4	A film review (P. 98)	- Class survey: participation in the arts (P.85) - Future Predictions (P. 97)	-Building the Nation (P. 82) - A character from a novel (P.87) -Extensive reading project (P. 93)	- The plot of a Film (P. 95) -A film review (P. 98)
5	-A good leader (P. 111) - A report (P. 123)	- Facts about the United Nations (P.105) - The MDGs (P. 115) - The New United Nations (p.120)	- The United Nations: Convention on the Rights of the Child (CRC) (P. 105) - The Millennium Development Goals (MDGs) (P. 112) - What is a good governance? (P. 117)	Lecture on the UN (P 104) - Progress towards the MDGs (P 113)
6	-A leaflet on Fair Trade (P.132) -Summary (P. 141) - A business letter (p. 144)	-How global are we? (p. 134) - Play Show and Tell (P. 134) - Silent letters and sounds and syllables (p.136) - Is globalization good or bad? (P. 144)	-Coffee production (P.130) - Multilaterals (P.137)	- Asgede's jeans (P. 129) - The pros and cons of globalization (P. 140)
7	-A profile (P.161) -A letter of application (P. 169)	-Qualifications and skills for different jobs (P. 60) - Applying for a job (P. 163) - Chain interview (P. 169)	-poem (P.162) -A CV (P. 164) -A letter of Application (P.166)	- Three employees talk (P 155) - An employer talks (P. 157)
8	An essay (P.192)	- The development of Man (p. 176) - Re-tell the story of Dinkinesh and Selam (P. 182) - History or Herstory? (P. 182) - Development and civilization (P. 187) -Weak vowels and weak forms (P. 189) - Human Achievements (P.191)	- The story of life on Earth (P.174) - Three African Civilizations (P. 183) -Poem : Vultures(P 187)	Dinkinesh and Selam (p.179)
9	-A report (P.200) -An essay(P 212)	- Choosing the best way forward (P. 198) - Stress and Intonation (P. 199) - The pros and cons of living in a rich country (P.204) - Ethiopia's strengths	- Broken Britain (P.204) - A poem (P. 209)	- Ethiopia must move Forward (P. 198) - Short conversations (P. 199)

		and weaknesses (P.208) - Preserve it or Abolish it? (P.211)		
10	-A description (P. 227) -A report (P.229) -A formal letter (P.230) -Graffiti posters (P.236) - Rules for a new society (P. 240)	- The Haiti Earthquake (P. 227) - Threats to our Future (P. 234) - The Earth colony debate (P. 239) - A presentation and a speech (P. 240)	-Markos' world (P. 237)	Future threats (P. 235)
11	-A summary (p.244) - A dialogue (p.249) -A review of television show (P. 256) -Formal letters (P. 263)	- Talk show(P. 256)	-An interview with a film star (P. 246) -The making of a Blockbuster (P. 257) - A review of Titanic (P. 260)	- The Ethiopian film industry (p. 244) - An interview with a film-maker (P.245)
12	-Planning, Preparing, and producing a class magazine (P. 273)	- Planning, preparing and producing a class magazine (P. 273) - Reviewing your Work (P. 274)	- Extracts from magazine articles (P. 266) - Magazine article (P. 267)	- Magazine jobs (P. 269) - The magazine production process (P. 270)
Total	28	38	31	23

Appendix K

Parts of a formal letter

Write the parts of the formal letter in the diagram below.



Appendix L

A paragraph with nonsense words

This paragraph contains a number of nonsense words. Identify them and replace them with real words that fit the context.

Water is vital for life. It is two-third of our body's schlophen and 90 per cent of its volume. When we are ppitke it satisfied us, it kllrths our clothes when they are dirty and it modrties our crops. Every person needs four litres of water a day for cooking and drinking and at least another twenty litres to stay clean and healthy. However, water can carry xelops like bilharzias, malaria, dysentery and diarrhea. The World Health Organization estimates that 80 per cent of all disease can be attributed to poor water and weathers. As many as 50,000 people lkel every day from diseases associated with dirty water. A further 1,500 million are awfthing from these diseases on the same day.

Appendix M

Control writing

Write an ending for the following activity

1. Here is the weather forecast. It is likely to be hot and sunny in the east, but _____.
2. Nairobi is the capital and largest _____.
3. When the world price for coffee fell by 50 per cent, farmers _____.
4. Not only has the scheme resulted in improved maternal health but infant mortality _____.
5. The common cold is a contagious disease which infects the _____.

Appendix N

A business letter

Imagine that you have heard that a food processing company in the UK is using Ethiopian sesame seeds in the manufacture of Tahini (a product similar to peanut butter but made with sesame seeds). It is not a Fair Trade, however.

Write a letter to the Managing Director to persuade him/her to participate in a Fair Trade Scheme for the purchase of sesame seeds.

Appendix O

Dictation

Malaria has been known to man from ancient times. Records exist from the 5th century BC of fevers resembling malaria. Although it was not until 1898 that three Italian scientists discovered

the disease was spread by mosquitoes, a treatment using quinine derived from the cinchona tree, had already been in use since 1700.

Today, more drugs are available for the prevention of the disease and for its treatment, but one is completely effective. In recent years, scientists have been trying to find a vaccine against the disease, and some are already being tested on animals.