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**EFL TEACHERS' PERCEPTIONS AND MOTIVATION REGARDING TEACHING  
WRITING (THE CASE OF HAGERE-SELAM SECONDARY SCHOOLS)**

**BY**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIRMENT FOR THE  
MASTERS OF ARTS DEGREE (MA) IN TEFL**

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**NOVEMBER, 2024**

**MEKELLE, ETHIOPIA**

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EFL Teachers' Perceptions and Motivation Regarding Teaching Writing (The Case  
in Hagere-Selam Secondary Schools)

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A Thesis Submitted in Partial Fulfilment of the Requirement for MA in TEFL

November, 2024

## DECLARATION

This research report is my original work and has never been presented for the award of any degree to any other university

### Confirmation and approval

This thesis has been submitted for examination with my approval as a thesis advisor

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## **AKNOWLEDGEMENT**

This research report wouldn't have been completed without the support of many people. In particular, I am deeply grateful to Mergiyaw Alene (PhD), Assistant and Lecturer, University of Mekelle who devotedly guided me in writing this project. His selfless determination and inspiration was instrumental in shaping this project report.

I also wish to acknowledge Hagere-selam Comprehensive Secondary School Teachers' specially principals who support me the PC to write my project in short period of time. I also wish to acknowledge the efforts of Gebru Hagos an English high school teacher who graduated in Mekelle university in TEFL for his guidance and comments that improved this report. His relentless positive criticism ensured that the study was grounded in the best academic research practices.

To all of you, I offer my regards and blessings for the support you extended to me in all respect and to your contribution towards the success of this project.

## **ABSTRACT**

This study investigated the perceptions and motivation of EFL teachers regarding teaching writing. Through a survey of 14 teachers and 105 students aimed to gain a deeper understanding of the challenges and motivations associated with teaching writing in an EFL context. The results indicated that EFL teachers generally view writing as an important skill to teach, with many reporting that it is essential for students' overall language development. However, teachers also reported facing numerous challenges in teaching writing, including time constraints, lack of resources, and difficulty in assessing student progress.

In addition to these challenges, the study also found that teachers' motivation to teach writing varied widely. Some teachers reported feeling highly motivated to teach writing, citing factors such as student engagement and progress as motivating factors. However, other teachers reported feeling less motivated to teach writing, with some expressing frustration with the perceived lack of student interest or ability.

Overall, the findings suggested that further support and training for EFL teachers in teaching writing may be beneficial. This could include providing teachers with additional resources and materials, as well as training in effective teaching strategies and assessment techniques. Additionally, the study highlighted the need for ongoing research on this area, in order to be understand the complex factors that influence EFL teachers' perceptions and motivation regarding teaching writing.

## Chapter one: Introduction

### 1.1 Background of the study

Currently, all aspects of modern life such as government, education, industry, commerce, health care, to name just a few, depends not only oral interaction but on written communication (West 1988: 19). Regarding this, Geremew (1999) points out that one has to write in order to meet persistently changing social demands and peruse personal interests. In a related line of argument, Guth (1989) emphasizes that students are mainly judged by their ability to put ideas down on paper. Thus, students at high level need to write notes, assignments, term papers, reports and essays. To accomplish these writing tasks successfully, they are required to develop their writing skills in the instructional language. Jordan (1997) also supports this view, contending that writing skills are a prerequisite for the completion of academic writing tasks.

However, in the researchers' experience, the reality in Ethiopia falls short of these objectives. Although writing lessons are included in all high school English text books, implying that writing should be taught as an independent skill, students who completed preparatory schools and join universities seem to be below the required level. This problem can partly be ascribed to teachers' failure to teach writing appropriately. It could also be associated with teachers' perceptions about writing and their practice of teaching the skill. Most often, writing at high school level is either not covered at all or not taught effectively, since teachers perceive that writing is not as important as listening, speaking, reading, grammar and vocabulary (Alamrew 2005).

With regard to the nature of perception, Hardy and Heyes (1979) explain that the perception system filters some information that will be brought to conscious awareness, organize, and interprets this information to build up the model of the world that is experienced. Perception refers to sorting out, interpretation, analysis and integration of stimuli involving our sense organs and brain, our behavior is essentially a reflection of how we react to and interpret to stimuli from the world around us (Richardson 1996; Smith 2001). This implies that our perception shapes our belief system and determines our practice.

It follows that teachers' beliefs influence their judgements and practices, there by determining how they behave in the classroom. That is if teachers fail to consider writing as important, their perception can influence their teaching of this skill, since according to Noe (2004), perception has a relationship to our actions and practices. Thus, if English language teachers give less attention to writing due to their perception that writing is less important and that teaching writing is a difficult task, this can adversely affect their teaching and their students' performance in writing. As such, language teaching has been described in terms of what teachers do that is in terms of the actions and behaviors which they carry out in the classroom and the effects of these on learners (Richards & Lockhart 1996).

Writing is a fundamental skill in English language learning, essential for academic and professional success. However, teaching writing effectively can be challenging, particularly in

EFL contexts where learners may face cultural, linguistic, and pedagogical hurdles. Understanding EFL teachers' perceptions and motivations regarding writing instruction is crucial for informing effective teacher development and improving student outcomes.

Previous research has highlighted the importance of teacher beliefs and perceptions in shaping their instructional practices. Studies have shown that teachers' perceptions of writing can influence their instructional approaches, including the emphasis on form or content, the use of assessment strategies, and the provision of feedback. Additionally, teachers' motivations for teaching writing can impact their engagement and effectiveness in the classroom. Factors such as job satisfaction, professional development opportunities, and recognition for their work can influence teachers' motivation levels. According to Venkateswaran (1995:103) " Writing is a productive skill, which involves manipulating, structuring, and communicating". Similarly, Nunan (1989:35) states " Learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language". Thus, the writing skill, which is practiced at any level, mainly at secondary and tertiary levels, requires productions of sequential sentences, which are arranged in particular order and linked together in certain ways. Perceptions and motivations are important components to teach writing skill in foreign language (Aikman,1985). Teaching writing is important to explore TEFL teachers' perceptions and motivations towards teaching writing. Perceptions and motivations are essentially contributing factors in second or foreign language teaching learning process (Gardner & Lambert, 1972). Those factors have a great bearing on language teaching and learning writing skill.

### **General teachers' Perceptions and Motivations Regarding Teaching Writing**

Teachers' perceptions and motivations regarding teaching writing can vary greatly, influenced by factors such as their personal experiences, educational backgrounds, and the specific context in which they teach.

Here are some common teachers' perspectives and motivations

#### **Perceptions**

- . **Writing as a challenging skill:** Many teachers perceive writing as one of the most challenging language skills to teach, often citing students' difficulties with grammar, vocabulary, and organization.
- . **Importance of writing for students:** Teachers generally recognize the importance of writing for students' academic and professional success. They understand that writing is a crucial skill for expressing ideas, communicative effectively, and critical thinking.
- . **Writing as a process:** Some teachers view writing as a multi-step process that involves planning, drafting, revising, and editing. They emphasize the importance of teaching students these stages to help them produce high-quality writing.

. **Writing as a form of personal expression:** Others see writing as a way for students to express themselves creatively and personally. They believe that writing can help students develop self-awareness and confidence.

### **Motivations**

. **Students' success:** Many teachers are motivated by a desire to help their students succeed academically and in their future endeavors. They believe that teaching writing effectively is essential for preparing students for college, careers and citizenship.

. **Personal satisfaction:** Teaching writing can be personally rewarding for teachers who enjoy seeing their students grow and improve. Witnessing students' progress and accomplishments can be a significant source of motivation.

. **Professional development:** Teaching writing can be an opportunity for teachers to continue their own professional development. By exploring new teaching methods and strategies, teachers can improve their skills and stay up-to-date with best practices.

. **Curriculum requirements:** In many educational systems, writing is core components of the curriculum. Teachers may feel motivated to teach writing effectively because it is a requirement of their job.

It is important to note that these are just a few examples of teachers' perceptions and motivations. Individual teachers may have different perspectives and priorities based on their unique experiences and motivation circumstances.

Perceptions can be viewed as a tendency to respond positively or negatively towards a certain things, ideas, person, and situation. Gardner (1985) defines perceptions as an evaluative reaction to some referent, inferred based on the individual's beliefs or opinions about the referent. As for education, Brown (2000) notes that teachers should recognize that students' possess positive and negative perceptions in varying degrees, and adds that the negative perception can be changed by thoughtful instructional methods, using materials and activities that help students achieve an understanding and appreciations of foreign culture that might be reflected in the process of learning the foreign language.

Dornyei (2001) argued motivation is an important cognitive factor to develop EFL writing. So the teachers are defined as instructors in EFL class to encourage students and to monitor their achievement as well. According to Ramage (1990) teachers should be motivated themselves and they try to increase the learners' motivation in order to actively engage in the learning of a target language.

In addition to teaching language, EFL teachers are expected to increase learners' intrinsic motivation by employing different motivational strategies in instruction ( Guilloteaux & Dornyei, 2008, p. 52). However the extent to which teachers are able to motivate their students depend on how motivated teachers themselves are (Atkinson, 2000; Guilloteaux & Dornyei, 2008;

Bernaus, Wilson, and Gardner, 2009). As Bernaus et al. (2009) concluded regarding learner motivation, teachers' motivations are the most important variables because if teachers are not motivated the whole notion of strategy is lost (p.29).

Teachers' teaching practices can be identified with their perceptions and motivations towards teaching writing skill. Teachers' perceptions and motivations can be increased in different working scenarios (Dinham and Scott,2000; pelletiar, Levesque, & Legault,2002; Smithers & Robinson,2003; Roth, Assor, Mayamon, and Kaplan, 2007; Addison & Brundrett, 2008). To increase teacher's perceptions and motivations towards teaching writing, teachers have their own roles in teaching writing as a foreign language. English language teachers revisit their perceptions and motivations towards their teaching learning process and begin to examine their language proficiency through their own effective classroom teaching practices. Effective teaching practices are based on class level, teachers' preparation, and organization of the course and teachers' stimulation of interest in the course its subject matter and instructional strategies.

Hagereselam Comprehensive Secondary School is found in Tigray region, south eastern zone , where Hagereselam wereda at Hagereselam town. It is found 55 km from Mekelle and established in 1995E.C.

The researcher wanted to investigate teachers' perceptions and motivations towards teaching writing at Hagereselam secondary school. The researcher initiated to study teachers' perceptions and motivations towards teaching writing because teachers and students have anxiety about writing skills in the school. EFL teachers said that most students do not spell some words when the teacher ordered them to write letters, paragraphs and essays; even most of the students do not write their names correctly; This happened due to teachers' lack of attention for teaching writing skills.

More ever, English language teachers and students have EFL teaching learning problems while the teaching learning process is conducting in the class. Then they are crucial points to conduct research on the English language teachers' perceptions and motivations of EFL teaching writing skill. Teachers often perceive writing instruction as challenging due to its complexity and the need for extensive feedback. They often find it time consuming to provide individual attention to each student's writing. However, they are motivated by the belief that writing is a crucial skill for students' academic success and personal development. They also recognize the importance of fostering creativity, critical thinking, and communication skills through writing.

## 1.2 Statement of the problem

Despite the critical role writing plays in academic and professional success, teaching writing in English as a foreign language ( EFL ) in both Hagere-Selam Secondary Schools classrooms often presents challenges. Many EFL teachers grapple with a lack of effective strategies, limited resources, and insufficient training in writing pedagogy. These factors were significantly impact their motivation and ability to foster student's writing skills.

### Key problem areas in our secondary school

1. **Limited pedagogical knowledge:** Many EFL teachers lacked a deep understanding of effective writing instruction methods, including genre- based approaches, process writing and strategic instruction.
2. **Lack of resources:** Insufficient access to appropriate teaching materials, writing prompts, and assessment tools hindered teachers' ability to provide engaging and supportive writing experiences.
3. **Time constraints:** Heavy workloads, large class sizes, and curriculum pressure limited the time dedicated to writing instruction, making it difficult for teachers to provide adequate feedback and individualized support.
4. **Cultural and linguistic barriers:** Differences in cultural expectations and linguistic backgrounds posed challenges for both teachers and students, affecting their understanding and approach writing.
5. **Assessment challenges:** Evaluating students writing was subjective and time consumed, led to inconsistent feedback and potential demotivated for both teachers and students

English language teachers have lack of positive perceptions and motivations to teach writing skill. Because teaching writing skill requires more efforts besides perceptions and motivations. Both positive and negative perceptions and motivations have strong impact on the success of language teaching writing. Perceptions and motivations shape our beliefs system and determine our teaching writing. Since writing lessons are designed in English text books, it should be taught as an independent skill. English language teachers who taught writing at this high school; they are either not covered the lesson at all or not taught effectively. Since teachers feel that writing is not as important as listening, speaking, reading and vocabulary.

Other problems are English language teachers have little attention about teaching writing skill due to their lack of experiences in teaching writing and most of the students do not construct meaningful sentences. Students show less interest in writing whenever they get activities to write. Students' performances are very low due to lack of teachers' positive perceptions and motivations towards teaching writing skill even they join higher education, they are in serious problems to express their ideas in writing.

There are researches (local researches) who conducted on teaching writing foreign language. Alemayehu (2008) identifies that teachers hardly gave project work to the students whom they taught writing skills in integration. He said that teachers didn't effectively use project work as a

means of helping the students practice writing skills in integration, developing the self-confidence, self-efficacy, self-worth and self-esteem to foster the students' independent learning.

English teachers in the proposed school can't use different techniques to make their lessons interactive and practical using to writing skill. The teachers frequently used whole class organization at the expense of pair and/or group organizations when they taught writing skill in integration in classrooms. This means that the students' collaborative learning during integrated-skills teaching/learning could be very limited.

There are also foreign researchers who conducted on teachers' perceptions and motivations towards teaching writing skills (Evey; E 1999; Haddad, 2002; Graham, Harris and Mason, 2005). They tried to investigate students' motivations and achievements in English and their relation to teacher motivation, factors that may influences the perceptions and motivations of teachers. The researchers used questionnaires for teachers and students, questionnaires for teachers and classroom observations instruments to collect the data for finding the results. Researchers have got from their students are teachers' perceptions and motivations influence teachers' actual pedagogical competence, factors have influence on teachers' perceptions and motivations cooperation between teachers' perceptions and motivations towards teaching English and teachers' actual pedagogical competence was negative. In this study, the researcher attempted to identify the research gap by focusing on teachers' perceptions and motivations towards teaching writing, used interview for teachers; student's text book analysis classroom observations and questionnaire for students, to assess teachers' perceptions and motivations towards teaching writing. There is a gap from knowing the language to using it so to increase the practice opportunities in EFL class is a way to fill this gap between knowing and using.

The researcher addressed these issues since they are crucial for improving the quality of EFL writing instruction and helping students develop the writing skills necessary for academic and professional

### **1.3 Objective of the study**

#### **1.3.1. General Objective**

- To gain a comprehensive understanding of EFL teachers' perspectives and motivations concerning the teaching of writing.

### **1.3.2. Specific Objectives**

1. Identify teachers' perceptions of the importance of writing as a language skill.
2. Examine teachers' perceptions of the challenges and difficulties students face in learning to write.
3. Investigate teachers' motivation for teaching writing.
4. Examine teachers' teaching practice and strategies.
5. Identify the factors that influence teachers' professional development and growth in teaching writing.

### **1.4 Research Hypothesis**

In order to achieve the purpose of the study, the following hypothesis were considered to be tested.

**H1:** EFL teachers who have received formal training in teaching writing will have more positive perceptions of their own writing instruction skills and will be more motivated to teach writing than those who have not received such training.

**H2:** EFL teachers who have a background in a language other than English will have more negative perceptions of their own writing instruction skills and will be less motivated to teach writing than those who have a background in English.

**H3:** EFL teachers who have a positive attitude regarding writing and see it as a valuable skill for their students to develop will be more motivated to teach writing and will be more effective in their instruction than those who have a negative attitude regarding writing.

**H4:** EFL teachers who have a strong sense of job satisfaction will be more motivated to teach writing.

### **1.5. Research questions**

The purpose of this study was to investigate teachers' perceptions and motivations regarding teaching writing. The researcher proposed the following questions:

1. What are the primary challenges and obstacles perceived by EFL teachers in teaching writing skills to their students?
2. How do EFL teachers perceive the importance of writing instruction in the overall language learning process?
3. What are the primary factors that motivate EFL teachers to teach writing effectively?

## **1.6. Significance of the study**

The Significance of EFL Teachers' Perceptions and Motivations Regarding Teaching Writing were:

- It Tailored Approaches: Teachers' perceptions and motivations influenced their instructional methods. EFL teachers develop more effective and targeted professional development programs.
- Enhanced students' outcomes: Teachers were motivated and believed in their ability to teach writing, they were more likely to implement strategies that foster students success.
- Addressed challenges and barriers: Understanding teachers' perceptions helped to identify common challenges they face, such as limited resources, large class sizes, or lack of training.
- Provided solutions: Were being addressed these barriers, the researcher created a more supportive and conducive environment for teaching writing.
- Promoted professional development: Knowing teachers' motivations guided the development of professional development programs that address their specific needs and interests.

## **1.7. Limitation**

Studies investigating EFL teachers' perceptions and motivations for teaching writing often encountered several limitations. These limitations could affect the generalizability and depth of the findings.

In the researcher's site was small sample size or a lack of diversity in the sample were limited. The generalizability of the findings to a wider population of EFL teachers as well as the findings were specific to the particular contexts ( Hagereslam comprehensive secondary school EFL teachers) in which the research was conducted, making it difficult to apply the results to other settings. There was conceptualization limitation in which concepts like " perception" and "motivation" were defined and measured in varied ways.

Were being aware of these limitations, the researcher took steps to address them in his studies and provide more reliable and generalizable findings on EFL teachers, perceptions and motivations regarding teaching writing.

## **1.8. Delimitation of the study**

When conducting research on EFL teachers' perceptions and motivations regarding teaching writing, it is crucial to establish clear boundaries to ensure a focused and manageable study.

The researcher was focused the study on teachers' perceptions and motivations regarding teaching writing at Hagereslam comprehensive secondary in EFL teachers in 2024 academic

year. The researcher was used descriptive research design and method to success the study of this research.

By carefully delimiting the research, the researcher ensured that the study is focused, manageable, and contributed meaningfully to the existing body of knowledge on EFL teaching and writing.

## **1.9. Operational Definitions and Terms**

### **1.9.1. Definition of Terms**

Perceptions: They are the individual's prevailing tendency to respond favorably and unfavorably to an object (Morris and Maisto, 2005).

Motivation: Provides the primary impetus to initiate learning and later derive force to sustain the long and often tedious learning process ( Dornyei, 1998).

### **1.9.2. Abbreviations or Acronyms**

TEFL: Teaching English as Foreign Language

L2: Second Language

L1: First Language

ESL: English Second Language

SLA: Second Language Acquisition

## **Chapter Two: Review of Related Literature**

### **2.1. The Concepts of Writing Skills**

Writing skill is the ability of a person to express his/her thoughts, ideas, feelings etc in written form in paper or in digital form. It doesn't mean to accumulate words randomly side by side but it is an art of arranging words in a sequence to produce fruitful meaning with which one can express him/her self. According to Nunan, " Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information in to cohesive and coherent paragraph and text." Nunan (2003) states that writing is the process of thinking to invent ideas, thinking about how to express in to good writing, And arranging the ideas in to statement and paragraph clearly. It plays a major role in expressing one's ideas, thoughts, opinions, and attitudes.

According to Klein (1985), Writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing skills are specific abilities which help writers put their thoughts in to words in in a meaningful form and to mentally interact with the message. Writing is not just about conveying content but also about the representation of self. Writing is about more than making our thoughts and idea visible and concrete (Ghaith, 2002), Nystrad(1998) states that writing is a matter of elaborating text in accordance with what the writer can reasonably assume which the readers know and expect. And process of reading is a matter of predicting text in accord with the reader assumes about the writer's purpose. Pak-TaoNg(2003) suggested that writing consists of a lot of activities which result in understanding. Such an understanding includes a process of thinking about the topic, notes gathering, data collection, etc. which makes a reflective thought for you at the end. Zamel (1986), a pioneer in ESL writing research, considered writing process as a " non-linear, exploratory, and generative process where by discover and reformulate their ideas as they attempt to approximate meaning" (p. 165).

Writing is a way to produce language that comes from our thought. By using the method of paper or a computer screen. The writing of a particular writer is influenced both by personal attitudes and social experiences of him or her and the impact of the particular political and institutional context is also clearly marked on that writing. It is also a process that is influenced by constraints of genre and has to be present in learning activities.

## **2.2 Teaching Effective Writing Skill**

It is clearly crucial to students' academic success to learn to write effectively. But what are writing effective skills? Atkins et al (1996) demonstrate that the writers aim even at basic level must be convey his message in such a way as to the reader as he intends. This will vary according to the purpose of the writing, the kind of the writing task etc. but it may involve conveying information that clearly maintaining the readers' interest amusing or conveying the reader. To do this the writer must imagine the reader, what she/he knows about the topic, his/her assumption about it. Then the writer makes a number choices in order to achieve his purpose including the choice of grammar, hand writing, vocabulary, cohesion, coherence, spelling, punctuation and organization.

Teaching writing is a way of teaching rules and mechanics of foreign language in order to organize ideas chronologically and makes meaningful ideas or messages for teachers, writers, learners and readers appropriately. Harmer (2001: 79-84) explains four reasons for teaching writing to students of English as a foreign language. They are reinforcement, language development, learning style and writing as a skill.

1.Reinforcement: Teachers acquire knowledge about teaching writing language in written form and some students acquire languages in an oral/aural way; others get benefit from seeing the language written down. " The visual demonstration of language construction is invaluable for

both understanding and memory.” It is useful for students to write the new language shortly after studying it.

2. Language development: The process of developing teaching learning writing language for teachers and students respectively. The process of writing is different from the process of speaking: the former helps us to learn as we go along. “ the mental activity of constructing proper written texts is part of the ongoing learning experiences”

3. Learning style: Each teacher has their own teaching writing style in the case of their experience, attitudes and motivations. Students have their own way of learning writing foreign language due to their backgrounds and experiences. Some students quick at acquiring language just by looking and listening. Others may take a long time spent in producing language in a slower way is invaluable. So writing is appropriate for those learners.

4. Writing as a skill: The most essential reason for teaching writing is that, it is a basic language skill like speaking, listening, and reading. Teaching writing encourages English language teachers to develop and acquire the knowledge of teaching writing foreign language. Teachers use approaches and strategies to teach writing skill. Students need to know how to write letters, composition, essays and reports and how to use writing’s conventions. Cumming (2002: 123-134) cautions writing teachers to be careful of exercises to attempt to break writing down in to component skills as such exercises often eliminate portions of the task that are important the personal and cultural significance of the writing. Archibald (2004: 5) notes that, “ although proficiency in writing is somewhat related to the overall language proficiency improvements, in general language proficiency do not necessary affect a student’s proficiency in writing in their L2. However, writing instruction can be effective in raising proficiency in a number of areas. Recent approaches to instruction have recognized that while weak areas can and should be specifically addressed, writing must always have seen as culturally and socially situated.” Monaghan (2007: 4) notes that teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the convention of written discourse and the basis of grammar, syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving the highest ability in communicating in words.

### **2.3 The Importance and need of writing skills for students**

As mentioned by Richards and Renandya (2002), writing includes numerous considerations and choices to be made regarding “ higher level skills”, such as content, structure and organization, and “ lower level skills”, such as punctuation, choice of appropriate vocabulary and grammatical structures. Writing enables a learner to develop their thinking and imaginative abilities and allows them to record their ideas. Writing enables record keeping which ensures documentation. This as a result, helps the learner to recover or revisit their ideas by bringing back their old and almost forgotten memories for use in the present. Writing as skill unlike speaking, allows the learner to ideate and create words and sentences after due diligence. It provides an order to one’s thoughts and enables it to be presented in a structure way. While

writing, a learner can choose the right vocabulary, form the right sentence construction, apply cohesion and present the ideas in a correct full way.

Writing not only helps a student in their academic pursuit, but also helps an employee to express their ideas effectively. If a student has good writing skill, it will not only help them in working on their grades, but will also prepare them for the professional world. Writing will help learners to learn how to draft personal and official letters.

Harmer (2004) lays stress on the essentiality of the writing skill saying " the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly writing as a skill in its own right". Janet Emig (1977 ) described writing as "a unique mode of learning" involving the active participation of both the left and right hemisphere of the brain. Researchers have agreed that writing enhances thinking skills; the higher cognitive functions of analysis and synthesis seem to develop most fully with the support of written language. Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements, for improving communication skills, for improving creativity, exploration, and essential for self-understanding.

## **2.4 Conceptual Frame work of teaching writing (teachers' perception and motivation)**

### **2.4.1 Teachers' perception of teaching writing**

According to Hyland, H. (2003), this component explores how EFL teachers perceive their writing instruction skills, their attitudes towards writing, and their beliefs about the importance of teaching writing.

### **2.4.2 Teachers' Motivation for Teaching Writing**

According to Hyland, H. (2003), this component examines the factors that motivate EFL teachers to teach writing, including their personal and professional goals, their perceptions of their students' needs, and their experiences and backgrounds.

### **2.4.3 The relationship between Perceptions and Motivations**

According to Hyland, H. (2003), this component explores how EFL teachers' Perceptions of writing instruction and their motivations for teaching writing are related each other and how these factors influence their instructional practices and their students' writing development.

## **2.5 Factors Involved in Second Language Writing Skill**

Writing is a productive skill. It is one of the difficult and therefore frustrating subjects to teach particularly in an ESL/EFL program. This research work is an outcome of teachers' concerns and efforts to identify areas of difficulty in the writing skill among ESL students and improve their writing through feedback. Hinkel (2004) argues that there is often too much emphasis on teaching the process of writing in ESL courses instead of teaching the practical skills students need. The writer presents findings which show that ESL students' academic papers are often perceived as vague and confusing (p. 4). She argues that this is a result of the process writing curriculum, which emphasizes content and structure while only sparsely and inconsistently addressing grammar and lexis. Cazden (1988) believes that talk among peers at school gives students opportunities to engage in academic discourses. Likewise, important is "the potential value of such interactions for social development in a pluralistic society" (p. 134). In case of language learning and skill development teacher and learner constitute the two sides of the same coin.

### **2.5.1 Teacher Factor**

In the words of Swami Vivekananda, "True teacher is one who can immediately come down to the level of students and transfer his soul to the student's soul and see through and understands through his mind" (Mahshwari, 2012) teachers are very much capable of doing so and make their efforts great. According to Nunan (1988) techniques and procedures for collecting information to be used in syllabus design are referred to as a needs analysis (p.13). The teacher is thus able to find out the potential knowledge and abilities that the learners possess at entry level and what they don't know and can't do in English. Nunan also argues that the teachers should find out what their students think and feel about what and how they want to learn. Oaks (1985) found teachers and students to be much more positive in their appraisal of relationships in high track classes than in low-track classes. These positive relationships were, single teacher is unlikely to determine a student's entire academic trajectory; however, a series of negative relationships can't help but diminish a student's academic self-concept.

### **2.5.2 Learners Factor**

There is a universal agreement that teaching in the first language (L1) is beneficial and that transfer of literary skills almost always occurs to the second language (L2). However, the following studies looked at the question of how to deal with students who have limited skills in their L1 and were attempting to acquire writing skills in English. Richards (1974) characterizes learners' limitations as "inability to learn language, low intelligence and poor cultural background". They don't get much exposure to the language due to economical scarcity and familiar background and thus they face a lot of problem for using it correctly and appropriately. Leki (1992) opines that ESL students become disappointed while dealing with difficulties in understanding word implication and meaning. It is obvious that there is a disparity in writing between the first and the second language. They are also tackling difficulties in writing

assignments, meeting deadlines as well as getting the best quality of their final writing. As a result, the present study only concerns about some of the common writing problems among ESL students, but also suggests some solutions based on experiences of the teachers and the researchers which can be very much helpful in developing writing skills.

## **2.6 Problems in Writing**

During writing, the students come across different kinds of problems. The problems are mainly related to the language. The lack of mastery over the language is also one of them. Besides languages, the learners also face some problems related to thought and diction. Keeping all these things in mind, the problems can be categorized as follows:

### **2.6.1 Internal problems in writing**

For writing a topic or content, the learners come across many internal problems which can hamper their whole writing. These problems are great barriers to become an efficient and expert writer. These internal problems in writing are as follows:

- a. Grammatical problems: Most of the students of ESL face problems related to grammatical structure of the language. Their problem is mainly about syntax of the language. Kharma (1987) and Melese (2007, p. 12) states that students have grammatical problems with subject verb agreements, pronoun references, and connectors.
- b. Problems of word choice: Writing in a second language using the appropriate words in the appropriate place is a problem for most of the students. They lack appropriate word while writing. Thus, the writing becomes immature and raw. So, the efforts of the writer to impress the reader leads to a problem of diction.

### **2.6.2 Cognitive Problems**

1. Punctuation Problems: According to Byrne (1988, p.16), the fact that punctuation has never been standard to the extent as spelling, makes it problematic.
2. Capitalization problems: Capital letters are useful for sentences initials, the beginning of important words, in words, topics, headings etc. The problems occur because of the difficulty to classify nouns as proper and common nouns ( Gowere et al.,1995).
3. Spelling problem: Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Gowere et al.,1995).
4. Content problem: Learners of English as a second language or foreign language also face problems of exploring ideas and thought to communicate with others. This language inefficiency becomes a great barrier in their writing process.

5. Problem organization: Learners face problems in structuring the paragraph, development of topic of a paragraph, structuring the whole discourse and theme in a discourse. They also face problems in differentiating the topic and supporting ideas or in general and specific details.

### **2.6.3 External Problems in Writing**

a. Lack of knowledge about writing: Stages Byrne (1988,p.4) classifies the writing complexities in to psychological, linguistic and cognitive problems. It means that writing doesn't come naturally but rather gained through continues effort and much practice. It becomes a complex skill.

b. Lacks of learners' motivation: Writing tasks can be developed rapidly when students' concerns and interests acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants. It means learners will be encouraged to write if writing tasks motivate them and keep them interested.

c. Inadequate time: Learners need time for gathering ideas, organizing their ideas, writing drafts, proof reading and re-writing. According to Quantum and Chakraverty ( 2000,p. 22), writing which is an reflective activity that requires enough time to think about these specific topics.

d. Lack of practice: According to Davies (1988,p.25), writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an un seen audience. In addition, learners must take the responsibility for their learning if meaningful learning is to take place. Furthermore, to become a good writer, a student needs to write a lot.

e. Teachers' feedback: Byrne (1988,p.29) thinks that if teachers are to be truly readers rather than judges, they should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeeded in doing. This might help student writers to appreciate receiving comments and use them in their revisions.

For English as a foreign language (EFL) learners, writing plays a pivotal role in academic success, professional advancement, and personal growth. It fosters critical thinking, creativity, and the ability to express ideas clearly and coherently.

Teachers' perceptions and motivation significantly influence their teaching practices. How EFL teachers perceive the importance of writing and their personal motivation to teach this skill can impact the quality of instruction and student outcomes.

## **2.7 Approaches of Teaching Writing; How it Facilitates Students' Writing**

The teaching of writing skills in English as a foreign language (EFL) has evolved over time. Various approaches have been developed to cater to different learning styles and objectives. Here are the most common approaches and their potential implications for teacher motivation.

Rahmat (2011) classified eight writing approaches: product approach, process approach, strategic approach, cognitive approach, genre approach, pragmatic approach, process genre approach, and concept model.

### **2.7.1 Product approach**

Tompkins (1990) was mainly concerned about the structure of language, and writing development is thought through the imitation of input. Furthermore, in Steel (1992), the characteristics of product approach were imitated a model text, organization of ideas more important than idea themselves, one draft, features highlighted including the controlled practice of these features, individual, and emphasis on the end product.

### **2.7.2 Process approach**

Grabe and Kaplan (1996) allowed students to exercise their linguistic skills. Writing development is seen as the unconscious process when the teacher facilitates the writing process. In addition, Steele (1992) also indicated the characteristics of process approach was text as a resource for comparison ideas as starting point; necessities more than one draft, focus on purpose, theme text type, the reader (audience is emphasized, collaborative with other peers, and emphasis on creativity.

### **2.7.3 Strategic approach**

Crawford (in Rahmat, 2015) allowed students to maximize prior knowledge and graphic organizers. In this approach, writing is a coach with partner doing the think-aloud protocol. Learners talked to their partner about writing, and in doing so, were prompted to use specific strategies to facilitate their writing process. The introduction of strategic approach also encouraged teachers to focus on teaching writing for authentic purposes.

### **2.7.4 Cognitive approach**

Crawford (in Rahmat, 2015) sees writing as recursive, and learners use graphic organizers after retrieving information from various sources. Learners were also trained to consider their potential audience before writing. Teachers guided and prompted learners with ideas and suggestions for revisions. Instruction is focused on goals and how to achieved these goals.

**2.7.5 Genre approach** Grabe and Kaplan (1996) define the genre approach as an approach that uses the product approach (knowledge of the language) but focuses on the social purpose. Writing development is seen as the analysis as an imitation of input.

### **2.7.6 Pragmatic approach**

Grabe and Kaplan (1996) state that the pragmatic approach uses the process view as the foundation where it concentrates on how people use language meaningfully. However, it builds

on social aspects of writing. This approach also a whole language approach where writing is thought across the curriculum through reading, listening, writing, and speaking.

### **2.7.7 Process genre approach**

Grabe and Kaplan (1996) explain that the process genre approach uses a model for imitation. It is concerned with knowledge about the structure of language. It focuses on the social purpose of writing and allows students to learn the process of writing.

### **2.7.8 Concept model approach**

Johari (2004) introduced the concept model. This model showed that writing is done through three stages: input, process, and output. At the input stage, teachers encouraged students participate in activities that enable them to get information to write. The process stage made students practice the process of writing. The input stage allows students to display their writing to their audience.

The choice of approach to teaching writing skills in EFL depends on various factors, including the teacher's beliefs, the students' needs, and the school's goals. By understanding the different approaches and their implications for teacher motivation, educators can make informed decisions about how to best support their students' writing development.

## **2.8 The Role of English Language Teachers in Teaching Writing Skills**

EFL teachers can significantly impact students' writing development by:

- **Creating a supportive environment:**

Fostering a positive and encouraging classroom atmosphere can help students overcome their fears and gain confidence.

- **Providing effective feedback:**

Constructive feedback is essential for students to identify areas for improvement and make progress.

- **Using authentic materials:**

Incorporating real-world texts and students' writing skills.

- **Modeling effective writing:**

Demonstrating effective writing through examples can help students understand the conventions and expectations of written English.

The role of English language teachers in teaching writing skills is crucial for students' academic and professional success. By creating a supportive environment, providing effective feedback, and using a variety of strategies, teachers can help students overcome challenges and develop

their writing abilities. Understanding EFL teachers' perceptions' and motivations can provide valuable insights in to how to support their efforts and improve writing instruction.

## **2.9 The Role of Students in Learning Writing Skills**

While teachers play a significant role in guiding and facilitating in learning writing skills, students' active participation and motivation are equally essential. Existing research highlights the importance of student- centered approaches to writing instruction. Studies have shown that students who are actively engaged in the participation and are motivated to learn are likely to develop effective writing skills. Teachers' perceptions and beliefs about students' role can significantly influence their instructional practices and consequently, students' learning outcomes.

Al-Mashour (2003) explained that foreign language learners, most of the time, find writing as a very difficult and exhausting process. Such learners may have a limited scope of vocabulary, may suffer from the inability to coherent and cohesive texts, and may be unable to spell words and use grammatical structure correctly. Such problems lead the students to claim that they have the ideas but they don't have the ability or the skill to express them in the target language. Myles (2002: 5-9) indicated that students writing in a second language is faced with social and cognitive challenges related to second language acquisition. Learners may continue to exhibit errors in their writing for the social reasons: negative attitudes toward the target language, continued lack of progress in the L2, a wide social and psychological distance between them and the target culture, and lack of interactive instrumental motivation for learning.

Hedge (1999) assumed that writing is essentially a creative process which involves students in a learning process, motivates, builds their confidence, and give them opportunity to explore the language to communicate and to look for the best ways of self-expression.

## **2.10 The Role of Student's and Teacher's Text book in Teaching Learning Writing Skills**

Both student's and teacher's text books can play significant roles in fostering writing skills development in EFL classrooms.

### **Student's Textbooks**

- Providing structured practice: Student textbooks often offer a variety of writing tasks and exercises that guide students through the writing process.
- Introducing writing genres and conventions: They can introduce students to different types of writing, such as essays, reports, and emails, and teach them the specific conventions associated with each genre.
- Offering models and examples: Good textbooks provide examples of well-written texts that students can analyze and imitate.
- Supporting independent learning: Students can use textbooks as resources for self-study and practice outside of the classroom.

## **Teacher's textbooks**

- Offering lesson plans and activities: Teacher textbooks can provide lesson plans, activities, and resources that teachers can use to structure their writing lessons.
- Providing pedagogical guidance: They can offer advice on effective teaching strategies, assessment techniques, and ways to address common challenges in teaching writing.
- Supporting curriculum alignment: Teacher textbooks can help ensure that teaching and learning align with national or institutional curriculum standards.

Besides, as Allwright (1990) asserted, materials should teach students to learn that they should be resource books for ideas and activities for instruction and that they give teachers rationales for what they do. Cunnings worth (1995 ) stated that text books can be use as guidance for teachers who are inexperienced or occasionally unsure of their knowledge of the language and as a medium of initial teacher training. Text books and related teaching and learning materials/media have been adapted continuously to the ever-changing and growing challenges and demands of learning English as a foreign language, to new findings in foreign/second language research and theory construction and to advances in information technology, scholarly views on the role of the textbook and recommendations on how to use it in every day classroom practice very often reflect little more than personal opinion and/or common sense.

Finally, the role of textbook in the language classroom is a difficult one to define perfectly because as cunnings worth (1984: 6) confirmed no course book will be totally suited with a particular teaching situation. However, the role of the coursebook is to be the service of teachers and students but not to be their master.

### **2.11 The Importance of The Affective Domain, Perceptions and Motivation in Teaching Writing**

The affective domain, encompassing emotions, attitudes, and beliefs, plays a crucial role in language learning and teaching. In the context of English as a foreign language (EFL) teacher research on writing, understanding teachers' perceptions and motivation within this domain is essential for several reasons:

#### **1. Teacher Efficacy and Classroom Practice:**

Teachers' beliefs about the nature of writing, its assessment, and its role in language learning significantly influence their instructional practices. Positive perceptions can lead to more engaging and effective instruction. Teachers' self-efficacy, or belief in their ability to teach writing effectively is a strong predictor of their classroom practices. When teachers feel confident in their abilities, they are more likely to implement innovative strategies and provide supportive feedback to students.

## 2. Student Motivation and Engagement:

Teachers' enthusiasm and passion for writing can be contagious, inspiring students to develop a positive attitude towards the subject. Teachers' beliefs about the importance of writing and their ability to help students succeed can influence student motivation and engagement.

## 3. Professional development and support:

Understanding teachers' perceptions and motivation can help identify areas where professional development and support are needed. Tailored interventions can be developed to address specific challenges and enhance teachers' confidence and effectiveness in teaching writing.

## 4. Curriculum Development and Policy:

Research on teacher perceptions and motivation can inform decisions about curriculum development, policy, and resource allocation. By understanding teachers' needs and perspectives, policy makers can create supportive environments that foster effective teaching and learning.

There are opinions and suggestions about the influence of teachers' perceptions and motivations on students' performance in English language. Teachers' perceptions and motivations can help students to increase their level of thinking and teachers' communications with students. Teachers can be motivated by intrinsic and extrinsic motivation factors.

Sweet and Guthrie (1996) defined intrinsic motivation as goals that are internal to the learner. Such goals include involvement, curiosity, social interaction, and challenge. Extrinsic motivation comes from a source other than the student, such as a teacher or parent. Students participate in the activity to receive a reward or avoid punishment. While both extrinsic and intrinsic motivation may be appropriate in the school setting, intrinsic motivation typically is longer lasting and more effective. Sanacore (1997) asserted that intrinsic motivation has a strong link to life time literacy. Lepper (1988) listed a number of benefits of intrinsic motivation, including longer time on task, creative problem solving, comprehension monitoring, investment of mental effort, and the use of deeper study strategies. These qualities are important in the task of writing. While not all students will be intrinsically motivated all the time, helping students become intrinsically motivated can aid in the often complex writing process and improve perceptions toward writing. According to Kreitner and Kinicki (2007), commitment is an important work perception because it derives the individual who are expected to be willing to work harder and achieve their goal and remain employed.

In conclusion, investigating EFL teachers' perceptions and motivation within the affective domain is essential for understanding the factors that influence their teaching practices and for developing effective strategies to support their professional growth and improve students' outcome in writing.

### **2.11.1 Perceptions in Teaching Writing**

Teaching writing is a complex endeavor that involves various factors, including the teachers' beliefs, experiences, and understanding of the subject matter. These perceptions can significantly influence the teaching approach and ultimately impact student learning.

#### **2.11.1.1 Common Perceptions about Writing**

1. Writing as a Technical Skill: Many teachers perceive writing as a primarily a technical skill that involves correct grammar, punctuation, and spelling. This view often leads to a focus on error correction and form over content.

2. Writing as a Linear Process: Some teachers believe that writing is a linear process that begins with prewriting, drafting, revising, and editing. While this is a common approach, it may not be suitable for all students or writing tasks.

3. Writing as a Solo Activity: Writing is often seen as an individual activity, with little room for collaboration or peer feedback. However, research suggests that collaborative writing beneficial for both learners and writers.

4. Writing as a product: Some teachers emphasize the end product of writing (e.g., the essay, the report) rather than the process of writing itself. This can lead to a focus on grades and assessments, rather than on the development of writing skills.

According to Hedge (2005), writing itself is not motivating enough for English learner to practice it regularly. Few people feel comfortable while writing a task intended to be judged by someone else, in particular when that "someone" is a teacher (Hamp-Lyon and Heasley 2006).

Kroll (1990) claims that teachers play an essential role in helping students develop their writing skills, and should therefore consider some important points in making a course plan for developing writing skills. This begins with allocating time for a writing section. Presenting aspects of the composition process, helping students with the use of grammar, determining the students' score in writing also working on techniques that can help them improve. In addition, Harmer (2004) points out that teachers should focus on either the process of writing or the product of the writing before designing a writing task. The process of writing involves five steps: Pre-writing, writing, revising, editing, and sharing the written work. In terms of the written production in a learning context, four steps are involved: the model text, controlled practice, organizing ideas, and final product (Kamral and Moiruzzaman 2010). The role of the teacher is a significant in the process, since the guide students toward an effective writing achievement. According to Harmer (2007), the teacher has three roles in the classroom. First, the teacher plays the role of the motivator by providing opportunities to help students generate ideas, encouraging them by using different techniques for writing. Secondly, the teacher acts as a resource, either offering help to learners in the writing process or guiding the in using the other resource available. The third role is the teacher as a feedback provider, guiding effective feedback to students.

According to Noe (2004), there is a correlation between our perceptions and practice. Thus, teachers' perceptions influence their performance in teaching. If teachers perceive that writing in a foreign language is not as important as grammar, listening, vocabulary, speaking, and reading, then this perception can influence their teaching of this skill (Ferede, Melese, & Tefera 2012 ). Consequently, if English language teachers don't pay attention to developing writing with their students, their performance in this skill lag behind.

### **2.11.2 Motivations in Teaching Writing**

Teachers' motivation plays a crucial role in their effectiveness in teaching writing. Here are some key factors that motivate teachers in this area:

#### **Intrinsic Motivation**

- Personal passion: Teachers who genuinely enjoy writing and literature are more likely to be enthusiastic about teaching it.
- Intellectual curiosity: A desire to explore new ideas and perspectives through writing can derive teachers to motivate their students.
- Sense of purpose: Believing that teaching writing can make a positive impact on students' lives can be a powerful motivator.

#### **Extrinsic Motivation**

- Personal growth: Opportunities for professional development, such as attending conferences or workshops, can help teachers stay motivated and up-to-date.
- Recognition and rewards: Acknowledgment of their efforts and achievements can boost teachers' morale and motivation.
- Positive feedback: Positive feedback from students, parents, and administrators can reinforce a teacher's sense of accomplishment.

Furthermore, Motivational strategies first recognized and developed in the L2 literature in the 1990s when there was a shift L2 language motivation research to the learning environment as an essential factor in shaping situated aspects of the learners' motivation. Following the process motivational model, Dornyei (2001) designed a practical framework with L2 motivational strategies, including creating motivational conditions, generating initial motivation, maintaining motivation, and encouraging self-evaluation. Bruning & Horn (2000) also present four comprehensive 'clusters' of the most crucial conditions in developing writing motivation. The first cluster urges teachers to foster functional beliefs about writing's potential, students' writing competence, and students' self-regulatory skills.

## **Chapter three: Methodology and Research Design**

### **3.1 Research Methodology**

Understanding the research question is crucial, in determining the appropriate methodology. In this case, the researcher is interested in the teachers' perceptions and motivation related to teaching writing in English as a Foreign Language (EFL) context.

Investigating teachers' perspectives of students writing motivation lies within the frame work of the constructivist learning approach since the participation will be actively engaged in constructing their social realities and making meaning of their experiences. With these subjective meanings, the researcher can understand the intricate perspectives of the participants. (Creswell, 2014). Therefore, the researcher used both qualitative and quantitative methods that basically with qualitative research method, my small sample helped me dig deep in to my participants' experiences and elicit rich data (Ritchie et al.,2014).

The researcher used both quantitative and qualitative research methodological to find out the findings of teachers' perceptions and motivation regarding teaching writing skill. The researcher used quantitative research methods to attempt, maximizing objectivity, reliability, and generalize ability of findings in Hagere-Seselam Comprehensive Secondary School. On the other hand, the researcher used qualitative research method required to concern to describe perceptions, feelings, and detail complex social phenomena ( Seliger Shohamy,1989), In addition qualitative research methods were used systematically to describe and to discover non-quantifiable relationships between existing variable (Best and Kahn, 2005: 22). The researcher used both quantitative and qualitative research method for teaches' interview and quantitative method for students' questionnaires.

The aim of quantitative and qualitative method was used to support or contradict researcher findings that investigated teachers' perceptions and motivations regarding teaching writing skill from teachers' interview, class observation and students' questionnaires for triangulations of the methodology.

Being followed both quantitative and qualitative research methods, the researcher conducted a rigorous study that provided valuable insights in to EFL teachers perceptions and motivation regarding teaching writing.

### **3.2 Research design**

Given the nature of the research question, the researcher used both quantitative and qualitative research design. Qualitative research design allows for in-depth exploration of teachers' thoughts, beliefs, and experiences. The researcher designed both qualitative and quantitative research design. He used teachers' interview for qualitative design and students' questionnaires for quantitative research design. The descriptive design method drawn up on the strength of both quantitative and qualitative research design to answer a particular research question and allows sequential collection of data vise versa (Creswell, 2003).

The researchers' specific methods within a qualitative research design were:

1. Semi-structured interviews: These allowed for open ended questions and follow-up probes, providing rich insights in to teachers' perspectives.
2. Focus group: Group discussions revealed the researcher shared perceptions and uncover themes that might not be apparent in individual interviews.
3. Questionnaires: While primarily the researcher used in the quantitative, it was used to gather initial data and identify common themes for further exploration in interviews or focus groups.
4. Observation: The researcher observed teachers in their classrooms and provided valuable context for understanding their perceptions and practices.

In order to achieve the intended objectives of the study, the researcher used descriptive design to answer the research questions (teachers' interview, classroom observation, and students' questionnaires) teachers' perceptions and motivation regarding teaching writing.

### **3.2.1 Population, Sample and Sampling Techniques**

They were selected from teachers and students of both comprehensive secondary schools in Hagere-Selam. While all secondary school classes English language teachers (N=14) were included, samples of 105 grade twelve were chosen out of a population of 255. In addition, sample grade twelve were taken from selected classes for observation.

To selected teachers to fill out questionnaire, comprehensive sampling technique was used. On the other hand 41% of grade twelve students were selected from each of the 6 sections of grade twelve students through systematic random sampling, and participated in the study by filling out questionnaire. Two sections were also chosen by lottery method for classroom observation. Two classes (taught by different teachers) in each sampled sections were then observed for a period of two consecutive weeks. This sample was selected by systematic random size which was  $K = N/n$  where  $N$ -----the total population  $n=105$  the sample size  $K=3^{rd}$  sample fraction (Wudu Melese and Tefera Tadese (2005).

Therefore, the total population of the study were 255 grade twelve students and all English language teachers who enrolled in both Hagere-Selam comprehensive secondary schools in 2024/2025. The students enrolled in Hagere-Selam comprehensive secondary schools----- (male---and female-----) and all English language teachers selected purposively.

### **3.3. Subjects of the study**

The subject of the study is the central focus of the researcher's research. It is the phenomenon, concept, or group that the researcher is going to investigate. A clear and concise description of your subject is essential for guiding your research and communicating your findings effectively. The research subject is the foundation of the TEFL (teaching English as a foreign language) study. It is crucial to choose a topic that is both interesting to the researcher and relevant to the

field. A well-defined subject guided the research, ensuring that the researcher's findings are meaningful and contribute to the existing body of knowledge.

The subject of the study were all English language teachers and grade twelve students in both Hagere-Selam comprehensive secondary schools. The subjects of the study grade twelve students whose 41% (105 students), out of 255 students. This number helped to manage and analysis data from the respondents of the study (Neuman, 2007). English language teachers were taken as purposive due to the small number of teachers during the time of this study. This enabled the researcher to get adequate information about teachers' perception and motivation regarding teaching writing.

### **3.4 Sample Size and Sampling Techniques**

41% of grade twelve students and all English language teachers were selected to fill out the questionnaire and the researcher used purposive sampling technique. The selected participants were participated in the study by filling out the questionnaire through systematic random sampling.

The researcher selected samples by arranging grade 12 students with their alphabetical name to take from each section. There are also English language teachers who were teaching grade 12 students at Hagere-Selam comprehensive secondary schools. For the purpose of this study, all English language teachers from both schools were taken as a sample purposively. The researcher was selected the samples that only met this purpose in the current study.

### **3.5 Data gathering tools**

Data gathering tools are essential instruments used in research to collect information from participants. Data gathering is a crucial step in research, allowing researchers to collect information needed to answer research questions. These instruments can vary widely depending on the research question, methodology, and target population. The data gathering instruments (teachers' interview, classroom observation, and students' questionnaires) were designed based on the objectives of the study, research questions, and the review of related literature made in chapter two. To investigate teachers' perceptions and motivation regarding teaching writing descriptive research design method was used. The best gathering tool depends on the research question, and the desired level of detail. Often, a combination of methods is used to provide a comprehensive understanding of the topic. For the purpose of obtaining information was needed to achieve the objectives of this study, the researcher used the following data gathering tools.

#### **3.5.1 Observation**

Observation is a fundamental research method that involves systematically watching and recording behaviors, events, or phenomena. It is a direct way to gather data without relying on self-reports or other indirect measures.

Under the observation method, the information was sought by way of investigators' own direct observation without asking from the respondent (Kothair, 2004). The researcher used in the current study as data gathering tool to see how English language teachers implementing teaching EFL writing in Hagere-Selam comprehensive secondary schools and to obtain reliable information about the actual teaching learning process in the school. Observation was become a scientific tool and the method of data collection. For the researcher, when it served a formulated research purpose, was systematically planned and recorded and is subjected to cheche and control on validity and reliability. The researcher used the tick sign with yes or no statements or questions for the observation checklist.

### **3.5.2 Questionnaires**

A set of written questions administrated to participants, typically designed to collect quantitative data. Questionnaires are versatile tools which are common and effective method for gathering information from a large number of individuals. They consist of a series of questions designed to elicit specific responses from participants questionnaires are used to collect data on phenomena like attitude, motivation and perception, which are not easily observed. When options rather than facts are designed, a questionnaire with a rating scale is usually employed (Kumar 1996). In this study, the types of questionnaires (questionnaire for teachers and questionnaire for students) were administrated, designed carefully and pilot-tested, the questionnaires contained both close-ended and open-ended items. The researcher developed the questions with the first part quantitative method by strongly 1 Strongly agree; 2. Agree; 3. Uncertain; 4. Disagree; 5, Strongly disagree. The researcher took every 2<sup>nd</sup> ,5<sup>th</sup> , 8<sup>th</sup> etc. of sampling out of 105 sample students from each section (A.18 B.18 C. 18 D. 17 E. 17 F. 17). The researcher translated students' questionnaires in to students' mother tongue with Tigrigna.

### **3.5.3 Interview**

A one-on-one conversation between a researcher and a participant, designed to collect detailed information. Interviews are a valuable method for collecting qualitative data by engaging in direct conversation with individuals. They provide a rich source of information about participants' perspectives, experiences, and beliefs. The researcher prepared 8 for English language teachers to investigate teachers' perceptions and motivation regarding teaching writing skill. The researcher prepared closed and open- ended questions for teachers. The researcher interviewed four English language teachers to obtain the needed information about this perception and motivation regarding teaching writing. The researcher was used structured and semi-structured interview to collect data from respondents.

### **3.6 Data Collection Procedures**

The researcher collected the data step by step. First, related literature were reviewed to gain sufficient evidence on the topic. Second, objectives and research questions were prepared to assess the study area. Then, data gathering instruments were developed to collect data from

the proposed subjects. Furthermore, the researcher employed basically three data gathering tools an interview for 6 English language teachers, questionnaire for 105 students and classroom observation was implemented while the teacher taught writing lesson.

The researcher informed that they could participate in the research voluntarily and were assured that any information offered to the researcher was remained confidential and used only for the purpose of the study. After signing the consent forms, the researcher conducted an interview to English language teachers got from teachers' interview responses. Next, the researcher followed classroom observation. Finally, the researcher collected the most important data by formulating questionnaires to students as a supplementary instrument.

According to Selinger and Shohamy (1989 ), once the specific design is selected for the study, it should be consistent with the objective of the study. The researcher has got some information about student's text book teaching writing lesson topic and conducted classroom observation by using tick (x) yes or no in order to obtain valuable information about the actual classroom application of teaching writing in the instructional process. Finally, the researcher conducted classroom observation to EFL teachers, questionnaires to 105 students of Hagere-Selam comprehensive secondary schools and an interview to 6 EFL teachers.

### **3.7 Data Analysis Procedures**

In this study, frequency, percentage, mean and average mean of means were used to analyze quantitative data in order to obtain descriptive statistics which provides a very basic summary of variables by showing a proportionate breakdown of the categories for each variable (Harries 1998). Qualitative analysis was also used to analyze the data elicited through open-ended items of the questionnaires and via the observation.

The researcher was gone through all information gathered from the three tools transcript attentively. The collected data were analyzed using both quantitative and qualitative methods of ta analysis in line with the research objectives and questions. The data collected through classroom observation, students' questionnaires as well as teachers' interview were carefully sorted and organized based on research questions. Qualitative and quantitative data method of data analysis was used specifically interpretive data analysis to explain the findings, to answer the questions, to mention the significance of particular results and to put each information patterns in themes. In order to obtain reliable information about teachers' perceptions and motivation regarding teaching writing, the researcher was analyzed with SPSS which is ( statistical package for the social sciences).

## **Chapter Four: Findings and Discussions**

Before, during and after the intervention a variety of data analysis approaches were employed to assess the qualitative and quantitative data collected in the study. After the intervention, data were examined and interpreted as a whole. For the analysis of the quantitative data, the data obtained through tests were conducted for perceptions, motivation success.

Questionnaires were prominent to find the teachers' perceptions and motivations regarding teaching writing.

For the analysis of the qualitative data interview, researchers' diary, and observation forms were analyzed separately by the researcher using content analysis.

#### 4.1 Analysis of teachers' interview of perceptions regarding teaching writing

Table 1. Teachers' perceptions regarding teaching writing

No.	Statements	Responses	No respondents	%
1.	What do you believe is the most significant Challenge in teaching writing to students?	A. lack of student Interest	6	43
		B. Difficulty in assessing Writing	3	21
		C. Insufficient time for Instruction	--	-
		D. Limited resources for Activities	--	-
2.	Which approach do you find most effective For teaching writing?	A. Traditional grammar-focused Instruction	--	-
		B. Process writing approach	8	57
		C. Genre-based writing approach	4	28
		D. Guided writing approach	2	14
3.	How often do you incorporate technology In to your writing instruction?	A. Rarely	7	50
		B. Occasionally	3	21
		C. Frequently	-	-
		D. Always	-	-
4.	What do you consider the primary purpose of Writing instruction in the classroom?	A. To improve grammar and Spelling	-	-
		B. To develop critical thinking and Communication skills	8	57

	C. To prepare students for Standardized tests	2	14
	D. To foster creativity and Self-expression	4	29
5. What is your biggest concern regarding the Assessment of student writing?	A. Subjectivity in grading	-	-
	B. Lack of standardized Assessment tools	-	-
	C. Difficulty in providing Meaning full feedback	9	64
	D. Time-consuming nature Of grading	5	36

As in table 1, item number 1, 6 teachers (43%) replied that the most significant challenge in teaching writing is lack of student interest. In item 1, choice B, 3 teachers replied the most significant challenge in teaching writing skill is difficulty in assessing writing whereas choice C and D were not responded by the participants. Because, the most significant challenge in teaching writing was lack of student interest and difficulties in assessing writing.

As in table1, item number 2 indicated, 8 teachers (57%) responded that the most effective approach in teaching writing was process writing approach. Similarly, 4 teachers (28 %) of the participants asserted that Genre- based writing approach was the most effective approach for writing. Thirdly, guided writing approach which had 2 teachers (14) were involved that the most effective approach for teaching writing was guided writing approach and no participant was replied traditional grammar -focused instruction was the most effective approach for teaching writing. Therefore, from the above responses, it can be concluded that teachers perceive process writing approach, genre- based writing approach and guided writing approach are the most effective approaches in teaching writing skill.

According to teachers' responses in table1, item 3, 7 teachers (50%) replied that they rarely incorporated technology in to their teaching writing instruction. Similarly, 3 teachers (21%) asserted that they occasionally incorporated technology in to their writing instruction. Finally, according to the teachers' responses, they didn't frequently and always incorporated technology in to their writing instruction. According to the teachers' perspectives, the researchers can concluded that most teachers don't incorporate technology in to their teaching writing instruction and students suffered with lack of technologies.

According to table 1, item 4, 8 teachers (57%) stated that the primary purpose of writing instruction in the classroom was to develop critical thinking and communication skills. And item 4 choice of 2 teachers (14%) replied that the primary purpose of writing instruction in the classroom was to prepare students for standardized tests. Thirdly, 4 teachers (29%) stated that the primary purpose of writing is to foster creativity and self-expression. Based on the above interviewees responses the researcher can be set that the main purpose of writing instruction in the classroom was to develop critical thinking and communication, to foster creativity and self-expression not to improve grammar and spelling as well as not to prepare students for standardized tests.

According to table 1, Item 5 ,9 (64%) of the participants (teachers) stated that their biggest concern regarding the assessment of writing was difficulties in providing meaningful feedback. Besides 5 (36%) teachers perceived that the biggest concern regarding the assessment of student writing was time-consuming nature of grading. The interviews that were asked by the researcher: subjectivity in grading and lack of standardized assessment tools were not their biggest concern regarding the assessment of student writing.

From the above teachers' perceptions regarding EFL teaching writing skill the researcher understood providing meaning full feed back to learners and more time should be given the writing lesson credits.

#### 4.2 Analysis of teachers' interview of motivation regarding teaching writing

Table 2. Teachers' motivation regarding teaching writing

No.	Statements	Response	No respondents	%
1. What is a key factor that intrinsically motivates Teachers to teach writing skills?		A. High salary	4	29
		B. External recognition	-	-
		C. Personal passion for writing	10	71
		D. Administrative pressure	-	-
2. How can teachers foster intrinsic motivation in their Students to write?		A. By offering extrinsic Rewards	---	-----
		B. By making writing Assignments mandatory	-----	----
		C. By creating supportive and Encouraging classroom Environment	10	71

3. Which one of the following is an example of extrinsic Motivation for teachers to teach writing skill?

- D. By using punitive measures  
For Poor writing -----
- A. A love for language and Literature -----
- B. A desire to help students Develop their creativity ---
- C. A sense of accomplishment From seeing students succeed - -
- D. A promotion of salary increase

4. How can schools effectively use extrinsic motivation To encourage teachers to improve their writing Instruction?

- Based on student writing  
Out come 14 100
- A. By implementing a rigid curriculum that leaves no room For creativity -----
- B. By offering professional Development opportunities To writing instruction 14 100
- C. By pushing teachers who Do not meet writing standards - -
- D. By focusing solely on Standardized test score - -

5. Which one of the following factors can negatively Impact a teacher's motivation to teach writing skill?

- A. Supportive and collaborative School culture -----
- B. Adequate resources and Materials -----
- C. Excessive workload and Time constraints 11 79

6. How can school administrators support teachers' Motivation to teach writing skills?

- D. Positive feedback from Students and colleagues -- ---
- A. By micromanaging their Classroom activities 2 14
- B. By providing opportunities For professional growth and Development 12 86
- C. By increasing their workload With additional responsibilities - -
- D. By creating a competitive And stressful workload Environment -----

7. What can teachers do to increase their own Motivation to teach writing skills?

- A. Avoid seeking feedback from students or colleagues - -
- B. Focus solely on standardized Test preparation ---- -----
- C. Engage in professional Development activities related Writing instruction 13 93
- D. Isolated themselves From others teachers -- --

8. How can schools create a supportive environment That fosters teacher motivation?

- A. By promoting a culture of competition and individual Achievement ---- -----
- B. By providing opportunities For collaboration and Professional learning

Communities 14 100

C. By limiting teachers'

Autonomy and decision making

Authority --- ----

D. By ignoring the needs and

Concerns of teachers ---- ----

According to the teachers' response on item 1, table 2, 10 teachers stated that a key factor that intrinsically motivates teachers to teach writing skills is personal passion for writing but 4 teachers stated that a key factor that intrinsically motivates teachers to teach writing skills is high salary. The interview options external recognition and administrative pressure were not convenient with the teachers' responses.

On table 2, item 2, 10 teachers stated that the way teachers foster intrinsic motivation in their students to write was by creating supportive and encouraging classroom environment not by offering extrinsic rewards, by writing assignments mandatory, or not by using punitive measures for poor writing. All teachers on item 3 replied that a promotion of salary increase based on student writing outcome is an example of extrinsic motivation for teachers to teach writing skill. But a love for language and literature, a desire to help students develop their creativity, and a sense of accomplishment from seeing students succeed are an example of intrinsic motivation for teachers to teach writing skill. The next item 4 was about how schools effectively use extrinsic motivation to encourage teachers to improve their writing instruction. Hence, 14 teachers replied that the way schools effectively use extrinsic motivation to encourage teachers to improve their writing instruction was by offering professional development opportunities to writing instruction. They complained that schools didn't implement a rigid curriculum that leaves no room for creativity and schools didn't push teachers who don't meet writing standards. The last choice replied the teachers that schools didn't effectively use extrinsic motivation to encourage teachers to improve their writing instruction by focusing solely on standardized test scores. From the interview item 4 the researcher could conclude that the way schools effectively use extrinsic motivation to encourage teachers to improve their writing instruction was by offering professional development opportunities to writing instruction.

According to table 2, item 5, 11 teachers stated that factors that negatively affect a teacher's motivation to teach writing skills were excessive workload and time constraints. Whereas, adequate resources and materials, positive feedback from students and colleagues, and supportive and collaborative school culture are factors that positively affect teacher's motivation to teach writing skills. The next interview was about the way school administrators support teachers' motivation to teach writing skills. Accordingly, on item 6, 12 teachers replied that the way school administrators support teachers' motivation to teach writing skills were by providing opportunities for professional growth and development. Besides, 2 teachers of them

stated that the way school administrators support teachers' motivation to teach writing skills were by micromanaging their classroom activities. On the contrary, the interviews that the researcher made on the way school administrators support teachers' motivation to teach writing skills were not through creating a competitive and stressful workload environment, as well as not through by their workload with their additional responsibilities as the whole teachers stated in the interview.

According to table 2, item number 7, 13 teachers suggested their idea that engage in professional development activities related in writing activities is the way teachers increase their own motivation to teach writing skills but the options avoid seeking feedback from students and colleagues, isolated themselves from other teachers, and focus solely on standardized test preparation were not accepted by the interviewees. The final item on table 2, was regarding the way schools create a supportive environment that fosters teachers' motivation in teaching writing skills were: All the EFL teachers replied that providing opportunities for collaboration and professional learning communities are the ways schools create a supportive environment that fosters teacher motivation in teaching writing. By promoting a culture of competition and individual achievement, by limiting teachers' autonomy and decision- making authority, and by ignoring the needs and concerns of teachers on teaching writing skills were not convenient by the teachers or interviewees.

#### **4.3 The data gathered from observation**

To investigate the teachers' actual teaching of writing, a semi- structured classroom observation was carried out using a checklist prepared based on the on the literature and in line with the items of teachers' questionnaires that focus on their writing instruction. Six classes of grade 12 in two comprehensive secondary schools that selected through systematic random sampling were observed for two consecutive weeks, and important activities pertaining to how writing was taught were recorded in the form of notes.

The researcher started to observe English language teachers who taught teaching writing grade 12 students based on 10 items of providing checklist. The researcher analyzed and discussed what the researcher saw the English language teachers did in the English language classroom as follows.

Most English language teachers had interest to teach writing skill from student's text book but their implementation didn't go along with their assumptions. They preferred to teach other language skills rather than teaching writing skills. Some English language didn't give additional explanation and notes regarding the daily lesson topic. English language teachers tried to encourage the students to encourage the students to attend the daily teaching writing activity, but the students didn't volunteer to involve in the participation of group work or pair work.

In general the researcher observed the following points:

The teachers gave lecture explanation for them but they didn't give additional notes from their own preparation. They only focused on students' textbook lesson topic in each observation periods. The teachers only used students' text book pictures, maps, charts and written materials to teach writing activities in the class. The teachers ordered the students to make in pairs or groups to write sentences

or paragraphs and walked around the groups or pairs to see what they had done. At this time the students never asked the teachers unclear points about what they had discussed during English period. The teachers used the process approach for the students to write their own ideas in a coherent way in a given lesson topic. Although most of the students' participations were less in writing sentences and paragraphs based in the lesson topic in selected units. The teachers didn't motivated and ordered the students to present what they had done in pairs or groups for the whole class by their representative of the groups. However, the teachers generally gave feedback for what each pair or group presented for the class in lecture method or orally.

#### 4.3.1 A class Observation Protocol for EFL teachers' perceptions and motivations regarding teaching writing

- Were teachers using authentic tasks to promote writing?
- Were students working together on writing activities?
- How was feedback provided, and were students encouraged to revise their work?
- What types of questions were teachers asking students?
- How were teachers providing support and guidance during writing tasks?
- Were teachers providing positive reinforcement and encouragement?
- Were appropriate writing materials and resources available?
- How much time was dedicated to writing instruction?
- Were students actively participating in writing activities?
- Were teachers modeling effective writing strategies?
- How did teachers respond to student errors and questions?
- Were students provided with adequate time to write?
- Were students encouraged to share their writing with others.

The observation protocol was a structured tool used to systematically record and analyze specific behaviors or events during classroom observation. Especially, in the context of researching EFL teachers' perceptions and motivations regarding teaching writing, the observation protocol served key purposes. Some of the prominent functions of the observation protocol were triangulation of data, identification of discrepancies, understanding the classroom context, generating hypotheses and so on.

#### 4.4 Students' questionnaire analysis

Table 3. Questionnaires on teachers' perception in teaching writing

No.	Statement	Responses	%
1.	EFL teachers believe that writing is a crucial Skill for language learning	A. agree 90	86
		B. disagree -	---
		C. certain --	----

	D. quite certain	15	14
2. The EFL teachers think that students writing skills	A. agree	80	76
Are often hindered by a lack of vocabulary and	B. disagree	10	9.5
Grammar knowledge	C. strongly disagree	---	---
	D. I don't have any idea	10	9.5
3. English language teachers believe writing assessment	A. agree	12	11
Accurately measure students' writing skills	B. disagree	6	5.7
	C. strongly agree	--	--
	D. strongly disagree	87	83
4. The EFL teachers perceives that they are confident	A. agree	13	12
In their writing instruction abilities	B. disagree	13	12
	C. quite certain	---	---
	D. strongly dis agree	79	75
5. The English language teachers believe that writing	A. I don't think so	----	---
Is essential for students' future success	B. I believe too	105	100
	C. is not my worry	---	--
	D. am not certain	-----	---
6. EFL teachers perceive that students have sufficient time	A. we have	80	76
To dedicate to writing activities	B. we haven't	16	15
	C. I don't know	---	---
	D. am not sure	9	8.6
7. The English language teachers feel that writing is	A. yes, valued	40	38
A skill that is valued by the students and their parents	B. doesn't valued	32	30.1
	C. will be valued	30	29
	D. I don't think so	3	2.9

8. The EFL teachers believe that technology can enhance Writing activities	A. yes, it can	25	23.8
	B. strongly agree	64	60.9
	C. not sure	16	15
	D. it couldn't forever	--	--
9. How important do you consider learning writing skills For your overall language development	A. very important	95	90.5
	B. somewhat Important	10	9.5
	C. not very important	-	--
	D. not important at		
	All	-	--

According to table 3, item 1, 90 students or 86% of them replied that their teachers believed that writing is a crucial skill for language learning. Further 15 students responded that they were quite certain as their EFL teachers strongly believed writing is a crucial skill for language learning. The next questionnaire was regarding whether students writing was hindered by a lack of vocabulary or grammar knowledge. Then, item 2, 80 students replied that as they were agree- with the concept: EFL teachers think that students writing were often hindered by a lack of vocabulary and grammar knowledge. 10 students 9.5% of them also responded they didn't agree with the concept the EFL teachers think that students writing skills were often hindered by a lack of vocabulary and grammar knowledge. 10 students or 9.5% added that they didn't have any idea as students were often hindered by a lack of vocabulary and grammar knowledge on students writing skills.

As it is shown in table 3, item 3, 87 students or 83% of them strongly dis agree on the questionnaire English language teachers believe that writing assessment accurately measures students writing skills. Of the selected 105 students, 12 students or 11% agreed with the idea English language teachers believe writing assessment accurately measures students writing skills. However, 6 students dis agree on the questionnaire English language teachers believe writing assessments accurately measures students writing skills. As it indicated in table 3, item 4, from the 255 students the proposed 105 students 79 students or 75% of them strongly disagree on the statement the EFL teachers perceive that they were confident in their writing instruction abilities. 13 students dis agree as their EFL teachers weren't confident in their writing instruction abilities. On the contrary, 13 students or 12% of the participants replied as they were agree with the idea the EFL teachers perceive that they were confident in their writing instruction abilities.

According to table 3, item 5, all the students replied on the idea the English language teachers believe that writing is essential for students' future success they said that " I believe too." The

expressions “ I don’t think so”, “ is not my worry”, and “ am not certain” were not replied by the participants. In addition to, item number 6, 80 students or 76% of them expressed their idea by yes, we have on the statement, EFL teachers perceive that students have sufficient time to dedicate to writing activities. Whereas, 16 students replied as they haven’t on the idea EFL teachers perceive that students have sufficient time to dedicate to writing activities. 9 students or 8.6% were not sure whether they had sufficient time to dedicate to writing activities or not.

As it indicated in table 3, item 7, of the participants 105 students, 40 of them replied that “ yes, valued” on the statement, the English language teachers feel that writing is a skill that is valued by the students and their parents. The expression “ will be valued” replied by 30 students on the statement the English language teachers feel that writing is a skill that is valued by the students and their parents. However, 32 students responded that writing is a skill that didn’t valued by the students and their parents.

According to table 3, item 8, 64 students or 60.9% strongly agreed on the questionnaire the EFL teachers believe that technology can enhance writing activities. Of the participants 105 students, 25 students used the expression “ yes, it can” to show their agreement in the statement as technology can enhance writing activities. But 16 students had doubt as they were not sure in the idea the EFL teachers believe that technology can enhance writing activities. In table 3, the final questionnaire number 9, concerned about how important did the students consider learning writing skills for their overall language development. Then, 95 students replied very important, 10 students or 9.5% of them replied somewhat important.

In general, from the above questionnaire, the researcher concluded that the EFL teachers strongly believe students learning writing skills were prominent or paramount important for their overall language development.

Table 4: Students’ questionnaire on teachers’ motivation in teaching writing

<b>No. Statements</b>	<b>Responses</b>		<b>%</b>
1. EFL teachers adequately prepared to teach Writing	A. yes	25	23.8
	B.no	40	38
	C. somewhat	40	38
2. English language teachers enjoy teaching writing	A. yes	55	52
	B. no	----	----
	C. sometimes	50	47.6

3. Motivating students to write is challenging	A. agree	15	14
	B. dis agree	40	38
	C. strongly dis agree	50	47.6
4. Providing effective feedback on writing is Time- consuming	A . agree	-----	----
	B. dis agree	-----	-----
	C. strongly dis agree	105	100

5. What do you think motivates your teacher to teaching writing?

As the students told the researcher there are many things teachers motivate to teach writing. Teachers often find deep satisfaction in witnessing their students’ writing skills develop and improve over time. Watching students overcome challenges and produce thoughts, well-crafted pieces is incredibly rewarding. Another important point the students told the researcher that teachers recognize the importance of writing as a tool for self-expression, critical thinking, and communication. They understand that teaching writing empowers students to articulate their thoughts and ideas effectively. Finally, teachers know that strong writing skills are essential for success in education and beyond. By teaching writing effectively, they helping students prepare for college, careers, and lifelong learning.

6. What are some things your teacher does that make writing class interesting?

The researcher understood the students that there are many ways an EFL teachers make writing class interesting. First, gamify writing: that is writing challenges; Set timed writing sprints or word count goals. Writing contests: organize friendly competitions with prizes or rewards. Writing games: play games like “Mad Libs” or word association to generate ideas. Using digital tools such as use apps and websites for writing, editing, and sharing could make writing class more interesting. At the end the students told the researcher that the key to make writing fun and relevant to students’ interests.

7. What could your teacher do to make writing class even more engaging?

The best thing the researcher observed from the students was that the way students actively engaged in the writing activities. Some of them were: Allow students to choose topics that interest them. Use different instructions such as, tailor assignments to students’ individual needs and abilities. Use authentic assessments such as portfolios to collect students’ work to showcase their growth and progress. Performance-based assessments to assess students’ writing skills through real-world task.

In table 4, item 1, 40 students said that EFL teachers didn’t adequately prepared to teach writing. Besides, 40 students or 38% of them added that rare of the teachers prepared to teach writing. Whereas, 25 students or 23.8% of the participants argued their EFL teachers adequately

prepared to teach writing. In addition to this, item 2, 55 students or 52% of the participants replied that English language teachers enjoyed writing. Additionally, 50 students responded that their EFL teachers rarely enjoyed writing.

According to table 4, item number 3, 40 students replied that they didn't agree with the questionnaire motivating students to write is challenging. Besides, 50 students or 47.6% of the participants responded that they strongly disagree on the issue motivating students to write is challenging. Whereas, 15 students complained as their teachers agreed motivating students to write is challenging.

The final choice item questionnaire in table 4 is item 4, in which all the students replied that they strongly disagree on the idea that states providing effective feedback on writing is time-consuming. The open-ended questions from item 5-7 freely answered the students. The question was

Besides the choice item students' questionnaire, there were also 3 open-ended questionnaires that forwarded for the students. To begin with, according to the students told the researcher under table 4 question number 5, as the students told the researcher there are many things their teachers motivate to teach writing. Such as teachers often find deep satisfaction in witnessing their students' writing skills develop and improve over time. Watching students overcome challenges and produce thoughts, well-crafted pieces is incredibly rewarding. For more see under table 4 question number 5. Additionally, on question number 6, though many things were mentioned by the students, the way their teachers make writing class interesting, the researcher focused on the main points as follows: first, gamify writing; that is writing challenges; set timed writing sprints or word count goals. Contests: organize friendly competitions with prizes or rewards. For more again see under table 4 question number 6. Finally, the best thing the researcher observed from the students was that the way students actively engaged in the writing activities. Some of them were: allow students to choose topics that interest them, use different instructions such as, tailor assignments to students' individual needs and abilities. For more see under table 4 question number 7.

Table 5: Students' questionnaire on their teachers' teaching writing

No.	Statements	Responses	%	
1.	EFL teachers have sufficient resources and materials To support their writing instruction	A. strongly agree	---	----
		B. agree	--	---
		C. neutral	15	14
		D. dis agree	10	9.5
		E. strongly dis agree	80	76

2.What is the most important factor in improving Students' writing skills?	A. frequent writing Practice	----	---
	B. teacher feedback	----	----
	C. peer feedback	----	----
	D. reading extensively	----	----
	E. all of the above	105	100
3. EFL teachers feel confident in their ability To teach writing	A. strongly agree	----	--
	B. agree	40	38
	C. neutral	5	4.8
	D. dis agree	55	52.4
	E. strongly dis agree	5	4.8

4. What specific strategies do your teacher employ to foster creativity and critical thinking in their writing instruction?

The following ideas were forwarded by the students regarding the specific strategies their teachers were employed to foster creativity in their writing instruction: use creative writing prompts such as visual prompts to show images or art pieces to spark imagination. Story starters to provide a beginning sentences or situation to get students started. Unusual scenarios to ask students to write about strange or hypothetical situations. Word play to encourage students to play with words, using alliteration, rhyme, and other poetic devices. Voice and tone to have experiment with different voices and tones to create unique writing styles.

5. How do EFL teachers assess their students writing? And what feedback strategies do they use to promote improvements?

It is obvious that EFL teachers employ a variety of assessment methods to evaluate their students' language proficiency. Here are the most common the students told the researcher: teacher made- tests are created by teachers to assess specific language skills or content knowledge. They can include multiple- choice questions, short answer questions, essays and oral presentations. Standardized tests: These are commercially developed tests designed to measure language proficiency across different skills (listening, speaking, reading and writing skills.)

According to table 5, question item number 1, 80 students or 76% of the participants replied that they argued their strong disagreement towards the idea the EFL teachers have sufficient

resources and materials to support their writing instruction. Besides 10 students were disagreed with it. Whereas, 15 students or 14% of the participants said nothing to the idea EFL teachers have sufficient resources and materials to support their writing instruction. Regarding question number 2, all the students responded that frequent writing practice, teacher feedback, peer feedback, reading extensively are all the most important factors in improving students writing skills. Table 5, item question number 3, suggests that whether EFL teachers feel confident or not in their ability to teach writing. Accordingly, 55 students or 52.4% of them said that EFL teachers didn't feel confident in their ability to teach writing. Whereas, 40(38%) of the students replied some teachers feel confident in their ability to teach writing. Five students strongly disagree, five students were neutral.

Regarding to the open- ended questions, under table 5, item question number 4, the students listed the specific strategies teachers employ to foster creativity and critical thinking in students' writing activities. Use creative writing prompts such as visual prompts to show images or art pieces to spark imagination. Story starters to provide a beginning sentences or situation to get students started. Unusual scenarios to ask students to write about strange or hypothetical situations. For better clarification see under table 5 item number 4. Additionally, under table 5, question number 5, teachers use a variety of assessment methods to evaluate the students' language proficiency. Here are the most common the students told the researcher. Teacher made tests are created by teachers to assess specific language skills or content knowledge. They can include multiple- choice questions, short answer questions, essays, and oral presentations. For better see under table 5 question number 5.

#### **4.5 Discussion**

In this part, the data analysis are interpreted and discussed in relation to the research questions set out in the first chapter, and the findings are weighed against previous findings and scholar's view in the research EFL teachers perceptions and motivation regarding teaching writing in Hagereselam Comprehensive Secondary school. The relationships and the implications of the data collected through the three different instruments are also evaluated. To begin with, the findings regarding teachers' perception about the nature of writing ( see table 1) indicated that most of the teachers perceive writing as a skill that can be mastered through learning and regular practice. This belief is apparently consistent with the views of a scholar like Hedge( 2005) who notes that students can be good writers only if they write a lot. The teachers also hold that writing needs critical thinking, and believe that teaching writing doesn't require more effort than teaching other language skills and language forms.

Therefore, the researcher analyzed and interpreted the data based on teachers' interview, classroom observations, and students' questionnaire to investigate teachers' perceptions and motivation regarding teaching writing in English. To analyze the results of the study, the researcher used to descriptive survey analysis method. With the description method, majority of the teachers revealed that teaching writing required that more efforts than other language skills (speaking, reading, grammar, vocabulary, listening and other linguistic items) because

teachers, students, writers didn't know structural procedures, word choice, vocabulary, grammar and how to construct meaningful information about some topic. This idea went along with the scholar (Nunan, 1989) expressed that writing as an extremely complex process that requires control over various variables at the same time.

Regarding to students' questionnaire, majority of them stated that their teachers ordered rarely to practice writing in English. However, minority of the students reported that their teachers didn't encourage them to practice writing in English. According to table 4 question number 1 indicated that their EFL teachers didn't adequately prepared to teach writing as well as EFL teachers didn't enjoy to teach writing skills as indicated in table 4 question number 2.

Besides EFL teachers interview and students' questionnaire, the researcher conducted classroom observations and saw 8 teachers of the 14 teachers and observed majority of the teachers didn't give feedback, corrections and comments for their students. As a researcher view suggested that English language teachers didn't give different activities and feedback, corrections and comments to their students. According to Cumming ( 2002) stated that teachers enable to be careful of writing exercises that attempt to break writing down in to component skills such exercises often eliminate portions of the task that are important to the personal and cultural significance of the writing.

## **Chapter five**

### **Summary, Conclusions and Recommendations**

The summary, conclusion and recommendations sections are crucial components of a research paper, particularly in the field of teaching writing and then in EFL teachers' perceptions and motivation regarding teaching writing. They provide a concise overview of the research, synthesize key finding, and offer actionable suggestions for future research or pedagogical practices.

#### **5.1 Summary**

This study investigated the perceptions and motivation of EFL teachers regarding writing instruction. The researcher analyzed the gathered data through quantitative and qualitative methods. The researcher found that while teachers recognize the importance of writing, they often face challenges in implementing effective writing pedagogy. Factors such as wrong perceptions of teachers regarding teaching writing, less motivation of teachers to teach writing, large class sizes, limited resources, and inadequate teacher training were identified as significant obstacles. For investigating it , all English language teachers and 105 students were chosen for the study.

Based on the objectives of the study, three questions were formulated.

1.What are the primary challenges and obstacles perceived by EFL teachers in teaching writing skills to their students in Hagereslam Comprehensive Secondary Schools?

2. How do EFL teachers perceive the importance of writing instruction in the overall language learning process?

3. What are the primary factors that motivate EFL teachers to teach writing effectively?

To begin with the first question, English language teachers gave less attention to teach writing skill. That means during their interview they stated that their perceptions were thought teaching writing a difficult skill. They thought that teaching writing required more effort than other language skills and they didn't use different approaches to teach writing skill integrated with other language skills. Additionally, the English language teachers replied they rarely gave class work, homework, assignment, feedback, corrections and comments for their students on teaching writing activities in pairs or groups in some selected units.

The EFL teachers revealed that they didn't take much time to teach students about teaching writing and sometimes didn't cover all the selected teaching writing activities from students' text book in some selected units. because EFL teachers perceive teaching writing didn't involve in the Ethiopian Secondary school leaving examination. This implied that English language teachers strongly perceived other language skills involved in the examination rather than teaching writing skills. In this study, teachers responded that perceptions and motivation didn't see separately. Perceptions and motivation are inter-related psychological variables. When teachers have positive perceptions and motivation experience success in their language teaching behavior, the perceptions and motivations are reinforced, whereas, teachers with negative perceptions may fail to progress language teaching.

Moreover, the study revealed that teachers' motivation is influenced by a combination of intrinsic and extrinsic factors, including job satisfaction, professional development opportunities, and recognition. The findings suggest a need for increased support for EFL teachers, including professional development programs focused on writing instruction, train teachers on perception and motivation building programs, and access to appropriate resources. Further research is needed to explore the long-term impact of these factors on teacher motivation and student outcomes.

## **5.2 Conclusion**

In conclusion, this study has shed light on the diverse perceptions and motivations of EFL teachers regarding writing instruction. The findings revealed that while teachers recognize the importance of writing, they often face challenges in implementing effective pedagogical practices. The researcher understood from teachers' interview, students' questionnaire, and teachers' classroom observation that teaching writing process has been given in this school. English language teachers taught teaching writing in order to students practice and to master this skill. However, most language teachers stated that teaching writing required critical thinking and more efforts to implement in the classroom. In addition, they stated that students had low

proficiency in learning writing skill. As English language teachers responded, due to limitation of time and lack of English language reference materials in the library. The researcher observed English language teachers how to implement teaching writing in the classroom. At the observation time, English language teachers tried to motivate their students to attend the lesson topic. However, the students were not actively involved in those activities. The students didn't take much time on teaching writing skill activities. Teachers didn't force the students to practice writing activities rather than proceed to teach them other language skills.

Furthermore, factors such as workload, limited resources, and lack of professional development opportunities can significantly teachers' motivation. Based on these insights, it is crucial to prioritize teacher training, and professional development programs that focus on innovative writing strategies and assessment techniques. Additionally, policy makers should consider increasing support for language education, including adequate resources and workload reduction measures. By addressing these issues, EFL teachers empower to create engaging and effective writing classrooms, ultimately leading to improved student outcomes.

As we continue to explore the complexities of language teaching and learning, it is imperative to conduct further research to delve deeper in to the factors that influence teachers' perceptions and practices. By gaining a comprehensive understanding of these dynamics, we can develop evidence-based interventions that promote effective writing instruction and foster a love of English language in our students.

### **5.3 Recommendations**

Based on the findings of this research, the following recommendations were forwarded by the researcher: the recommendations were for both EFL teachers and for educational institutions. First, EFL teachers should embrace a process-oriented approach: this enabled them to shift their focus from product-oriented to process-oriented writing instruction. This involves guiding students through the stages of writing including prewriting, drafting, revising, editing and publishing. Second, they should foster a positive writing environment: this help them to create a supportive and encouraging classroom atmosphere that motivates students to write. Provide regular opportunities for students to share their writing and receive constructive feedback. Then, EFL teachers should utilize diverse writing tasks: this help them to incorporate a variety of writing tasks to cater to different learning styles and interests. These tasks can include journal writing, creative writing, persuasive writing, and academic writing. Next, EFL teachers should provide effective feedback: it helps them to offer timely and specific feedback on students' writing, focusing on both strength and areas for improvement. This can be done through written comments, oral feedback, or peer review. Finally, EFL teachers should be integrated with technology: utilize technology tools to enhance writing instruction. These tools can include word processing software, online writing platforms, and digital writing portfolios.

The second recommendations go to educational institutions: first, educational institutions should focus on professional development: it provides ongoing professional development

opportunities for EFL teachers to improve their writing instruction skills. This can include workshops, seminars, and online courses. Second, educational institutions should allocate resources: allocate sufficient resources for writing instruction: such as textbooks, writing materials, and technology. Then, educational institutions should develop their curriculum: develop a writing curriculum that aligns with international standards and emphasizes the importance of writing as a communicative skill. Next, educational institutions should introduce assessment practice: Implement a balanced assessment system that evaluates both the process and the product of writing. This can include formative assessments, such as drafts and peer reviews, as well as summative assessments, such as final written products. Finally, educational institutions should collaborate and support each other: foster a collaborative environment among teachers to share best practices and support each other's professional development.

By implementing these recommendations, it is anticipated that EFL teachers will develop a more positive perceptions regarding teaching writing and be better equipped to motivate their students to become effective writers.

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**Appendix A**

**Classroom Observation Checklist**

This observation Checklist is to assess ways of teaching writing in the actual classroom. All the information given shall be treated as confidential. The questions will be answered in prose form on their bases of their application in real classroom.

- |                       |                                 |
|-----------------------|---------------------------------|
| 1. School’s name----- | 4. Length of period -----       |
| 2. Lesson topic-----  | 5. Date of observation-----     |
| 3. Section-----       | 6. Teacher’s qualification----- |

<b>No.</b>	<b>Statements (Checklists)</b>	<b>Responses ( yes or no )</b>
1.	The teacher provides clear instructions for writing assignments	-----
2.	The EFL teacher uses peer review or collaboration activities	-----
3.	The teacher uses technology to support writing instruction	-----
4.	The EFL teacher models writing skills for students	-----
5.	The teacher uses rubrics to assess students’ writing	-----
6.	The teacher creates opportunities for students to share Their writing with the class	-----
7.	The EFL teacher encourages students to revise and edit Their writing	-----
8.	The teacher provides timely and constructive feedback On student writing	-----
9.	The teacher uses a variety of writing genres and formats	-----
10.	The EFL teacher uses formative assessments to monitor student Progress in writing	-----
11.	The teacher encourages students to express their ideas and opinions In writing	-----

12. The teacher provides opportunities for students to practice writing  
In different contexts -----
13. The EFL teacher creates a positive and supportive learning  
Environment for writing -----
14. The teacher encourages students to take risks and be creative  
In their writing -----
15. The teacher provides explicit instruction on writing skills  
And strategies -----

### **APPENDIX B**

Part one: Students' Questionnaire regarding how to teach them writing skills

Thank you for accepting to be my respondent. The purpose of these questions are to explore what you think about your teachers' perception and motivation in writing classes. The information given will assist in improving writing skill in Hagere-Selam Comprehensive Secondary School students. On the following pages are some questions that require your response. There is no right or wrong answer, all that is required is your personal opinion. Please answer these questions as honestly as you can. Your answers will be kept strictly confidential and please be assured that your teacher will not victimize you any thing written here.

#### **Background information**

Please tick against your response    Male ( )                      Female ( )  
School Category                      private ( )                      governmental ( )

**Instruction: Circle the best answer you think for**

1. Which one of the following is the most effective way for you to learn writing skills?
- a. practice writing skills independently                      c. Receive individual feedback from  
b. Collaborate with classmates                                      the teacher  
d. Use technology to support writing
2. Which one of the following is the most important aspect of writing instruction?
- a. Learning grammar and vocabulary                      c. Receiving feedback on writing  
b. Practicing writing in different genres and formats                      d. Learning how to revise and edit

3. Which one of the following the most challenging part of the writing process for you?

- a. Brainstorming and generating ideas
- b. Organizing and structuring writing
- c. Using grammar and vocabulary effectively
- d. Revising and editing writing

4. Which one of the following is the most helpful type of feedback for you?

- a. Written feedback from the teacher
- b. Verbal feedback from the teacher
- c. Peer feedback
- d. Self-assessment

5. Which one of the following is the most effective way to improve your writing skills?

- a. practicing writing regularly
- b. Receiving feedback on writing
- c. Collaborating with classmates
- d. Using technology to support writing

part two: Students' questionnaire

**Instruction: Answer the following questions freely**

1. What do you think is the most important aspect of teaching writing in the EFL context?
2. Can you describe a specific writing assignment or activity that you have found to be particularly effective?
3. How do feel about the writing process, and what do you think is the most challenging part for you?
4. How do you think your writing skills have improved since you started studying in an EFL environment?
5. Can you describe a specific experience or incident that has shaped your views on writing in the EFL context?

## **APPENDIX C**

### **Teacher's interview**

This interview is for collecting data on the EFL teachers' perceptions and motivation regarding teaching writing. All the questions shall be treated as confidential.

Part one: general background information

1. indicate your gender      male ( )                      female ( )

Part two: Teaching experience

Less than 3 years ( )                      10-15 years ( )

5-10 years ( )                      more than 16 years ( )

2. What is your highest qualification?

Diploma ( )                      Degree ( )                      Masters ( )

1. What motivates you to teaching writing in the EFL context?

-----  
-----  
-----  
-----  
-----

2. How do stay motivated and engaged in teaching writing?

-----  
-----  
-----  
-----

3. Can you describe a moment when you felt particularly motivated to help a student to improve their writing skills?

-----  
-----  
-----  
-----  
-----

4. How do you set goals for your writing instruction?

-----  
-----  
-----  
-----

5. How do you measure your success as a writing teacher?



13. How much do you think your teaching style and approach to writing instruction impact your students' writing skills?

a. Very positively   b. Somewhat positively   c. Neutral   d. Somewhat negatively   e. Very negatively

14. How do you think your students' writing skills have improved since they started studying in an EFL environment?

a. Significantly   b. Somewhat   c. Minimally   d. No improvement

15. How do you think writing instruction in the EFL context can be improved?

a. By providing more opportunities for practice and feedback      c. By focusing on specific writing skills  
b. By incorporating more technology and online resources      d. By providing more support guidance to struggling students









