



MEKELLE UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND LITERATURE
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**Investigating the Practices of Teaching Writing in EFL Class in
Hadnet Comprehensive High School in grade 9**

By

Kidane Kassa

ID No. CSSL/PS/222/10

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master of
Arts in Teaching English as a Foreign Language (TEFL)
Department of English Language and Literature, Mekelle University, Ethiopia

Major advisor: Mesfin Eyob (PhD)

Co – advisor: -----(-----)

July 2025

Mekelle, Ethiopia

Abstract

Learning to write in a second language is a great challenge for students; however, certain factors might minimize these challenges. In general, students in Hadnet, Tigray face difficulty to develop the writing competence in a foreign language because they rely on teachers as a sole source of knowledge. Therefore, the study investigated the English language writing in high school in Ethiopia.

It implemented an action research design based on three main phases; namely, exploration, intervention, and reflection stage. The main questions asked include how the teachers view the writing style of students within the setting and how they perceived the English language writing curricula among the students. The data drew several conclusions that provided insight into the Ethiopia higher education concerning English as a foreign language (EFL) classes. The first is the spoon-feeding of Hadnet learners throughout their educational years; therefore, they find it challenging to gain hold of their learning. Second, writing in English is a challenging task for Hadnet students. Third, some of the students memorize writing passages to pass their English course.

Fourthly, teaching to write was done by focusing on form, writing mechanics, rather than communicative aspects of writing and genre. This study has contributed towards the understanding of Hadnet learners in school language classrooms analyzing their perceptions and expectations.

Keywords: Action research, EFL writing, English language learning, foreign language learner

Acknowledgements

First of all I would like to express my heartfelt gratitude to the students, teachers and administrative staff of Hadnet high school because they genuinely participated in the study by giving the required data through various instruments. Secondly, my thanks go to my family for supporting me financially during my study.

Thirdly, I would like to express my deepest gratitude to my advisors Dr.Mesfin Eyob for his constructive comments and suggestions throughout the development of this 'Thesis'. I am very much indebted to their kindly advice and patience they have shown me in the course of time.

Finally, I would like to extend my thanks to Dr. Dagnew G/hiwot who was my proposal examiner for his helpful support in reading and commenting the script.

Declaration, Confirmation, approval and evaluation

Title: Investigating the practice of teaching writing in EFL class in grade 9 the case of in Hadnet

Comprehensive high school Mekelle, Tigray, Ethiopia

Declaration

I, the under designed, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged

_____	_____	_____
Name of student	Signature	Date

The research thesis has been submitted for my approval as a university advisor.

_____	_____	_____
Principal Advisor	Signature	Date

_____	_____	_____
Co-advisor	Signature	Date

_____	_____	_____
External examiner's Name	Signature	Date

_____	_____	_____
Internal examiner's Name	Signature	Date

_____	_____	_____
-------	-------	-------

Table of Content

Content	Page
Abstract	i
Acknowledgements	ii
Declaration, Confirmation, approval and evaluation	iii
Table of Content	iv
List of Tables	vi
List of Abbreviations	vii
Chapter 1	1
Introduction	1
<i>1.1 Background of the Study</i>	<i>1</i>
<i>1.2 Statement of the problem</i>	<i>4</i>
1.3 OBJECTIVES OF THE STUDY:	6
1.4 Research Questions:	6
<i>1.5 Scope of the Study</i>	<i>6</i>
<i>1.6. Significance of the Study</i>	<i>6</i>
<i>1.7. Limitations of the Study</i>	<i>7</i>
<i>1.8. Definition of Operational Terms</i>	<i>7</i>
<i>1.9. Organization of the Study</i>	<i>7</i>
Chapter 2	8
Literature Review	8
<i>2.1 The Meaning and Nature of the Writing Skill</i>	<i>8</i>
2.2 CONCEPT OF WRITING	12
<i>2.3 What Makes Writing a Difficult Skill?</i>	<i>13</i>
<i>2.4 The Need to Teach Writing Skill</i>	<i>14</i>
<i>2.5 Approaches to Teaching Writing</i>	<i>17</i>
<i>2.6 What is assessment for writing?</i>	<i>19</i>
2.7 THE ROLE OF WRITING IN EFL	21

2.8 BASIC PROCESSES IN WRITING:	22
2.9 STAGES OF EFL writing lesson	23
2.10 Challenges of Teaching Writing Skills	26
2.10.1 Problems Related to Writing skills Assessments	26
2.10.2. Problems Related to Teaching Methodology	27
2.10.3. Problems Related to Students and Teachers	27
Chapter 3	29
Research Methodology	29
3.1 introductions	29
3.2 Research Design and approach	29
3.3 Study Area and Population	29
3.4 Sampling Procedure & Determination	30
3.5 Data Collection Instruments	30
3.5.1 Questionnaire	30
3.5.2 Interview	30
3.5.3 Observation	31
3.6 Method and Procedures of Data Analysis	32
CHAPTER 4	34
Data Analysis	34
4.1. Introduction	34
4.2. Qualitative Analysis	34
Percentage analysis	34
4.2. Qualitative Analysis	54
CHAPTER 5	61
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	61
5.1. Summary	61
5.2. Conclusion	62
5.3. Recommendations	65
References	66
Appendix A: Questionnair for Students	72
APPNEDIX B: Interview Questions	76

List of Tables

Table	Page
Table 1: Teacher Support	34
Table 2: Student Interest	36
Table 3: Parent Support	39
Table 4: School Resource	41
Table 5: Writing Effectiveness	43
Table 6: Teacher Support	45
Table 7: Student Interest	46
Table8: parents Support	47
Table 9: School Resource	48
Table 10: Writing Effectiveness	49
Table 11: Pearson Correlation	50
Table 12: T-test	51
Table 13: ANOVA Analysis	52
Table 14: Model Summary	52
Table15: ANOVA ^a	53
Table 16 coefficient	53
Table 17 Analysis of data obtained through class room observation	59

List of Abbreviations

Abbreviation	Full Form
ANOVA	Analysis of Variance
CO	Class Observation
EFL	English as Foreign Language
L1	First Language
L2	Second Language
TEFL	Teaching English as Foreign Language

Chapter 1

INTRODUCTION

Investigating the practice of teaching writing in EFL class in Hadnet Comprehensive High School in grade 9 Writing is an entirely different task for individuals in a foreign language setting because everyone in the surrounding community speaks the target language. In a foreign language context, the social aspects of writing (authentic purpose, audience, and context) are often absent from the second language writers. Students face a variety of challenges in learning to write in a second language. However, none of the studies have articulated specific challenges of their mother tongue language student writers in Ethiopia context. A previous study conducted by Kabouha and Ely as (2015) explain the pressure experienced by the students in passing the English language test after conducting a specific module in a limited period. The power of memorization is upstanding among the Ethiopian-speaking learners; therefore, they can write down in their exams. A concrete-sequential learning style is encouraged by the majority of the speaking cultures in Amharic or Tigrigna as they require specific planning, analysis, memorization, review, and searching for perfection.

There is a need to investigate the perceptions of teachers and students regarding the writing classes to improve the quality of teaching skills that would help in the promotion of instructional changes. The teaching methodology plays a vital role in the way students perceive the writing process. It is crucial to evaluate the teachers' approach towards writing instruction given his frequent complaints about low writing proficiency of the students. Therefore, the present study aims to analyze the perceptions of teachers and students on writing classes in Hadnet secondary school.

1.1 Background of the Study

In the history of language teaching, significant changes are occurring in the writing instruction for the second language. Restrictions such as non-creative acts were applied to write in classical education that advocates education based on the traditions of Western culture According to Ferris (2013), in the early 20th century, second language writing (SLW) was taught through guided composition methods. However, in language instruction, the writing was significantly affected by the audio-lingual method in the latter half of the 20th century. It used a repetitive

pattern of the grammatical sentences in oral drills for teaching second language learners. The writing was likely to assist in reading, listening, and speaking skills of the learners, given its recognition as a secondary skill. The structuring of this teaching approach is necessary to minimize the rate of errors made by the students (Ferris, 2013). The approach used for teaching the students is adapted through composition in the first language pedagogy so that they can write composition in the prescribed patterns. It is because writing in a foreign language requires a specific type of organizing patterns of organization to be followed with certain linguistic features functioning as units to communicate. The students, who are unable to write cohesive and coherent essays in the second language, tend to memorize sentences before exams (Kabouha & Elyas, 2015) evaluates the difficulties experienced by students in learning to write English. The results showed that the differences between written and spoken English serve as a significant challenge to the students. Moreover, attention to different learning styles, the usefulness of certain strategies, and computer-assisted writing instruction were drawn by the students as they expressed their preferences towards writing. This finding highlighted the need to investigate conventional approaches to teach writing as perceived by the teachers and the students.

Writing is an entirely different task for individuals in a foreign language setting because everyone in the surrounding community speaks the target language. In a foreign language context, the social aspects of writing (authentic purpose, audience, and context) are often absent from the second language writers. Students face a variety of challenges in learning to write in a second language. However, none of the studies have articulated specific challenges of mother-tongue speaking student writers in Ethiopian context. A previous study conducted by Kabouha and Elyas (2015) explain the pressure experienced by the students in passing the English language test after conducting a specific module in a limited period. The power of memorization is upstanding among the Ethiopian learners; therefore, they can write down in their exams. A concrete-sequential learning style is encouraged by the majority of the speaking cultures in Ethiopia as they require specific planning, analysis, memorization, review, and searching for perfection.

There is a need to investigate the perceptions of teachers and students regarding the writing classes to improve the quality of teaching skills that would help in the promotion of instructional changes. The teaching methodology plays a vital role in the way students perceive

the writing process. It is crucial to evaluate the teachers' approach towards writing instruction given his frequent complaints about low writing proficiency of the students. Therefore, the present study aims to analyze the perceptions of teachers and students on writing classes in Ethiopia high schools. Improvements required in the quality of writing instruction, and preferences of students. This study's aim was implemented through the research-based workshop intervention that is likely to render the learning needs of students. The study results would bring significant improvement in understanding the challenges faced by Hadnet students as they learn to write in English.

Writing is a pedagogical technique that involves writing continuously without pausing to think or edit. This approach is designed to encourage fluency, creativity, and language acquisition. It has been widely adopted in English as Foreign Language (EFL) classrooms worldwide.

In Ethiopian EFL classrooms, while writing has shown potential, its **implementation and effectiveness** are still **under-explored**. This is particularly true in **Mekelle Hadnet Secondary Schools**, a specific region in Ethiopia. Many teachers are concerned about effective ways of assisting their students with improving accuracy in their writing. This is because teachers encounter the same errors recurring in student writing after a number of careful checking, correcting, and feedback cycles. An increasing number of studies have investigated the role of corrective feedback (CF) in teaching writing, which is defined as the information provided by the teacher, both directly and indirectly, on learners' non-target-like usage in their writing and is made with the intention of correcting and prompting revision of initial language use (Bitchener and Ferris, 2012). Within discussions of the use of CF in teaching writing, the distinction between direct feedback (DF) and indirect feedback (IDF) has received much attention in both classroom practice and research. DF is the provision of explicit target-like linguistic forms to correct errors made.

As to Nun an (2015:77), "Writing is not only a tool for communication but also an instrument for intellectual growth and development." Supporting Nun an, Brown (2001:335) also stated that "writing is a written product of thinking, drafting, and revising that requires specialized skill on how to generate ideas, how to recognize them coherently, how to use discourse makers and rhetorical conventional to put them cohesively into a written text, how to revise a text for clear meanings, and how to produce a final product." He also added that "writing is like a swimming." when people want to able swimming; they must have an instructor to show them

the basics ways to swim. After they get the basic skill of swimming, they will develop their swimming ability based on their styles. It is similar with writing. At the first time, there will be teachers who guide the students to write. After the students understand about that, they will try to develop their writing according to their own style. It is impossible to be able to write effectively without any sufficient practices.

However, the practical situation of teaching writing seems to be below the required level in Ethiopia

(Ferede et al, 2012). This problem can partly be ascribed to teachers' failure to deliver writing lessons included in English textbooks 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). It could also be associated with teachers' perception and practices about teaching writing.

Resounding Alamrew's ideas, Noe (2004) also revealed that 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. This implies that teachers' perception determines their practice (Smith, 2001).

1.2 Statement of the problem

Writing has been fundamentally underestimated as a skill. It is not merely a supportive tool for reinforcing grammar acquisition, as seen in the grammar-translation method, or aiding in memorizing language structures, as practiced in the audio-lingual method. Writing has been unjustly downplayed even in contemporary communicative approaches, which prioritize oral proficiency. It is essential to recognize that writing deserves significant emphasis and attention in language learning.

In my recent observations, I have noticed that the writing performance of English students at Mekelle Hadnet Secondary School is not achieving the expected standards. Being near the school has provided with the unique opportunity to witness firsthand the challenges faced by students in their writing endeavors. This situation is particularly concerning given the importance of writing skills in academic success and effective communication.

Furthermore, I selected this study because there appears to be a significant gap in the existing research concerning writing practices in this specific educational context. Despite the critical

importance of understanding how EFL (English as a Foreign Language) instruction is implemented, there has been no prior investigation conducted in this particular school or surrounding area.

The primary aim of this study is to conduct a comprehensive exploration of the current practices related to writing in EFL classrooms at Mekelle Hadnet Secondary School, focusing specifically on grade 9 students. By delving into the methodologies, challenges, and outcomes of writing instruction, this research seeks to provide valuable insights that could contribute to improving writing education in this context. English language ability in writing plays a great role in both contemporary academic and future careers.

Hence, the key role of English language ability in writing has an important and encouraging impact on the academic achievement. This is because the ability to write various genres of writing effectively through English is becoming increasingly important in our global community (Weigle, 2002). In addition, “writing is an essential component of thinking and learning in school context, and writing tasks are a crucial tool for intellectual and social development.” (Burning and Horn, 2000:30).

However, many researchers and scholars notice that despite writing being a very important form of expression and communication, teaching tends to be a much neglected part of the language program in foreign languages (Badger and White, 2000). Teachers in primary and secondary schools and even in colleges and universities lack the proficiency to teach well and become role-models (Fisher and Swindles, 1998). Regarding this, there are also local studies which confirm this problem. For example, researches disclosed that the teaching of writing is ineffective and the writing performance of the students is poor (Geremew, 1999, and Desalegn, 2011). As noted by Solomon (2004), one of the major weaknesses of Ethiopian students at different levels is writing in English. More importantly, Alamirew (2005: 228) also depicted two significant reasons for the ineffectiveness of students’ writing. First, teachers do not give much emphasis to the teaching of writing although they seem to have the knowledge about the teaching-learning process of writing skills. Second, it could also be related to the unsuitability of methods adopted. Thus, for the students, writing is a form of academic torture, and for many educators, teaching it is a kind of professional agony because writing is usually considered as a boring task, and a lonely job.

1.3 OBJECTIVES OF THE STUDY:

- **General Objective:** To examine the implementation and effectiveness of writing practices in EFL classrooms of Mekelle Hadnet Secondary Schools.
- **Specific Objectives:**
 - To investigate the impact of teachers' support on students' writing skills.
 - To analyze the impact of student interest on students' writing skills.
 - Find out EFL teachers' practicing of teaching students' writing skills.
 - Identify EFL teachers' practicing of teaching students' writing skills.

1.4 RESEARCH QUESTIONS:

- To what extent are EFL teachers' awareness of teaching students' writing skills?
- How often EFL teachers' practice of teaching students' writing skills?
- What are the challenges affecting EFL teachers' during teaching practice students' writing skills?
- What are the teachers methodologies in teaching writing skills.

1.5 *Scope of the Study*

The study focuses on EFL classrooms in Mekelle Hadnet Secondary Schools. It examines the practices of writing within the context of English language teaching and learning

1.6. *Significance of the Study*

This research contributes to a better understanding of the role of writing in EFL classrooms. The findings may inform pedagogical practices, curriculum development, and teacher training programs. Additionally, the study may provide insights into effective strategies for promoting language learning and creativity among EFL students.

The study is hoped to be useful for English language teachers, students, and syllabus and curriculum designers. First, this study gives pedagogical advantage for the English language teachers by building awareness in how to teach their students' writing. Second, as this study identifies the major problems high school students faced in their attempt to write in English,

students might be able to take measures based on the research findings so as to improve students' writing skill. Finally, syllabus and curriculum designers can get insight regarding how writing skill are practiced and taught in high schools.

1.7. Limitations of the Study

The researcher encountered some constraints during the course of conducting this study. First, some of the informants were not willing to take part, especially in the teachers' interview. As a result, the researcher spent lots of time to convince some teachers. Second, School closures in the battle against the problems of teaching classrooms in the credit of neighbor primary My-weyni school were other constraints for the inability to get information and lack of financial support by the university were some of the problems that encountered the researcher during the study.

1.8. Definition of Operational Terms

Awareness: is the state of being conscious about students writing.

Teaching: is the concert sharing of knowledge and experience about teaching writing.

Practice: doing an activity regularly so that students can improve writing ability.

Challenges: problems that pull back EFL teachers not to assess students' writing.

1.9. Organization of the Study

The study presents in five chapters. The first chapter was about the background of the study, statement of the problem, and objective of the study. Chapter two was about the review of the related literature and some related research works. Chapter three dealt about the design and methodology of the research. Chapter four was about the result and discussion of the research and chapter five summary, conclusion, recommendation.

CHAPTER 2

LITERATURE REVIEW

2.1 The Meaning and Nature of the Writing Skill

Writing is one of the main language skills that students need to develop. The question what is writing can be answered from different and complex natures it enfolds. The definition of writing depends either on the level and purpose underlying it or the types of information it is required to transform or on how graphic symbols are set on surface. The Encyclopedia of Americana (1985), for example, defines writing as, "... the communication of idea, by means of conventional

\symbols that is traced, incised, drawn or otherwise formed on surface of some material such as paper." This very general definition gives writing a unique nature which makes it different from the rest language skills.

More specifically, Kelly (1998) describes writing as, "... a deliberate and more fully thought skill that needs precise and carefully crafted word by word for just the right effect." Here writing is not only putting information on surface but it is also the art of making it purposeful with the right effect intended to have on the reader. Lyons and Heasley (1984) also propose to define writing as "A communicative occurrence between a writer and an intended reader in which the writer creates a discourse with the imagined reader and derives from this a text by which an actual reader may approximate to the original discourse." Others still define writing in relation to what constitutes it. For example, Harmer (1991) describes writing as convention of text formation manifested by handwriting (or other means), spelling and layout, and punctuation.

This in turn implies the knowledge and control of the structure of a written medium. To determine the definition and the nature of writing, one way is to distinguish writing that involves composing from that which doesn't involve composing. Sometimes the nature of writing is also studied in relation to its counterpart, speaking, since both are believed to be productive skills.

Hyland (2008) describes writing as disembodied, which shows no connection between the context and any personal experiences of the writers and readers. The text is likely to be decoded and understood because of adopting the right skills. Testing the ability of learners to communicate based on purpose and genre is considered reliable because it is easy to count assessment on grammatical structures, writing mechanics, and vocabulary choices. It shifts the role of instructors towards examiner from being a writing instructor. The examiner is the one who perceives texts as a mean of demonstrating linguistic skill, rather than just expressing ideas through written texts.

The writing assignments are linked directly to the content of the course and must be said to help students write to learn content. They guide and support students in their work with a variety of topics that teachers of English, clearly, should know about. In this way, the assignments definitely follow up the intentions in the national guidelines for teachers' education.

As the writing tasks and exam questions are linked directly to the different areas of study, they also contribute to the organization of the course. Considering the fact that my material stems from the institutions in very different parts of the school, it may come as a surprise that the tasks are, on the whole, quite similar. Thus, observation that text types vary considerably from course to course cannot be said to apply to my material. This may be an indicator that the long tradition in Ethiopian higher education of focusing on separate disciplines in English courses influences the formulation of writing tasks just as much as the present curricular guidelines do.

When it comes to writing to learn language and learning to write, this is, of course, addressed by the fact that students are required to produce a number of texts. Since all writing is an "interaction of purposes" student writing will, inevitably, help them develop their language skills and their proficiency as writers of English. A few assignments require that students get feedback either from the course instructor or a fellow student on one or even two early versions of their text. In addition to being an obvious opportunity for students to write to learn language and work on their language skills, this approach can also help students develop the ability to produce a functional and well-structured text. Students will learn to write, but they will also get insight into the principles of process writing, which may be useful in their future work as teachers of writing.

However, it is worth noticing that few of the tasks draw the students' attention to the ways in which they – as well as their future students – can learn to write. Little emphasis is attached to helping students master the variety of genres and formats that the writing tasks ask for and hardly any assignments present instructions or expectations when it comes to correctness, precision and appropriacy. Information about criteria for assessment is also, on the whole, lacking.

Teachers have paid too little attention to the importance of criteria for good writing, and that students often have had to guess what the teachers want. Since norms have often been communicated in an implicit way, students have gotten the impression that the teacher knows the secrets of good writing, but that he or she does not want to share those secrets.

Because of this, Hyland (2008) argues that a “visible pedagogy” needs to be developed in the teaching of writing, where requirements and expected outcomes are made explicit. The assignments in my material support such an argument. Guidelines as to what a good answer should look like might, of course, be given separately, and support in the writing process could well be given in class sessions. Still, the lack of specific information in the task formulations is striking, and it seems obvious that “a visible pedagogy” would have been beneficial for the students' development both as writers and as teachers of writing.

There are other characteristics of the writing tasks that also appear to correspond rather poorly to the objectives in the national guidelines. First of all, Ragnhild Elisabeth Lund very few of the tasks focus on issues related to writing and classroom work with writing, and hardly any of them encourage students to reflect on the role that writing can play in foreign language education. Secondly, students are asked to produce text types that are valid primarily in the context of their own studies.

The assignments ask for a whole range of different texts, from brief, fact oriented texts to literary analyses and in-depth academic discussions of cultural and political issues. In order to learn about and experience contexts and genres that are more relevant in their future classrooms, students must rely on other parts of the course, such as class work and required reading.

The writing tasks also provide few, if any, opportunities for students to link written work to their own experience and interests, and they give limited room for student creativity. Research indicates that students' motivation and engagement increases when they are allowed to write about topics of interest and relevance to them (Lo & Hyland, 2008). If students are encouraged to be creative and take chances, this will help them develop their own voice as users of the new language (Hyland, 1996). This may apply particularly to younger learners, but college students have also reported that they feel alienated and demotivated when assignments in the academic world restrict their opportunities for self-representation in their texts (Hyland, 2006). Most important is the fact that the students' obligatory writing does not give students much experience with the type of tasks that seem to be crucial in order for them to help future learners enjoy and engage actively in writing activities.

Research also indicates the positive effects of letting learners write for genuine, real-world audiences (Hyland, 1996). A couple of the obligatory assignments ask students to do this. One of these tasks asks students to write a lesson plan that can be shared with a colleague, the other one asks for a presentation of a cultural text at an in-service day for English teachers. All the other texts are clearly meant for the teacher or, to use the teacher-as-examiner. On the whole, the main purpose of the tasks seems to be for course instructors to check mastery of course materials, and to function as the basis for assessment. Quite a few aspects of the course are not covered in the final, written exam, but dealt with only in the obligatory work. In this way, even assignments that do not count towards the students' final grade can be said to constitute part of the assessment in a course.

Hyland (2008) states the audience concept a debatable issue observed by the linguistic choice in the write up. This approach of learning demands familiarization of the instructors towards the discourse community of the learners.

Writing is a taught skill for the native speakers of English; however, the process is complicated for the non-speakers writing in English as they had acquired a particular type of contrastive

2.2 CONCEPT OF WRITING

Writing can be defined as a system of recording language through visible or tactile marks. It serves multiple purposes, including communication, documentation, and artistic expression. Writing has evolved over thousands of years, from ancient clay tablets to modern digital formats. It is considered one of the most consequential technologies ever invented, crucial for preserving knowledge and facilitating complex communication. This section will define writing, discuss its key characteristics, and explore its theoretical underpin. Literature reveals that writing is a recent invention when compared to the spoken language.

According to Grable and Kaplan (1996), the theory and practice of both L1(first language) and L2(second/foreign language) writing raise issues such as what writing is, why people write, what makes writing difficult and what constitute writing. They also raise the relation and difference between literacy and writing, as well as oral and written language to seek answer for these issues. Dealing with each of the above issues is beyond the scope of this paper. First, let us briefly see the what, the difficulties and the need to teaching of writing skill. Highlighting these issues is very important because the researcher believes that they have strong relation with this research topic. Then, the review raises the different beliefs and practices of teaching writing together with some relation process approach to writing, teaching focuses on the writing process rather than the final product. The most important principle of process approach is that writing is a self-discovery process and the result is very complex, highly individualized process, it is a form of self-expression, an idea-making activity and ideas develop as one writes. The approach stresses quantity rather than quality, and it also encourages group work or peer work which would involve a lot of collaboration and cooperation between learners (Nun an, 1989) research findings about its teaching and learning.

Literature reveals that writing is a recent invention when compared to the spoken language.

According to Grable and Kaplan (1996), the theory and practice of both L1(first language) and L2(second/foreign language) writing raise issues such as what writing is, why people write, what makes writing difficult and what constitute writing. They also raise the relation and

difference between literacy and writing, as well as oral and written language to seek answer for these issues.

As stated by Harmer (2004:31), teaching writing is different from teaching other skills it is because “the nature of the writing process”, “the need for accuracy in writing”, and “the mental process that a student goes through when writing”. According to Coffin et al. (2003: 20), "writing is as an evaluation process, helping to promote critical thinking, and developing the students' communication and professionalism.

Those purposes can be used based on the need of the students in the classroom in related to the different types of the writing, different audiences, and different kind of languages used in the writing. As to the importance of writing, Harmer (2004:31-33) publicized that "Writing is helpful to encourage students to focus on accurate language use because they think as they write, and to prepare some other activities such as language practice, acting out, or speaking, dictation, and the like." Therefore, we no longer have to ask ourselves whether writing is a good thing or not. It is as a fundamental right.

Nunan (1989), there are four basic principles for teaching writing: (1) understand your students' reasons for writing (make sure there is a match between what the student, the teacher and the curriculum demand); (2) provide many opportunities for students to write (practice as much and as many varied types of writing as possible, like if you are learning a sport/new skill); (3) make feedback helpful and meaningful (provide varied constructive comment on both content and code, develop students' self-awareness/criticism); and (4) clarify the evaluation procedures in operation (where the emphasis lies: creativity? grammatical accuracy? format? recently taught items? accuracy of spelling/punctuation?

2.3 What Makes Writing a Difficult Skill?

In every description of writing, scholars seem to agree on the fact that writing is a complex process. It is a complex process because it requires the mastery of grammatical devices, conceptual (thinking) and judgmental (having purpose and acting) elements (Heaton, 1990, Byrne 1988, Grabe and Kaplan, 1996, Kelly, 1998). Byrne (1988) classifies the above

Complexities into psychological, linguistic and cognitive problems. Regarding the complexities of writing, Grabe and Kaplan, (1996) say “... writing is a technology, a set of skills which must be practiced and learned through experience. Since the skills required do not come naturally as stated earlier, but rather are gained through conscious effort and much practice, writing is a more complex skill. This is why it is said that writing causes great problems for students. These all help one to infer that the process of learning and teaching the writing skill requires developing sense of collaborative effort and the need to have interest to achieve it. What so ever difficult and complex will this skill be, it is still the most important skill needed to be taught in school curriculum

2.4 The Need to Teach Writing Skill

As stated earlier, writing is one of the major and different ways of communication. The purpose of teaching writing skills, according to Byrne (1988), is primarily to develop the students’ skills of expressing themselves through graphics. Byrne also jots down different pedagogical purposes of teaching writing skills. The main pedagogical purposes of teaching writing skills, according to Byrne, are to provide learners with different learning style, tangible evidence, create variety in the classroom and create independent learning (p. 6-7). Added to these, Raimes (1983) points out three important ideas how writing helps students to learn. She says, writing reinforces the grammatical structures, idioms and vocabulary we teach and secondly, when students write, they feel they control the language and take risk and thirdly, when they write, they necessarily become very involved with the new language. Students generally struggled with academic English, mainly writing and speaking. Several factors influencing their language proficiency, including their mother tongue and limited exposure to educational practices, to name a few, were identified (Shah Kassim, Z., & A/L Maniam, M. 2025). In the reading-to-writing model based on the exploration of thematic meaning, teachers should prioritize the students as the main body, utilize the discourse as the carrier, and create a real context for students (Gao, Y., & Hong, Y. 2024)..

Unlike its counterpart, speaking, writing can be mastered only through instruction that calls for much attention in its teaching. Besides, writing is an important language skill that plays a significant role in the process of acquiring knowledge. For instance, Troyka (1996) mentions

the following advantages that a learner can get from writing. First, “writing is a way of thinking and learning”. By this he means that it gives the learner an opportunity to explore ideas and understand information. Second, ‘writing is a way of discovering’, which is the central part of communicative language teaching (CLT). Third, ‘writing creates reading’. Troyka restates that, ‘writing creates permanent, visible, record of one’s ideas for others to read’. From these and many other benefits of writing, we can see that teachers need to help their students in any way possible to learn thoroughly how to express themselves through this skill. They must be confident of this skill as one of the important means of communication.

Studies on writing instruction in primary education around the world pinpointed three main problems: (a) evidence-based writing practices are used infrequently (Brindle et al., 2016; and Gilbert and Graham, 2010), (b) students spend little time to writing or being taught how to write (Brindle et al., 2016; Gilbert and Graham, 2010; and Hsiang and Graham, 2016), and (c) many teachers feel not having the necessary equipment or skills to teach writing (Brindle et al., 2016; and Gilbert and Graham, 2010). Likewise, Henkens (2010) interviewed teachers and observed writing lessons in primary schools and reported that writing was not taught properly in two-thirds of the schools. Little or no attention was paid to the writing process, collaborative writing, or text revision. Also, students were not provided with targeted feedback on their texts or writing processes. In addition, little time was spent on writing lessons. The teachers were not adequately prepared to teach writing, and concluded that writing education and professionalization did not seem to be considered a priority. Kuhlemeier et al. (2013) employed questionnaire on classroom practice through teacher and student. The results indicated that writing received less attention than other aspects of the language curriculum: teachers spent on average 18% of the available language curriculum time on writing, whereas 26% of the time was spent on reading, and 28% on spelling. Similarly, Grisham and Wolsey (2011) found that candidates in teacher education were in a problem of learning how to teach writing because of the higher emphasis that was put on reading instruction. With the great emphasis put on reading during teacher education programs, teachers often lack the confidence in teaching writing to their students. Franssen and Aarnoutse (2003) observed 12 writing lessons taught by 6 high school teachers in grade 9 and interviewed these teachers. The result showed that the lessons were strongly teacher oriented emphasizing on prewriting activities, and

discussion of sample texts. However, the peer interaction, collaborative writing, or peer feedback were rarely observed. Moreover, revision and reflection hardly took place.

As an addition, Hidayati (2018) conducted a study on teaching writing to EFL learners using structured interview. The findings showed that teachers are confronted with internal factors (linguistic competence, native language interference, motivation and reading habits of the learners) and external ones (the class condition, aids available for teaching writing and the availability of time).

Another study conducted by Rietdijk, et al. (2018) also indicated that the communicative aspects of writing, the writing process, teaching strategies, and following students' writing development were insufficiently implemented. The allocated learning time was also insufficient but the realized learning time and the extent to which teachers promoted active learning were satisfactory, providing a strong basis for curricular improvement. Several relations were found between teachers' classroom practices, learning time, and teachers' beliefs in the domain of writing instruction.

Some local researchers have conducted studies on students' perception and practice of writing in Ethiopian context. For example, Abiy (2015), mainly concerned on peer-led writing. His finding shows that the fixed one-to-five group discussion enhanced students writing even though students depend on their group leaders and lack confidence to engage in writing tasks. Eskedar (2014) study on the investigation of the practice of teaching writing at secondary level and her finding shows that the teaching of writing has shown some improvement mainly from product approach to process approach and she claimed on the actual classroom practice of all the steps of stages are not fully applied.

More importantly, Teshome (2007) studied on the effectiveness of the teaching and learning of the writing skills. And his findings showed that the students composing skills are found very weak. The perception of the students about their way of- learning writing and their teachers' way of teaching was found odd with their actual performance.

This study paper, thus, was mainly different from the local studies that it tried to focus on teacher's perception and practice of teaching writing: Investigating writing practice in EFL class at Hadnet, Ethiopia.

2.5 Approaches to Teaching Writing

As to theories to the teaching of writing, Hyland (2004), Harmer (2004), and Badge and White (2000), and Barkus (2003) categorized into three. They are product approach, process approach, and genrebased approach. As a matter of fact, an effective writing teacher should be aware of the historical approaches of writing and be able to use them at the appropriate times.

A. The Product Approach

The product approach is a form focused approach. It characterized by a focus on linguistic knowledge, including the appropriate use of vocabulary, grammatical rules and cohesive devices and on rhetorical organization of texts (Harmer, 2004). In essence, the product approach sees writing as a coherent arrangement of words, clauses, and sentences, structured according to a system of rules (Hyland, 2003:3). Accuracy and clear exposition are considered the main standard for good writing. He says that this view of writing regards writing as a product of writers "control over grammar and vocabulary." The way of developing one's skill of writing, Hyland (2003) explains, is through manipulating and imitating a given text through exercises such as filling the blanks, completion of sentences, transforming of tenses or personal pronouns and other activities. In this approach the emphasis is on the end product and not on the process which occur to create the product. Since final products are the concerns of this approach, the activities of writing are also controlled by the teachers. However, focusing mainly on forms is not enough to enhance the writing skills of the learners (Hyland, 2003).

B. The Process Approach

In the mid-1970s, the process approach began to replace the product approach which identifies four stages in writing: (1) prewriting, (2) composing/drafting, (3) revising, and (4) editing (Hyland, 2008). The process approach has changed the nature of the writing classroom into a

collaborative workshop environment within which students, with ample time and minimal interference of the teacher, can work through their composing process. Harmer (2004) points

out that the process approach emphasis is not on product but on the process as such. The writer has to ask questions of the purpose for their writing and who the audience is, and adds questions of how to manage to convey appropriate message in an appropriate way.

..Brown (2004:335) mentioned list of typical writing activities to be done in the process approach: (1) focus on the process of writing that leads to the final written products, (2) help student writers to understand their own composing process, (3) help them to build repertoires of strategies for prewriting, drafting, and rewriting, (4) give students time to write and rewrite, (5) let students discover what they want to say as they write, (6) give students feedback throughout the composing process not just on the final product, and (7) include individual conferences between teacher and student during the process of composition.

As an addition, Badge and White (2000) states that there are a number of stages that the students will experience in composing a piece of writing work namely prewriting, drafting, revising and editing. Each stage in the process of writing, thus, will work like a wheel to help the students in composing the text and can be shown with the diagram as follows.

C. The Genre Approach

In the 1980s, the genre approach became popular along with the notion that student writers could benefit from studying different types of written texts. In the genre approach, the knowledge of language is intimately attached to a social purpose, and more focus is on the viewpoint of the reader than on that of the writer. Writing is mostly viewed as the students' reproduction of text based on the genre offered by the teacher. It is also believed that learning takes place through imitation and exploration of different kinds of models. Accordingly, learners should be exposed to many examples of the same genre to develop their ability to write a particular genre. Through exposure to similar texts, students can detect the specialized configurations of that genre, and they also can activate their memories of prior reading

or writing experiences whenever they encounter the task of creating a new piece in a familiar genre (Badger and White, 2000:155-156). When it comes to explaining writing development in the genre approach, Hammond (1992, as cited in Burns, 2001:202) proposed “a wheel model of a teaching learning cycle having three phases: modeling, joint negotiation of text by learners and teacher, and the independent construction of texts by learners”. Modeling, Hammond noted, is the time when the target genre that students should construct is introduced to the students. At this stage, discussion focuses on the educational and social function of the genre, and analysis focuses on the text structure and language. Joint negotiation of text refers to the stage when learners carry out exercises which manipulate relevant language forms. It fosters a negotiating process between the teacher and the students. It involves reading, research, and disseminating information, and the text of the genre is dependent on those activities. The independent construction of texts is the final phase; in which learners produce actual texts through activities such as choosing a topic, researching, and writing (ibid: 202). The genre approach is, thus, more effective for learners to advance their writing skills in a second language than the process approach since the model helps free students from their severe worries over writing.

Regarding the advantages of genre-based writing instruction, Hyland (2004) summarizes as: explicit (makes clear what is to be learned to facilitate the acquisition of writing skills); systematic (provides a coherent framework for focusing on both language and contexts); needs-based (ensures that course objectives and content are derived from students’ needs; supportive (gives teacher a central role in scaffolding student learning and creativity; empowering (provides access to the patterns and possibilities of variation in valued texts); critical (provides the resources for students to understand and challenge valued discourses); and consciousness raising (increases teacher awareness of texts and confidently advise students on their writing (Hyland 2004: 10-11).

2.6 What is assessment for writing?

Although assessment and evaluation often are used synonymously, they are not exactly the same. Assessment designates four related processes: deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instruments, and collecting information. Evaluation, on the other hand, designates the judgments we make about

students and their progress toward achieving learning outcomes on the basis of assessment information.

Teaching writing has a much harder job than many of their colleagues when it comes to assessment and evaluation Hyland (2003). Not only does it take them more time than, say, their counterparts in math, but it also is more difficult. With a math problem, or even a social studies question, collecting information related to student mastery of the material is fairly straightforward, as is evaluation. Answers on any test are right or wrong. Writing assessment, however, requires teachers to consider a complex array of variables, some of which are unrelated to specific mastery of a given writing lesson.

At its most basic level, evaluation is a comparison. The comparison in many subjects is an objective standard of correctness. For example, students' answers to math problems on a test are compared to the objective standard that governs correct addition, multiplication, subtraction, and division. Any deviation from the standard constitutes error. With writing, the situation is significantly different because evaluation involves comparison on two levels: the standard set by other students in the class and by some pre-established standard of good writing. This pre-established standard may be provided by the school district, in which case it often is linked to district wide or even statewide testing. It may be provided by teachers—usually those in language arts—at a given school, in which case the standard will arise out of discussions and finally a consensus regarding the features of good writing. Or the standard may be one that individual teachers bring to their classrooms, formed initially on the basis of experiences at university during a degree and then a credential program. The individual standard is not only the most common but also the most problematic because it naturally varies from teacher to teacher, creating uneven evaluation of students engaged in similar activities. Uneven evaluation is unfair and is contrary to the one of the more important factors in assessment—reliability. The existence of a pre-established standard raises important questions that educators have to wrestle with daily:

What is the basis of the standard? Is the standard appropriate for a given group of students? Is the standard fair? What does a grade on a student's paper mean? These are hard questions for many reasons. As Pellegrino, Chudowsky, and Glaser (2001) noted: Every educational

assessment . . . is based on a set of scientific principles and philosophical assumptions. . . . First, every assessment is grounded in the conception or theory about how people learn, what they know, and how knowledge and understanding progress over time. Second, each assessment embodies certain assumptions about which kinds of observations, or tasks, are most likely to elicit demonstrations of important knowledge and skills from students. Third, every assessment is premise on certain assumptions about how best to interpret the evidence from the observations to draw meaningful inferences about what students know and can do. . . . These foundations influence all aspects of an assessment's design and use, including content, format, scoring, reporting, and the use of the results.

Therefore assessment in general and writing assessment in particular has tremendous benefits in the field of language teaching and learning to check the effectiveness of the instruction, the improvement of students' progress in their academic writing as well as the writing ability which helps them to cope up with the challenges of this world's dynamism. In order to be successful in assessing their students' writing, teachers, educational, leaders and other stake holders should give special attention in areas of assessment. The teacher employs several types of assessment, yet authentic assessment is the most preferrable in the practice, the authentic assessment practice in the classroom is effectively depicting learners' actual competence, comprising real-world relevance, and encouraging evaluation and the teacher encounters the challenging experience in designing acceptable assessment for learners with diverse level of English competence and the sufficient time, as well. In summary, this study has torched a light on the practice of authentic assessment in originally realizing the function of assessment (Azizah, R. et al., 2024).

2.7 THE ROLE OF WRITING IN EFL

The section discusses the cognitive processes involved in writing, such as brainstorming, idea generation, and exploration of language. Writing plays a crucial role in English as Foreign Language (EFL) learning for several reasons:

1. **Enhances Language Skills:** Writing integrates and reinforces other language skills—listening, speaking, and reading—thus contributing to overall language competence.

2. **Promotes Critical Thinking:** The process of writing encourages learners to organize their thoughts, develop arguments, and express ideas clearly and logically.
3. **Facilitates Communication:** Proficiency in writing enables learners to express their thoughts, communicate effectively, and participate fully in academic, professional, and social contexts.
4. **Supports Language Acquisition:** Writing activities, such as planning, composing, and processing feedback, can promote second language acquisition by engaging learners in meaningful language use.
5. **Improves Academic Performance:** Writing is often a key component of academic assessments, and strong writing skills can enhance learners' performance in exams and assignments.

The literature review will examine the potential benefits of writing in EFL, including its impact on fluency, creativity, language acquisition, and overall language proficiency.

2.8 BASIC PROCESSES IN WRITING:

The writing process typically involves several key steps that help writers organize their thoughts and produce clear, coherent texts. Here are the basic processes:

1. **Prewriting:** This is the planning phase where you brainstorm ideas, choose a topic, and gather information. It's about getting your thoughts down and organizing them before you start writing.
2. **Drafting:** In this stage, you begin to put your ideas into sentences and paragraphs. The goal is to get your ideas on paper without worrying too much about grammar or style.
3. **Revising:** This step involves reviewing your draft to improve the content and structure. You might add, remove, or rearrange information to make your writing clearer and more effective.

4. **Editing:** Here, you focus on correcting grammatical errors, punctuation, and spelling. It's about polishing your writing to ensure it is error-free.
5. **Proofreading:** The final step is a thorough review to catch any remaining mistakes and ensure your writing is ready for publication or submission

2.9 STAGES OF EFL writing lesson

The literature was reviewed to identify common stages or phases in EFL writing lessons, such as pre-writing, writing, and post-writing activities. Writing is one of the major skills foreign language learners who wish to enter educational or professional settings must achieve proficiency in. Being able to write clearly and effectively is crucial to success in both business and academia. Teaching writing in an English as a Foreign Language (EFL) context involves several stages to help learners develop their writing skills effectively. Here are the typical stages of an EFL writing lesson:

1. **Generating Ideas:** This initial stage involves brainstorming and discussing ideas related to the writing topic. Activities might include group discussions, mind mapping, or sharing personal experiences to stimulate ideas.
2. **Focusing Ideas:** After generating a range of ideas, students narrow down their focus to the most relevant or interesting ones. This stage helps in organizing thoughts and deciding on the main points to include in their writing.
3. **Model Text:** Students analyze a model text that exemplifies the genre they are learning to write (e.g., essays, letters, reports). This helps them understand the structure, language, and conventions of the genre.
4. **Planning:** Students outline their writing, organizing their ideas into a logical structure. This might involve creating a detailed plan or a simple list of points to cover.
5. **Drafting:** In this stage, students write their first draft based on their plan. The focus is on getting ideas down on paper without worrying too much about accuracy.

6. **Revising:** Students review their drafts to improve content and organization. They might add, remove, or rearrange information to make their writing clearer and more coherent.
7. **Editing:** This stage involves correcting grammatical, spelling, and punctuation errors. Students also refine their language to ensure clarity and appropriateness.
8. **Peer Evaluation:** Students exchange their drafts with classmates for feedback. This collaborative process helps them see their writing from a reader's perspective and make further improvements.
9. **Final Draft:** After incorporating feedback and making necessary revisions, students produce their final draft. This version should be polished and ready for assessment.
10. **Reviewing:** Finally, students reflect on their writing process and the final product. This stage helps them identify strengths and areas for improvement for future writing tasks.

As it has so far been stated, research in L2 composition is a recent phenomenon. It has grown recently from L1 composition employing similar composition research approaches on groups of L2 students. As it has been said earlier, in the process paradigm, a piece of writing is the outcome of a set of complicated cognitive operation. Therefore, the main aim of L2 researchers in writing has been to identify cognitive (mental) operations (Leki, 1991, Spack, 1984, White, 1988). To identify the complex process of writing, research has been conducted on the following different areas such as: student's language competence, the composing process of skilled and unskilled writers, the difference and similarity of L1 and L2 composing process, the writer's strategy in composing, and the influence of tasks in composing writing.

Jones (1982), in Krapel (1990), for example, investigated the writing process and the written products of two L2 writers, designating one "poor" and the other "good". Jones observed that the poor writer was bound to the text at the expense of ideas, whereas the good writer allowed ideas to generate the text. Referring to Jones's finding, Krapels point out that the poor writer had never learned how to compose, and this general lack of competence in composing rather than a specific lack in L2 linguistic competence was the source of the student difficulty in writing (Krapels, 1990, p.40). As a result of her study, She maintained that when students

understood and experienced composing as a process, their written products would improve. She also underscored that her subjects composing competence didn't correspond with their linguistic competence. She observed little planning before or during writing, a similar behavior that was observed in unskilled L1 and L2 writers by Perl (1979) observed that these unskilled writers paid less attention to revising and editing, they seemed to reread their work to let an idea generate. Shee strongly claims that, with students who exhibit lack of competence in writing, poor composing competence can be a greater factor in this than poor language competence. The finding by these scholars would therefore alert L2 teachers to give due consideration for the composing process besides the linguistic elements.

The other research made in the process of writing indicates that the skilled L2writers composing process and L1 skilled composing process are similar and so do the unskilled composers. the skilled L2 writers in her study revised more and spent more time on their essays than the unskilled writer. The skilled writers, the finding are concerned themselves with generating ideas first, revising at discourse level, exhibiting reclusiveness in their writing process and saved editing until the end of the process(p.172). Krapels (1990) in Kroll(1990) points out that the skilled L2 composers use similar writing strategies of those L1 skilled writers, which was described in L1 writing process studies (e.g., Pianko, 1979, Sommers, 1980). Generally, Raimes (1985) guessed that L2 writers might not be "as concerned with accuracy as we thought they were, that their primary concern is to get down on paper their ideas on a topic' (p. 246). In more firmly stand, Raimes made the following comment on the strategies of experienced writers. They consider purpose and audience. They consult their own background knowledge. They let ideas incubate. They plan. As they write, they read back over what they have written. Contrary to what many textbooks advice, writers do not follow a neat sequence of planning, organizing, writing and then revising. For while and writer's product- the finished essay, story or novel- is presented in lines the process that produces it is not linear at all. (Raimes, 1985, Ibid). Singaraja Montessori School's use of writing and listening skills demonstrates a dedication to developing self-sufficient, competent students who are not just academically strong but also socially and emotionally conscious (Klose, Y.Y. et al., 2025).

Related with the effective composing strategies, Pflingstag (1984) cited in Krapel (1990), identified one of her subject with very little planning and had a very narrow range of strategies

for generating ideas on a topic. She then did a composing aloud session to model effective composing strategies for the student. As a result, Pflingstag saw her subjects' subsequent composing aloud protocol exhibited improved composing strategies. Here, it should be remarkable to consider the importance of equipping learners with all possible composing strategies. The teaching and the practicing of the composing must be flexible. By effectively optimizing the use of Mind-mapping, educators can foster more engaging and supportive learning environments that facilitate the development of students' writing skills (Bui, T.L., & Phan, N.T. (2025).

2.10 Challenges of Teaching Writing Skills

2.10.1 Problems Related to Writing skills Assessments

Not using appropriate writing skills assessment tasks is one of the barriers for teaching writing skills effectively. Teachers are likely to be skilled and knowledgeable about authentic writing assessment tasks to help their students. Writing in its very nature is creative and productive which needs the learners' motivation. Especially in assessing and scoring unless the learners are involved the teacher cannot cover it by himself. Hence, then, teachers need to familiarize authentic assessment tasks to their students. According to J. Michael O' Malley (1996): a) Teachers should make the writing assessments to reflect the content of classroom instructions. b) And sufficient time is to be given for them to complete their writings. The other argument is that, whether a single topic is to be given or multiple topics of writing to choose among however, research results are mixed on whether students write better with single or multiple prompts (Hamp- Lyons 1990) and California assessment program (1990) set the following criteria for a single or multiple prompt assessment tasks.

The topic should-

- ❖ Invite the desired type of writing or genre.
- ❖ Engage the thinking, problem solving, composing, and text makes process centre to the type of writing.

- ❖ Be challenging for many students and accessible to all.
- ❖ Provide equitable opportunities for all students to respond.
- ❖ Produce interesting, not just proficient writing.
- ❖ Be liked by many students.

2.10.2. Problems Related to Teaching Methodology

- Avoidance of native languages in the classroom activities.

The use of native languages in the classroom is not a totally ignored act especially in introducing instructions and feedbacks. The influence of teaching practices, as most narratives follow a linear structure aligned with classroom instruction (Alfia, F. et al., 2025).

- Not using the steps of writing may be a short coming especially in process writing.

The steps: idea generation, drafting, reading the draft, editing- meaning, order, spelling, punctuation help a lot in producing a creative writing.

- Writing is highly dependent on the other skills of language learning

The six processes in the language learning are often considered to be interconnected in the

- The little the theoretical understanding is the little writing skill mastery.

Teaching writing is an enterprise that encourages and emancipates. It empowers students with language and voice expression.

"I don't write, I don't like it, I don't write really well"... doesn't happen when the writing lessons and learning environment embody patience, creativity and the expectation to write.

2.10.3. Problems Related to Students and Teachers

Writing is time consuming and takes much of the students' time to produce any text, and similarly, teachers are burdened with the feedback and scoring.

Writing is highly personal to plan, to think and to create; and it requires doing and practice.

On the teachers' side, they should plan and budget their time, and as it is discussed earlier in the assessment analysis to encourage self and peer assessments, and to have good models: such as,

2.10.4. Problems Related to Classroom Administration

Large class size, highly dependent on the other skills and difficulties in L2 writing are to be discussed.

- ❖ For the effective writer there is no question for him to be good at the functional grammar and lexis. Not only 'how to write'; for 'what to write' also, he has to sit-down and read.
- ❖ Based on his synthesis of 72 studies, Silva (1990) concludes significant differences exist between practically all aspects of Li and L2 writing. He emphasizes that the learning needs of L2 are crucially distinct from those of basic or proficient Li writers and that L2 writing pedagogy requires special and systematic approaches that take in to account the cultural, rhetorical, and linguistic differences between LI and L2 writers.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 introductions

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

3.2 Research Design and approach

In this study, mixed explanatory design was adopted to assess - writing students' awareness, practice, and challenges in teaching writing. As described by Cohen, Man ion and Morrison (2000), descriptive survey is used to describe about problems that exist; processes that are going on; effects that are being felt; or trends that are developing. Kumar (1996) also states that descriptive method attempts to describe a situation qualitative research allows the study of the phenomenon through direct interaction with the research participants in their natural settings. Due to this rationale, the researcher employed the qualitative design subjected to case study to explore EFL teacher's perceptions, actual classroom practices and the congruence of perceptions-practices in teaching writing. Form phenomenon systematically. Quantitative technique refers to data using frequency, percentiles or means value (close-ended questionnaire) whereas qualitative refers to gathering and analyzing data in non-numerical way for open-ended questionnaire and interview.

3.3 Study Area and Population

The research was conducted at Hadnet comprehensive high School (grade 9), which is found inMekelle town, Tigray Regional state, Ethiopia. The school was chosen purposively because of my proximity to the school and the study area was not researched yet. The subjects of the study were Hadnet comprehensive high School (grade 9) English teachers and students.

3.4 Sampling Procedure & Determination

Sampling is preferable method that enables the researcher to study relatively small unit in the place of the population and obtains the data that are the representative of the whole population. The researcher employed simple random and purposive sampling techniques. There were 700 students, 242 males and 458 females. However, since the total number of the students is not manageable for the researcher, 4 sections were selected through simple random sampling technique to get 30% of the total sections. As a result, 210 students, 71 males and 139 females were the participants of the study. Regarding teachers, there 7 English language teachers in the school 5 males and 2 females. Therefore, all the teachers were taken as a sample of the study.

3.5 Data Collection Instruments

The data for the study were collected through three techniques: these were: questionnaire, interview and classroom observation.

3.5.1 Questionnaire

Questionnaire is useful in collecting data on phenomena "which are not easily observed, such as attitudes, motivation, and self-concepts" Slegier (1989). Accordingly 30 items of questions were used to identify EFL teachers' awareness and practice of teaching students' writing attempts and challenge they face in learning writing. The researcher used close ended questions with five options: strongly agree, Agree, Disagree, Strongly disagrees and I don't know for sample students'.

3.5.2 Interview

The interview questions was used to collect data from the English teachers. Interview is any person to person interaction between two or more individuals with a specific purpose in mind there are three types of interviews, i.e. structured, unstructured, and semi-structured. According to Dyer(1995),structured interview is an interview which is organized in every advance by interviewer; unstructured interview sometimes may result in drifting out of the topic and poor time management as the interviewee keeps on talking about things that come to his/her mind;

and the semi-structured interview is the one which combines structured and unstructured forms. For this study semi structured' interview questions was suited, because, it was partly structured, in the sense that there is an "interview regarding perceptions about the nature of writing, the key informant said that teaching writing was more challenging than teaching grammar, vocabulary, reading and others. He also added that teaching writing requires more effort and regular practices. Regarding this, Noel (2004) and Brown (2001) also revealed that teaching writing is a difficult task and needs sufficient practices. Pertaining to preferred approaches in teaching writing, the teacher explained that he knows nothing about product, process or genre concepts throughout his experiences. On the other hand, Hyland (2004), Harmer (2004), and Badge and White (1989), and Bark us (2003) suggested that an effective writing teacher should be aware of the historical approaches of writing (product, process or genre) and be able to use them at the appropriate times. He leaned to teach writing through guided approach than free approach. On the other hand, the teachers perceived that free writing is more effective for teaching writing. As to views related to feedback, the key informant perceived that feedback provision is an important tool for developing writing skill though time-consuming. He had a habit of providing direct feedback on grammar, punctuation, capitalization and spelling errors that students committed. Conversely, Bitchener (2008) publicized that provision of indirect feedback through the use of underlining, circles, codes, or other marks to indicate errors in students' writing is advisable. He added that learners are responsible for self-revising, self-editing, and correcting the errors based on the teacher's codes.

3.5.3 Observation

The other data gathering tool to be used in the study is class observation. Morrison (2000,p. 33) says that "observations are useful tools for providing direct information about language and language learning, and it is one of the best data collecting technique for gaining insight into the subject in a natural environment. Before the observation was conducted, teachers who were going to be observed were asked about their willingness in advance.

This helped me to observe the way English teachers encourage their students when they taught writing lessons or how students were helped while they practiced writing so as to overcome writing problems. During the classroom observations the researcher used qualitative data in the

form of observation check list made by the Regarding perceptions about the nature of writing, the key informant said that teaching writing was more challenging than teaching grammar, vocabulary, reading and others. He also added that teaching writing requires more effort and regular practices. Regarding this, Noe (2004) and Brown (2001) also revealed that teaching writing is a difficult task and needs sufficient practices. Pertaining to preferred approaches in teaching writing, the teacher explained that he knows nothing about product, process or genre concepts throughout his experiences. On the other hand, Hyland (2004), Harmer (2004), and Badge and White (1989), and Bark us (2003) suggested that an effective writing teacher should be aware of the historical approaches of writing (product, process or genre) and be able to use them at the appropriate times. He leaned to teach writing through guided approach than free approach. On the other hand, the teachers perceived that free writing is more effective for teaching writing. As to views related to feedback, the key informant perceived that feedback provision is an important tool for developing writing skill though time-consuming. He had a habit of providing direct feedback on grammar, punctuation, capitalization and spelling errors that students committed. Conversely, Bitchener (2008) publicized that provision of indirect feedback through the use of underlining, circles, codes, or other marks to indicate errors in students' writing is advisable. He added that learners are responsible for self-revising, self-editing, and correcting the errors based on the teacher's codes.

3.6 Method and Procedures of Data Analysis

The data collected through questionnaires, interviews, and classroom observations were tallied, tabulated, and analyzed descriptively. Both qualitative and quantitative methods were employed to ensure a comprehensive understanding of the findings. The qualitative approach was used to provide descriptive accounts and draw inferences directly from the data obtained, while the quantitative approach generated measurable and statistically summarized results. By integrating both methods, the study aimed to gain an in-depth understanding of how participants perceived and processed the information.

Specifically, descriptive statistical tools such as frequency, mean, median, mode, standard deviation, and percentage (%) were applied in the quantitative analysis. The qualitative analysis involved detailed narrative descriptions, particularly for the data collected through interviews and observations. The overall data analysis was organized into three main categories:

questionnaire responses, interview data, and observation findings. For the classroom observations, the analysis focused on actual classroom practices, with particular attention to identifying limitations observed in the teaching of writing in four sections (9A, 9B, 9C, and 9D). The findings revealed that teachers made little or no attempt to activate students' prior knowledge or connect previously learned writing topics with new content. Instead, classroom activities were dominated by teacher explanations of the basic features of expository paragraph writing.

Nunan, 1989) emphasizes that teaching writing should provide multiple opportunities for students to actively write. However, in the observed classes, there was inconsistency between the provision of model paragraphs and the lesson presentation. Instruction tended to follow a product-oriented approach, with minimal attention to the writing process, collaborative writing, or text revisionan issue also noted by Henkens (2010).

Furthermore, in both observation sessions, students were not given sufficient time to proofread their own or peers' work for errors in spelling, grammar, punctuation, capitalization, word choice, and organization. Consistently,

CHAPTER 4

DATA ANALYSIS

4.1. Introduction

This contains the analysis of the study. The analysis involves data analysis techniques like percentage analysis, descriptive analysis, correlations, T-test, ANOVA and regression analysis.

4.2. Qualitative Analysis

PERCENTAGE ANALYSIS

Table 1: Teacher Support

Items		Responses					
		SD	D	N	A	SA	Total
The teacher gives us or create a supportive writing environment	Frequency	41	19	18	31	101	210
	Percent	19.5	9.0	8.6	14.8	48.1	100.0
The teacher motivate the students some effective ways to write	Frequency	27	38	108	16	21	210
	Percent	12.9	18.1	51.4	7.6	10.0	100.0
The teacher use technology to enhance writing instruction	Frequency	88	49	45	17	11	210
	Percent	41.9	23.3	21.4	8.1	5.2	100.0
The teacher try to solve challenge of teaching writing in EFL context	Frequency	50	56	38	40	26	210
	Percent	23.8	26.7	18.1	19.0	12.4	100.0
By giving us exercise the teacher assess the STS writing effectively	Frequency	41	26	45	28	70	210
	Percent	19.5	12.4	21.4	13.3	33.3	100.0

In this piece of the survey the reaction of the students with respect to EFL teachers' encouragement on their writing. As can be seen from the above chart 101(48.1%) strongly

agreed that their teachers' support them during they practice writing, 31(14.8%) agreed, 19(9%) disagreed, 41(19.5%) strongly agreed, and 18(8.6%) of them have no clue about concern. Consequently from the above analysis the most elevated number of students 101(48.1%) strongly agreed' they supported by their teachers'.

In this piece of the survey the reaction of the students with respect to EFL teachers' encouragement on their writing. As can be seen from the above chart 21(10%) strongly agreed that their teachers' encourage them during they practice writing, 16(7.6%) agreed, 38(18.1%) disagreed, 27(12.9%) strongly disagreed, 108(51.4%) of them have no clue about concern. Consequently from the above analysis the most elevated number of students 108(51.4%) rate at no clue, so this infers that they w The above chart shows that how EFL teachers' counsel their students to write and their day to day schedules that assist them with writing. As can be seen from the reaction 11 (5.2 %) strongly agreed on their teachers' recommendation to write, 17(8.1%) agreed, 49(23.3%) disagreed, 88(41.9%) strongly disagreed and 45(21.4%) hasn't understand about the issue.

To conclude this idea most of the students disagreed on their teachers' recommendation to set up an account with practical examples and providing details regarding what has occurred throughout the span of a day or other period that assist them with rehearsing writing. we're not supported by their teachers'.

The above chart portrays that the reaction on how EFL teachers' train their students to choose words and expressions when they write. As can be seen from the above chart 26(12.4%) strongly agreed, to their teachers' method of educating to choose words while they are writing, 40(19%) agreed, 56(26.7%) disagreed, 50(23.8%) strongly disagreed, and 38(18.1%) has no clue on the issue.

From this one can introduce that a large portion of the students disagreed on the methods and way of co Depicts that the reaction of the students on how frequently their English teachers 'practice teaching writing works in the class room. It shows that from the total number of 210 70(33.3%) students strongly agreed that their teachers' teach consistently, 28(13.3%) agreed, 26(12.4%) disagreed, 41(19.5%) strongly disagreed and 45(21.4%) reacted that they have no

clue about the issue. Hence, from the investigation over, the greater number of students 70(33.3%) strongly agreed that their teachers' taught writing consistently. Communicating thoughts that their teachers empower them while they are writing.

Table 2: Student Interest

Items		Responses					
		SD	D	N	A	SA	Total
I study English more, because I have interest learn writing.	Frequency	25	17	47	55	66	210
	Percent	11.9	8.1	22.4	26.2	31.4	100.0
I study English because it is useful for me that writing focus critical thinking skills.	Frequency	20	30	36	42	82	210
	Percent	9.5	14.3	17.1	20.0	39.0	100.0
I study English because I want to communicate with people.	Frequency	17	39	42	32	80	210
	Percent	8.1	18.6	20.0	15.2	38.1	100.0
I study English because I have insert to learn new things.	Frequency	10	33	31	44	92	210
	Percent	4.8	15.7	14.8	21.0	43.8	100.0
I study English because I want studying grammar patterns.	Frequency	25	27	41	43	74	210
	Percent	11.9	12.9	19.5	20.5	35.2	100.0
The student's skill on writing is a way of how well he or she learned English in class rooms.	Frequency	47	21	51	53	38	210
	Percent	22.4	10.0	24.3	25.2	18.1	100.0
I study English because it is useful to me that I do well to write English.	Frequency	40	36	23	36	75	210
	Percent	19.0	17.1	11.0	17.1	35.7	100.0
I study English because it is useful to me I able to write and to give A very high abilities in the writing skills.	Frequency	35	34	35	55	51	210
	Percent	16.7	16.2	16.7	26.2	24.3	100.0
I study English because it is useful to me do better than other students.	Frequency	20	34	52	55	49	210
	Percent	9.5	16.2	24.8	26.2	23.3	100.0
I study English because I don't like people to think that I am weak.	Frequency	58	21	27	45	59	210
	Percent	27.6	10.0	12.9	21.4	28.1	100.0

This chart shows that how EFL teachers' urge their students to utilize transitional words to interface thoughts when they write essay,. As can be seen from the chart above 66(31,4%) strongly agreed that their teachers' urge them to utilize transitional words while they are writing, 55(26.2%) agreed, 17(8.1%) disagreed, 25(11.9%) strongly disagreed and 47(22.4%) have no clue on this issue.

To sum up this statement, most of the students strongly agreed that their teachers' support them to use the transitional words when they write an essay. It can be inferred that the students couldn't write adequate write because of the deficiency of using transitional words appropriately

The above chart shows that the reactions on how students evaluated different ideas in writing to find out what they need to state. As can be seen from the chart 75(35.7%) strongly agreed that they did different ideas in writing to find out what they need to state, 36(17.1%) agreed, 36(17.1%) disagreed, 40(19%) strongly disagreed and 23(11%) has no clue on the issue.

From this one can inferred that a large number of the students strongly agreed on did and evaluating different works and activities what they have in their mind and comparably the cholest number of th In this piece of the survey the reaction of the students with respect to EFL teachers' encouragement on their writing. As can be seen from the above information 80(38.1%) strongly agreed that their teachers' encourage them during they practice writing, 32(15.2%) agreed, 39(18.6%) disagreed, 17(8.1%) strongly disagreed and 42(20%) of them have no clue about concern. Consequently from the above analysis the most elevated number of students 80(38.1%) rate at strongly agreed, so this show that they were empowered by their teachers' students.

In this piece of the survey the reaction of the students with the respect to EFL teachers' encouragement on their writing. As can be seen be from the above chart 92(43.8) strongly agreed, that their tea21chers' encourage them during they practice writing, 44(21%) agreed, 33(15.7%) disagreed, 10(4.8%) strongly disagreed, and 31(14.8%) of them have no clue about concern. Therefore from the above analysis the most elevated number of students 92(43.8%) strongly agreed, so this infers that they were empowered by their teachers'.

The above chart shows that the encouragement of EFL teachers' and facilitating suitable environment for students to write a meaningful writing essay is seen in the following ways. As can be perceived from the raters 74(35.2%) strongly agreed on their teachers' supportive environment for the to write a comprehensible writing essay, 43(20.5%) agreed, 27(12.9%) disagreed, 25(11.9%) strongly disagreed and 41(19.5%) have no idea on the issue.

From this, one can comprehend that EFL teachers' made steady environment to urge students to write understandable writing on the grounds that the large portion of the respondents 74(35.2%) strongly agreed on their teachers' encouragement and creating conducive environment to write a readable writing essay.

As expressed above in the chart the reaction of the students on ways (procedures) that EFL teachers use to teach to write a good essay and eligible writing. From the total sample size38 (18.1%), respondents, strongly agreed that their teachers' use procedures to instruct them to a good writing, 53(25.2%) agreed, 21(10%) disagreed, 47(22.4%) strongly disagreed and 51(24.3%) have no idea about the way that their teachers' system to educate them. From this one can conclude that the greater part of the respondents' agreed that their teachers' use strategies to assist them with writing skills.

The above chart shows that the reactions on how students evaluated different ideas in writing to find out what they need to state. As can be seen from the chart 75(35.7%) strongly agreed that they did different ideas in writing to find out what they need to state, 36(17.1%) agreed, 36(17.1%) disagreed, 40(19%) strongly disagreed and 23(11%) has no clue on the issue.

From this one can inferred that a large number of the students strongly agreed on did and evaluating different works and activities what they have in their mind and comparably the cholest number of the students.

The above chart shows that how EFL teachers' counsel their students to write and their day to day schedules that assist them with writing. As can be seen from the reaction 51(24.3%) strongly agreed on their teachers' recommendation to write, 55(26.2%) agreed, 34(16.2%) disagreed, 35(16.7%) strongly disagreed and 35(16.7%) hasn't understanding about the issue.

To conclude this idea most of the students agreed on their teachers' recommendation to set up an account with practical examples and providing details regarding what has occurred throughout the span of a day or other period that assist them with rehearsing writing.

The above chart portrays that the reaction of students on how significant consistent practices for them to be a good writer have seen as follows. As can be seen from the reactions 49(23.3%) strongly agreed that the regular practices make them to be good writer.55 (26.2%) agreed, 34(16.2%) disagreed, 20(9.5%) strongly disagreed and 52(24.8%) have any comprehension about the significance of regular practices, to write good essay.

From this the one can reasoned that consistent practice furnishes them better with building their aptitude of writing essay skills.

The above portrays that the reaction on how comparing their writing works with their colleagues. As can be seen from the chart above 59(28.1%) strongly agreed to exchange their work to their friends to check and distinguish their errors they made while they are writing, 45(21.4%) agreed, 21(10%) disagreed, 58(27.6%) strongly disagreed and 27(12.9%) has no clue on the issue.

From this one can inferred that the large number of students strongly agreed that the possibility for exchanging their writing works with their classmates.

Table 3: Parent Support

Items		Responses					
		SD	D	N	A	SA	Total
My parents given me enough time to practice writing in English	Frequency	34	27	31	23	95	210
	Percent	16.2	12.9	14.8	11.0	45.2	100.0
My parents follow and observe my exercise book and give me an advice how to write in English	Frequency	37	33	73	34	33	210
	Percent	17.6	15.7	34.8	16.2	15.7	100.0
My parents ask me to write in English instead of to practice writing.	Frequency	46	27	51	34	52	210
	Percent	21.9	12.9	24.3	16.2	24.8	100.0
My parents evaluate my English exercise book and comment the grammatical errors.	Frequency	45	24	72	33	36	210
	Percent	21.4	11.4	34.3	15.7	17.1	100.0

Responses on regular practices of students to be good writer that the above chart portrays reactions of students how significant consistent practices for them to be a good writer have seen as follows. As can be seen from the reactions 95(45.2%) strongly agreed, that the regular practices make them to be good writer. 23(11%) agreed, 27(12.9%) disagreed, 34(16.2%) strongly disagreed and 31(14.8%) have no clue about the issue.

From this the one can reasoned that consistent practice furnishes them better with building their aptitude of writing skills and their parents to give them enough time to practice writing.

The chart shows that the parents follow and observe them of writing ability when contrasted with other students. As can be seen from the above chart the reactions of the respondents' show 33(15.7%) strongly agreed on writing on writing practice supported by their parents, 34(16.2%) agreed, 33(15.7%) disagreed, 37(17.6%) strongly disagreed, 73(34.8%) has no clue on the issue.

To summarize this statement a large number of the respondents have no clue on the issue. This indicates that not follow and supported by their pare

In this piece of the survey the reaction of the students with respect to parents encouragement on their writing. As can be seen from the above chart 52(24.8%) strongly agreed that their parents encourage them during they practice writing, 34(16.2%) agreed, 27(12.9%) disagreed, 46(21.9%) strongly disagreed and 51(24.3%) of them have no clue about the concern. Consequently from the above analysis the most elevated number of students 52(24.8%) rate at strongly agreed, so this indicates they supported by their parents.

Depicts that the reaction of the students on how follow and support their parents practice writing works at home. It shows that from the total number of 210 36(17.1%) strongly agreed that their parents help consistently 33(15.1%) agreed, 24(11.4%) disagreed, 45(21.4%) strongly disagreed, and 72(34.3%) have no clue about the issue. Hence, from the investigation over the greater number of students 72(34.3%) have no ideas that their parents' didn't support and helped them consistently

Table 4: School Resource

Items		Responses					
		SD	D	N	A	SA	Total
My school has enough materials for learning writing in English class.	Frequency	108	33	32	14	23	210
	Percent	51.4	15.7	15.2	6.7	11.0	100.0
My school uses the syllables of teaching learning in English class and present motivation.	Frequency	64	41	66	17	22	210
	Percent	30.5	19.5	31.4	8.1	10.5	100.0
In our school there is a competition in English writing as club participation.	Frequency	83	35	52	24	16	210
	Percent	39.5	16.7	24.8	11.4	7.6	100.0
There is a clear and interested program in the school.	Frequency	53	25	53	33	46	210
	Percent	25.2	11.9	25.2	15.7	21.9	100.0
The school manager or director and standards enforce the teachers inmost the measurements use writing instruction includes.	Frequency	40	32	38	36	63	209
	Percent	19.0	15.2	18.1	17.1	30.0	100

A response of students on giving materials and directions of their school at every step on their school that they didn't provide materials and guidance at each progression to them. As the reaction shows 23(11%) strongly agreed on tips that their school gave them at each progression,

14(6.7%) agreed, 33(15.7%) disagreed, 108(51.4%) strongly disagreed and 32(15.2%) has no clue about their school's gave materials and guidance's in writing essay.

From this one can infer that most students strongly disagreed on their school gave materials and guidance while they are writing essay. This infers that school didn't give materials and guidance at each progression in writing essay.

As expressed above in the chart the reaction of the students on ways (procedures) that EFL teachers use to teach to write a good and better writing. From the total sample size 22(10.5%) respondents strongly agreed that their teachers' use syllables to instruct them to write a good writing essay, 17(8.1%) agreed, 41(19.5%) disagreed, 64(30.5%) strongly disagreed and 66(31.4%) have no idea about the issue that their teachers' technique to educate them. From this one can conclude that greater part of the respondents have no clue idea that their teachers' use strategies to assist them with the above chart portrays that the reaction on how comparing their writing works with their classmate. As can be seen from the chart above 16(7.6%) strongly agreed, to sharing their work to their friends to check and distinguish their errors they made while they are writing, 24(11.4%) agreed, 35(16.7%) disagreed, 83(39.5%) strongly disagreed, and 52(24.8%) has no clue at the issue.

From this one can inferred that the large number of students disagreed that the possibility for shad Depicts that the reaction of the students on how frequently their English teachers' practice teaching writing works in the class room. It shows that from the total number of 210 students 53(25.2%) students strongly disagreed that their teachers' teach consistently, 33(15.7%) agreed, 25(11.9%) disagreed, 53(25.2%) strongly disagreed, and 53(25.2%) reacted that they have no clue about the issue. Hence, from the investigation over the greatest number of students 53(25.2%) strongly disagreed that their teachers' didn't teach writing consistently.

As expressed above in the chart the reaction of the students on ways (procedures) that EFL teachers use to teach to write a good and eligible writing. From the total sample size 63(30.0%) respondent strongly agreed that their teachers' use procedures to instruct them to write a good writing essay, 36(17.1%) agreed, 32(15.2%) disagreed, 40(19%) strongly disagreed and 38(18.1%) have no idea about the way that their teachers 'system to educate them. From this

one can conclude that the greater part of the respondents strongly agreed that their teachers' use strategies to assist them with writing skills.

Table 5: Writing Effectiveness

Items		Responses					
		SD	D	N	A	SA	Total
I have less confidence in English approach	Frequency	87	22	39	43	19	210
	Percent	41.4	10.5	18.6	20.5	9.0	100.0
I have no confidence in English enough to write	Frequency	48	90	34	13	25	210
	Percent	22.9	42.9	16.2	6.2	11.9	100.0
With different reasons even I study it, seems to me English is difficult.	Frequency	38	56	53	46	17	210
	Percent	18.1	26.7	25.2	21.9	8.1	100.0
I feel happy, when I learn in English class to write.	Frequency	27	37	30	51	65	210
	Percent	12.9	17.6	14.3	24.3	31.0	100.0
I have positive impact and to learn writing simply.	Frequency	31	47	29	49	54	210
	Percent	14.8	22.4	13.8	23.3	25.7	100.0
I go far away to know anything with writing to learn in class.	Frequency	34	30	34	36	76	210
	Percent	16.2	14.3	16.2	17.1	36.2	100.0

The above chart shows that the degree of writing ability when contrasted with others. As can be seen from the above chart the reactions of the respondents' show 19(9%) strongly agreed on writing difficulty when they compare with other language skills, 43(20.5%) agreed, 22(10.5%) disagreed, 87(41.4%) strongly disagreed, and 39(18.6%) has no clue on the issue.

To summarize this statement a large number of the respondents strongly disagreed and to the difficulty of writing skill contrasting with other language skills, since writing skill should be rehearsed and acquired through practice. Hence the purpose behind trouble may be absence of practice and EFL teachers' shouldn't support in the classroom and out of the class.

The above shows that the responses on how EFL teachers educate their students to overcome feelings of frustration, sadness, etc. When their writing is not as good as they would like it to be. From the table over the reactions of the students can be viewed as 1 1.9% (25) strongly agreed that their teachers' recommendation to overcome feelings of frustration and misery when their writing is not acceptable, 6.2 % (13) agreed, 42.9 % (90) disagreed, 22.9 % (48) strongly disagreed and 16.2 % (34) couldn't comprehend the issue.

To conclude this statement can be seen from the above table a large portion of the students disagreed that their teachers' advises to overcome the feelings of frustration and sadness during students writing.

In this piece of the survey the reaction of the students with respect to EFL teachers' encouragement on their writing. As can be seen from the above chart 17(8.1%) strongly agreed, that their teachers' encourage them during they practice writing 46(21.9%) agreed, 56(26.7%) disagreed, 38(18.1%) strongly disagreed and 53(25.2%) of them have no clue about concern. Consequently from the above analysis the most elevated number of students 56(26.7%) rate at disagreed, so this infers that they were not interested to write.

The above shows that the reactions on how students measured different ideas in writing to find out what they need to explain. As can be seen from the chart 31 % (65) strongly agreed that they measured different ideas in writing to find out what they need to explain, 24.3 % (51) agreed, 17.6 % (37) disagreed, 12.9 (27) strongly disagreed and 14.3 % (30) has no clue on the issue.

From this one can inferred that a large number of the students strongly agreed on measuring various thoughts what they have in their mind and comparably the chocest number of the students like wise disagreed on the issue because of the absence of consistence practice.

This shows that the reaction on how students evaluated different ideas in writing to find out what they need to state. As can be seen from the table 49(23,3%) agreed that they evaluated different ideas in writing to find out what they need to explain, 54(25.7%)strongly agreed, 31(14.8%) strongly disagreed, 47(22.4%)disagreed, 29(13.8%)has no clue on the issue.

From this one can inferred that a large number of the students strongly agreed on evaluated various thoughts what they have in their mind and comparably the chocest number of the students like wise disagreed on the issue because of the abscence of consistence practice

The above chart shows that the reactions on how students evaluated different ideas in writing to find out what they need to state. As can be seen from the chart 36.2 %(76) strongly agreed that they evaluated different ideas in writing to find out what they need to state, 17.1 %(37) agreed, 14.3 %(30) disagreed, 16.2 %(34) strongly disagreed and 16.2 %(34) has no clue on the issue.

From this one can inferred that a large number of the students agreed on evaluating various thoughts what they have in their mind and comparably the chocest number of the students like wise strongly agreed on the issue because of the high interest of students writing practice.

Descriptive Analysis

Table 6: Teacher Support

Items	N	Minimum	Maximum	Mean	SD
The teacher gives us or create a supportive writing environment	210	1.00	5.00	3.63	1.60
The teacher motivate the students some effective ways to write	210	1.00	5.00	2.84	1.07
The teacher use technology to enhance writing instruction	210	1.00	5.00	2.11	1.19
The teacher try to solve challenge of teaching writing in EFL context	210	1.00	5.00	2.70	1.35
By giving us exercise the teacher assess the STS writing effectively	210	1.00	5.00	3.29	1.52

Table 6 shows the descriptive statistics of items under teacher support. The item “The teacher gives us or creates a supportive writing environment” shows that is 3.63 and standard deviation (SD), 1.6. This shows relatively the highest mean value from the rest items.

Next, “The teacher motivate the students some effective ways to write” scores the mean of 2.84 with the SD of 1.07. And the teacher use technology to enhance writing instruction” scores the

mean of 2.11 with the SD of 1.19. Another “The teachers try to solve challenge of teaching writing in EFL context” scores the mean of 2.70 and standard deviation (SD), 1.35. Lastly, “ By giving us exercise the teacher assess the STS writing effectively” scores the mean of 3.29 and standard deviation (SD), 1.52.

In the next set of charts graphs, we saw how each independent variable is related to the dependent variable. Thus we took each variable and tried to scale it, based on the graph charts it can be easily determined that there is a relationship between the dependent variable and each of the independent variables or in the case there is a relationship it does not seem that it has a linear form.

Table 7: Student Interest

Items	N	Minimum	Maximum	Mean	SD
I study English more, because I have interest learn writing.	210	1.00	5.00	3.57	1.33
I study English because it is useful for me that writing focus critical thinking skills.	210	1.00	5.00	3.65	1.37
I study English because I want to communicate with people.	210	1.00	5.00	3.57	1.37
I study English because I have interest to learn new things.	210	1.00	5.00	3.83	1.27
I study English because I want studying grammar patterns.	210	1.00	5.00	3.54	1.39
The student’s skill on writing is a way of how well he or she learned English in class rooms.	210	1.00	5.00	3.07	1.41
I study English because it is useful to me that I do well to write English.	210	1.00	5.00	3.33	1.56
I study English because it is useful to me I able to write and to give A very high ability in the writing skills.	210	1.00	5.00	3.25	1.42
I study English because it is useful to me do better than other students.	210	1.00	5.00	3.38	1.27
I study English because I don’t like people to think that I am weak.	210	1.00	5.00	3.12	1.59

Table7: shows descriptive statistics of items under student’s interest. The item” I study English more, because I have interest learn writing” indicates that is 3.57 and standard deviation (SD), 1.33.

Next,” I study English because it is useful for that writing focus critical thinking skills.” Shows that is 3.65 and standard deviation (SD), 1.37. Another “I study English because I want to communicate with people” shows that is 3.57 and standard deviation (SD), 1.37.

I study English because I have interest to learn new things. Shows that is 3.83 and standard deviation (SD), 1.27. This shows relatively the highest value mean from the rest items.

I study English because I want studying grammar patterns. It indicates that is 3.54 and standard deviation (SD), 1.39. Indignation, the student’s skill on writing way is a way of how well he or she learned English in class rooms. Shows that is 3.07 and standard deviation (SD), 1.41. I study English because it is useful to me I do well to write English. Shows that is 3.33 and standard deviation (SD), 1.56. And I study English because it is useful to me I able to write and to give a very high abilities in the writing skills. Shows that is 3.25 and standard deviation (SD), 1.42. In the same way, I study English because it is useful to me do better than other students. Shows that is 3.38 and standard deviation (SD), 1.27. Finally, I study English because I don’t like people to think that I am weak. Shows that is 3.12 and standard deviation (SD), 1.59.

Table8: parents Support

Items	N	Minimum	Maximum	Mean	SD
My parents given me enough time to practice writing in English	210	1.00	5.00	3.56	1.55
My parents follow and observe my exercise book and give me an advice how to write in English	210	1.00	5.00	2.97	1.29
My parents ask me to write in English instead of to practice writing.	210	1.00	5.00	3.09	1.47
My parents evaluate my English exercise book and comment the grammatical errors.	210	1.00	5.00	2.96	1.35

Table8 shows descriptive statics of items under parents Support. The item “My parents given me enough time to practice writing in English” shows that is 3.56 and standard deviation (SD), 1.55.

This shows relatively the highest mean value from the other items. Next, my parents follow and observe my exercise book and give me an advice how to write in English. Shows that is 2.97 and standard deviation (SD), 1.29. Next, my parents ask me to write in English instead of to practice writing. It indicates that is 3.09 and standard deviation (SD), 1.47. For the last, my parents evaluate my English exercise book and comment the grammatical errors. Shows that is 2.96 and standard deviation (SD), 1.35.

Table 9: School Resource

Items	N	Minimum	Maximum	Mean	SD
My school has enough materials for learning writing in English class.	210	1.00	5.00	2.10	1.38
My school uses the syllables of teaching learning in English class and present motivation.	210	1.00	5.00	2.49	1.29
In our school there is a competition in English writing as a club participation.	210	1.00	5.00	2.31	1.30
There is clear an dinterested programs in the school.	210	1.00	5.00	2.97	1.47
The school manager or director and standards enforce the teachers inmost the measurements use writing instruction includes.	210	1.00	5.00	3.24	1.50

Table9 shows descriptive statics of items under School resources. The item “My school has enough materials for learning writing in English class. Shows that is 2.10 and standard deviation (SD), 1.38. Next to this, “My school uses the syllables of teaching learning in English class and present motivation. Shows that is 2.49 and standard deviation (SD), 1.29. And in our school there is a completion in English writing as club participation. This also shows that is 2.31 and standard deviation (SD), 1.30. In addition; there is a clear and interested program in the school. Shows that is 2.97 and standard deviation (SD), 1.47. Finally, the school manager or director and standards enforce the teachers inmost the measurements use writing instruction includes.

Indicates that is 3.24 and standard deviation (SD), 1.50. This shows relatively the highest mean value from the other items.

Table 10: Writing Effectiveness

	N	Minimum	Maximum	Mean	SD
I have less confidence in English approach	210	1.00	5.00	2.4524	1.42772
I have no confidence in English enough to write	210	1.00	5.00	2.4143	1.24308
With different reasons even I study it, seems to me English is difficult.	210	1.00	5.00	2.7524	1.21617
I feel happy, when I learn in English class to write.	210	1.00	5.00	3.4286	1.41325
I have positive impact and to learn writing simply.	210	1.00	5.00	3.2286	1.42605
I go far away to know anything with writing to learn in class.	210	1.00	5.00	3.4286	1.49549

Table 10 shows descriptive statics of items under writing effectiveness. The item “I have less confidence in English approach”. Shows that are 2.4524 and standard deviation (SD), 1.42772. Next, I have no confidence in English enough to write. Shows that is 2.4143 and standard deviation (SD), 1.24308. and with different reasons even I study it, seems to me English is difficult. Indicates that is 2.7524 and standard deviation (SD), 1.21617. Another, I feel happy, when I learn in English class to write. Shows that are 3.4286 and standard deviation (SD), 1.41325, I have positive impact and to learn writing simply shows that is 3.2286 and standard deviation (SD), 1.42605. Finally, I go far away to know anything with writing to learn in class. Shows that 3.4286 and standard deviation (SD), 1.49549. This shows relatively the highest mean value from the other items.

4.4.3. Correlations

Table 11: Pearson Correlation

		Teacher Support	Student Interest	Parents support	School Resource	Effective Writing
Teacher Support	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	210				
Student Interest	Pearson Correlation	.335**	1			
	Sig. (2-tailed)	.000				
	N	210	210			
Parents support	Pearson Correlation	.296**	.156*	1		
	Sig. (2-tailed)	.000	.024			
	N	210	210	210		
School Resource	Pearson Correlation	.271**	-.065	.329**	1	
	Sig. (2-tailed)	.000	.350	.000		
	N	210	210	210	210	
Effective Writing	Pearson Correlation	.447**	.219**	.295**	.309**	1
	Sig. (2-tailed)	.000	.001	.000	.000	
	N	210	210	210	210	210

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 11 displays the correlations of the independent variables with the dependent variable. Teacher support and effective writing have strong relationship at $P=0.000$, $r=.447$. Students interest and effective have a relationship at, $p=.001$, $r=.219$. Another parents support and effective writing have a relationship at, $p=.000$, $r=.295$. And school resources and effective writing have relationship at, $p=.000$, $r=.309$.

T-test and ANOVA

Table 12: T-test

Gender of Respondents		N	Mean	Std. Deviation	Std. Error Mean	F	Sig.
Teacher Support	Male	71	2.89	0.85	0.10	17.45	0.00
	Female	139	2.93	0.60	0.05		
Student Interest	Male	71	3.45	0.90	0.11	4.97	0.03
	Female	139	3.42	0.75	0.06		
Parents support	Male	71	3.01	1.01	0.12	1.50	0.22
	Female	139	3.21	0.91	0.08		
School Resource	Male	71	2.38	0.91	0.11	1.73	0.19
	Female	139	2.74	0.86	0.07		
Effective Writing	Male	71	3.48	0.75	0.09	0.09	0.76
	Female	139	3.57	0.71	0.06		

Table 12 shows T-test of the variables considering the sex of the respondents. There is significant difference in the level of teachers support because of the sex of the respondents. IN the same way the significant difference in the level of student interest because of the sex of the respondents. There is significant difference in the level of parents support because of the sex respondents. The school resource the significant difference level of the sex respondents.Fnally, the significant difference in the level of effective writing because of the sex of the respondents.

Table 13: ANOVA Analysis

		Sum of Squares	Df	Mean Square	F	Sig.
Teacher Support	Between Groups	1.531	6	.255	.525	.789
	Within Groups	98.697	203	.486		
	Total	100.228	209			
Student Interest	Between Groups	8.506	6	1.418	2.275	.038
	Within Groups	126.487	203	.623		
	Total	134.993	209			
Parents support	Between Groups	1.583	6	.264	.289	.942
	Within Groups	185.372	203	.913		
	Total	186.955	209			
School Resource	Between Groups	1.131	6	.189	.233	.965
	Within Groups	164.040	203	.808		
	Total	165.171	209			
Effective Writing	Between Groups	2.623	6	.437	.825	.552
	Within Groups	107.525	203	.530		
	Total	110.148	209			

4.6. Regression Analysis

Table 14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512 ^a	.262	.248	.62959

a. Predictors: (Constant), School Resource, Student Interest, Parents support, Teacher Support
 As it can be seen in table 6 the adjusted coefficient of determination is equal to .6295 Which means that the independent variables explain 62.9% of the variability of the dependent Variable. Also, it can be seen that the Durbin Watson index is equal to 18.22 (Acceptable values between 1 – 5).

Table15: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.888	4	7.222	18.220	.000 ^b
	Residual	81.260	205	.396		
	Total	110.148	209			
a. Dependent Variable: Effective Writing						
b. Predictors: (Constant), School Resource, Student Interest, Parents support, Teacher Support						

In table15 it can be seen that the regression model is statistically significant, $F(4, 209) = 18.220$, $p = .000$. Our next statistical indicator of the dataset is the ANOVA. ANOVA is Analysis of variance and it is a statistical method that separates observed variance data into different components to use for additional tests. A one-way ANOVA is used for three or more groups of data, to gain information about the relationship between the dependent and independent variables. In table 15 it can be seen that the regression model is statistically significant, $F(4,209) = 18.220$, $p = .000$.

Table 16 coefficient

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.533	.260		5.896	.000		
	Teacher Support	.342	.071	.326	4.797	.000	.778	1.285
	Student Interest	.093	.059	.103	1.575	.117	.850	1.176
	Parents support	.093	.050	.121	1.843	.067	.834	1.199
	School Resource	.154	.054	.188	2.848	.005	.826	1.211
a. Dependent Variable: Effective Writing								

In table 16 it can be seen that the predictor variables are all statistical significant (reduced by one in comparison the previous model), teachers support ($b = -.326, p < .1$), students interest ($b = .103, p < .01$), parents support ($b = -.121, p < .01$) and school resources ($b = .188, p < .05$). Furthermore, there is not a multi collinearity problem since all VIFs < 10 . In addition, in figure 15 it can be seen that the normality assumption is not met while the homoscedasticity assumption is partially met (Figure 16). A potential solution to this is the implementation of a bootstrap regression analysis. However, this was not possible even though we reduced the number of samples (100). The following message was printed from the SPSS22.0: “Available memory was exhausted while compiling output. All the output for this command has been deleted”. Table 14 Residuals Statistics.

4.2. QUALITATIVE ANALYSIS

4.2.1. Interview

To incorporate more data and upgrade its dependability a few things related in their embodiment to those in the poll to the students were likewise sent to the EFL teachers. However, the data from the teachers' part were generated through semi-structured interview items. The total number of general questions posed during each interview session was and the number of teachers who took part in the interview was. A transcript of the details raised during the interview session is indicated under appendix C. Nevertheless, the content of the transcript is summarized as follows.

The first point was forwarded to each interviewee with the personal opinion whether they teach their students appropriately or not in the classroom. In response to this, all the interviewees basically considered it an issue of writing. They indicated that they see it as a concern of writing an essay due to various reasons. The first informant responded that he used to teach his students by giving life history and their spare time activity. The other informant saw the issue or the teaching of students writing work is very difficult due to large class size and other unfavorable condition like: arrangement of seats. The third informant saw it that it is too difficult to assess their works because students have lots of problems like lack of words to construct sentences. The fourth informant indicated that he tried to assess by giving them the opportunity to explain

the way and steps how they write. The rest of the interviewees explained the importance of assessment and assessing their writing competency of linguistic skill and coherence, unity of idea, flow of idea in the sentence. On the other hand they responded that the difficulty of assessment due to students' poor handwriting, shortage of time and arrangement of seats are some of the factors that hinder them not to assess the students writing works.

The interviewees were also asked to mention the kinds of assessment techniques they used on students' writing skills. In this respect, five of the eight informants responded that their focus is on sentence construction, punctuations, using transitional words, the relationship between topic sentences with supporting details, using words or spellings and tenses as well as the rules of writing in short. Three of the rest respondents stated that they order students to read different activities, asking them to write essay, after that they correct them by telling their mistakes when they write. Therefore all of the informants missed the product approaches like: fluency, content, conventions, syntax, and vocabulary.

Thirdly, the interviewees were approached to show that their assessment concerning surveying on students 'writing skills. In this regard, they propose that urging their students' to compose section beginning from sentence to complex, to upgrade their understudies' expertise of composing they should leave students' to pick their making a beeline for compose unreservedly and they prescribed to rehearse reliably to improve their students' composing works.

The fourth question was forwarded to know some possible causes that they have noticed why students fail to produce readable composition. Here almost all of the interviewees responded the factors that hinder their students writing is students' poor background, lack of exposure, lack EFL teachers' encouragement, lack of students' interest, interference of mother tongue, and lack of EFL teachers' interest in assessing their student writing works.

The interviewees were also asked to identify their students' level of understanding about the importance of writing skill on the basis of their observation. In this regard, the interviewees responded that the tips about the level of students 'understanding in the following ways: the first three of the interviewees stated that students have poor perception about the writing skill and purpose, they believe that writing is very crucial but they are not interested to produce and

practice when tasks are given. The rest of five informants explained that their students' interest towards writing is very low and they told that their students' main attention was on grammar.

The sixth question was forwarded to discuss the major problems in assessing students' writing. In this respect, interviewees stated different factors that affect their assessment of students' writing in the classroom. For example, the time scarcity, large class size, arrangement of tables, poor academic background of the students, lack of vocabularies, lack of writing activities interest to practice writing and lack of EFL teachers commitment are stated as the major problems of EFL teachers during assessment of their students writing.

The next question was raised for interviewees to comment on how students' lack of practice at the present would have considerable effect in their future academic English writing. In response to this item respondents suggest that they confront or face with the problem of communication in the work place, dependency on others for the sake of communication, putting them behind from technology that connect them with people from all over the world and cause weak reasoning on arguments are some of the drawbacks. Also another question was forwarded them to suggest about what they should do to improve their students' writing skills. Here the informants urged some of the ways to improve their students' writing skill. For instance, encouraging and motivating them even if they made mistakes, let them to practice and giving different samples, assessing their writing works consistently and providing guidance throughout the writing process are some of the efficient ways that was stated by the informants to improve their students writing skill.

Finally, the interviewees were requested to forward further comment on concerning their awareness in assessing their students' writing skills. In this regard the informants urged that what EFL teachers should do to build their awareness of assessing their students writing works.

Therefore the interviewees underlined the following propositions that expected from EFL teachers and other concerned bodies. For example, commitment of EFL teachers, changing their approach, updating themselves, knowing about the importance of assessment and giving workshop to improve instruction and student learning are stated as some of factors to build EFL teachers awareness about assessing their students' writing skill.

4.2.2. Observation

The other data gathering tool used in this study was class observation. Morrison (2000,p. 33) says that "observations are useful tools for providing direct information about language and language learning, and it is one of the best data collecting technique for gaining insight into the subject in a natural environment. Before the observation was conducted, teachers who are going to be observed will be asked about their willingness in advance. The influence of educational systems on students' ability to write academically is significant. The differences in writing abilities between EFL students can frequently be attributed to their educational experiences Sabir, G.S. et al., 2024)..

This helped to observe the way English teachers encourage their students when they taught writing lessons or how students will be helped while they practiced writing so as to overcome writing problems. During the classroom observations the researcher used qualitative data in the form of observation check list made by the researcher himself. The researcher has made an observation of classroom teaching learning process during English session so as to assess how the practices of EFL teachers' really going on during writing work. The analysis and presentation of data collected through classroom observation was presented below. Hence, the researcher used class observation checklist that has 5 items in it.

The check list was marked by the researcher to collect the data on classroom practices by tick mark to identify the presence and absence of the activity.

Table 2 Analysis of data obtained through class room observation

School – HADNET HIGH SCHOOL Grade - 9

No item Classroom observations Total frequency

1 Teachers' practice of writing skill in the classroom.

As depicted in table 4.1 of item 1 above there were five classroom observations conducted in the school under the study. As it clearly indicated that EFL teachers' did not exercise in the classroom urge students to write a good task but from five observations classes EFL

Teachers' exercises only in one class that urge students to write a good. Therefore from the above analysis one can draw those EFL teachers lack practice in the classroom to support students to write. As it can be seen from the table 4.1 above in the second item all of the observed classes were no solely presentation in line with writing lesson. This indicates that there should be an improvement in the area of presenting lesson on writing. In the same table 4.1 items 3 above the majority of the observed classes that means four language teachers were not properly teaching and giving feedback on the written by the students. In only one observed classes there was an intention of teaching and giving feedback for students. Therefore it is recommendable to present lesson and provide feedback on writing. As has been shown in the same table item 4 almost all of the teachers did not teach each and every writing task in the textbook without skipping. Only one of the observed class teachers attempted to teach each and every writing task in the textbook without skipping. This indicates there were most tasks skipped by the teacher. The implementation of the Genre-Based Approach (GBA) significantly enhanced students' Arabic language skills, particularly in writing (Ashari, M.Y. et al., 2024).

The last item in the same table of the observed classes the majority of teachers shows that there was defect in giving clear instruction for students about writing tasks, thus only one tried to teach each and every writing task in the textbook without skipping. Therefore it is good to provide clear instruction for students about writing skills. In sum the finding from the observation shows that in observed classes most the EFL teachers' did not exercises in the classroom urge students to write a work, they didn't present the lesson in line with writing activities, they didn't focus on the areas of teaching writing skills and offering criticism to their writing task and they didn't give for students clear instruction about writing tasks. Therefore students should practice writing, the language teachers should motivate students to write any tasks, there should be an improvement in the area of presenting lesson on h writing, participation of the students in writing was very poor, it is recommendable to present lesson and provide feedback on writing tasks, there were most tasks skipped by the teacher and it is good to provide pair works and group works to practice and improve writing.

CO1 CO2 CO3 CO4 CO5 Yes No√√

Table 17 Analysis of data obtained through class room observation School - Hadnet Grade - 9

No	Items	Students class observations										Total frequency	
		co1	co2	co3	co4	co5	yes	No					
1	Teachers' practice of teaching writing in the class room		√		√		√		√		√		√√√√√
2	Writing lessons are introduced by the teacher		√		√		√		√		√		√√√√√
3	Teachers focus on the areas of teaching writing and offering criticism to their writing task		√		√				√	√		√	√√√ √
4	Teachers teach each and every writing task in the text book without skipping		√		√					√		√	√√√√
5	Teachers give for students clear instruction about writing		√		√		√		√		√		√√√√√

Table 2 Analysis of data obtained through class room observation School - Hadnet Grade - 9

As depicted in table 3.1 of item 1 above there were five classroom observations conducted in the school under the study. As it clearly indicated that EFL teachers' did not exercise in the classroom urge students to write a good writing. But from five observation classes EFL teachers' exercises only in one class that urge students to write a good paragraph. Therefore from the above analysis one can draw those EFL teachers lack practice in the classroom to support students to write.

As it can be seen from the table 3.1 above in the second item all of the observed classes were no solely presentation in line with writing lesson. This indicates that there should be an improvement in the area of presenting lesson on writing.

In the same table 3.1 items 5 below the majority of the observed classes that means four language teachers were not properly teaching and giving feedback on the written by the students. In only one observed classes there was an intention of teaching and giving feedback for students. Therefore it is recommendable to present lesson and provide feedback on writing.

As has been shown in the same table item 4 almost all of the teachers did not teach each and every writing task in the textbook without skipping. Only one of the observed class teachers attempted to teach each and every writing task in the textbook without skipping. This indicates there were most tasks skipped by the teacher. The last item in the same table of the observed classes the majority of teachers shows that there was defect in giving clear instruction for students about writing, thus only one tried to teach each and every writing task in the textbook without skipping. Therefore it is good to provide clear instruction for students about writing.

In sum the finding from the observation shows that in observed classes most the EFL teachers' did not exercises in the classroom urge students to write a good writing task, they didn't present the lesson in line with writing, they didn't focus on the areas of teaching writing and offering criticism to their writing task and they didn't give for students clear instruction about writing. Therefore students should practice writing, the language teachers should motivate students to write, there should be an improvement in the area of presenting lesson on writing, participation of the students in writing was very poor, it is recommendable to present lesson and provide feedback on writing, there were most tasks skipped by the teacher and it is good to provide pair works and group works to practice and improve writing

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This study was conducted to investigate EFL teachers' awareness, practice, and challenges in teaching students' writing: the case of Hadnet high Schools in Mekelle Tigray, Ethiopia.

The purposes of this study were to:

- ❖ To find out EFL teachers awareness on teaching students writing.
- ❖ To investigate EFL teachers' practice of teaching students h writing.
- ❖ Investigating the relationship between teachers' awareness and practice of teaching students' written works.
- ❖ To investigate major challenges affecting EFL teachers' during teaching students' writing.

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

From 700 students, 242 males' and 458 females in grade 9 in 12 sections, 4 sections were selected. As a result, students, 71 males and 139 females were chosen through simple

Random sampling technique that means 30% of the total sections and from 7English language teachers, 5 males and 2 females, 6teachers were selected through purposive sampling technique who was teaching in grade 9; from them 6 males and the rest two were females. The researcher also used classroom observation to collect data. Here, the data gathered through observation were analyzed qualitatively

The major findings of this study were:

EFL teachers' lack of commitment and interest impact their decisions on practices that

- ❖ They exercise in the classroom and they didn't give attention to the skill. Therefore students didn't practice and learn writing effectively they and failed to produce good
- ❖ EFL teachers' have gaps on teaching writing, classroom management, and teaching styles.
- ❖ The major challenges affecting EFL teachers' during teaching students' writing are time scarcity, large class size, arrangement of tables, poor academic background of the students, lack of vocabularies, lack of interest to practice writing and lack of EFL teachers' commitment.

In general, we cannot ignore that problems can appear and occur as we implement writing tasks, but, the successful implementation of the writing tasks partly depends upon changes in teachers' awareness and practice in writing skill tasks. Unless EFL teachers' create conducive environment for students to write by themselves they may often think that as they were unable to produce good writing. The writing skill tasks can be effective if favorable conditions are to be created for students and are to be given the necessary support, such as adequate time for peace, improving their writing attitudes through discussions, encouraging them out of class in writing engagements, changing their teaching approach can improve their perceptions and practice to build up their writing skills. .

5.2. Conclusion

This research investigated the challenges faced by the English language learner as they learn to write in a higher education setting. The study has also explained the factors affecting how students reflect on their practice and their decision-making power. The study helped in highlighting teaching practices of the instructors, student's perceptions on their learning, and dynamics between teacher and student. The learners were responsible for constructing knowledge based on their beliefs, experiences, and culture, followed by the teacher to create

their reality. The study results have significantly contributed towards the understanding of Ethiopian learners for analyzing their perceptions and expectations to make teaching practices much better in high schools language classrooms. Possible solutions can be enabled by investigating the knowledge based on their beliefs, experiences, and culture, followed by the teacher to create their reality. The study results have significantly contributed towards the understanding of Ethiopian learners for analyzing their perceptions and expectations to make teaching practices much better in high school language classrooms. Possible solutions can be enabled by investigating the challenges faced by the students and teachers. The study would provide an initial base for continuing investigation about writing pedagogy. The study also has highlighted the importance of listening to the voices of students and teachers from the classroom, considering the broader contribution to the field of second language writing. Future studies need to conduct longitudinal studies to provide qualitative results on Ethiopia learners in various higher education settings. The challenges are likely to be minimized by improving the language learning system, along with the quality of teaching and learning in the Ethiopian language classroom. There is a significant implication for this study, as it would positively affect the English curriculum and educational policy within the Ethiopian higher education system. By providing more practice opportunities and focusing on common error patterns, educators can help students improve their narrative writing skills (Nahak, Y.N. et al., 2024). This study investigates continuation after reading from the perspective of writing emotions, exploring whether it can effectively reduce students' writing anxiety, improve their writing motivation and confidence (Huang, J. 2024)

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

- ❖ Most of the time, EFL teachers did not teach their students' writing, as a result, this did not help students to know their mistakes whether they were right or not.
- ❖ EFL teachers' lack of commitment and interest on practice of teaching writing skill. Therefore students didn't practice and learn writing effectively they and failed to produce good writer.
- ❖ The major challenges affecting EFL teachers' during teaching students' Writing are time scarcity, large class size, arrangement of tables, poor academic Background of the

students, lack of vocabularies, lack of interest to practice writing and lack of EFL teachers' commitment.

The primary purpose of this research was investigating the implementation of teaching and learning English writing skills in Ethiopian EFL Classes. The data were collected from EFL teachers and students that were teaching and learning at Hadnet high school found in the most of the school teachers'. Therefore in conclusion we can say that:

EFL teachers of Hadnet regarding the techniques they use while they are teaching English writing skills is not inclusive and they use only one or two strategies like short letter to write and definition of words . This indicates that the actual classroom practices of EFL teachers at the intended schools are not participatory as they use few techniques. EFL teachers were not seen in using various techniques and this result the class to become teachers centered than that of student centered and their practice put a great impact on enhancing learner's written competence especially on writing. Moreover, EFL teachers of Hadnet School were not creating a good and participatory environment for their students always rather they wait for context to do so. This means apart from offering advice, EFL teachers in the intended schools were not following up their students and checked their students' progress. Even though there is a perceived English dairy record and English day, it is not functional and it is not well equipped and also not hosted by English teachers. Additionally, there are a number of challenges learners' faces while learning English writing skills. Students were not motivated and positively forced to write in English inside and outside the classes by their teachers. They fear of making a mistake and shy to write in English as writing in English is sometimes recognized as a sense of boosting by their classmates. EFL teachers dominate the class with very few active or high achiever students and couldn't even remember the presence of medium and slow learners in the class, so their teachers teaching style is not participatory and inclusive for all students and this affect their involvement in the class. Learners face a great challenge from mother tongue (L1) influence every time they want to write in English. Finally, not only students but also EFL teachers were influenced by various problems that forced them not effectively enhance learners exposure to English writing skills. Students most of the time need their teachers to do questions related to the exam than learning the intended lessons, and teachers most of the time spent their time on doing the exam paper, so this consume teachers time not to spent their time on teaching

the intended language skills effectively. The length and the content of the book is not attractive and EFL teachers focus on trying to cover the overall chapter than giving careful emphasis on teaching English writing skills effectively. Lack of interest from the students to participate in the class actively even if the teachers tries to participate them in the class, limited vocabulary knowledge they have and learners contact, and the small number of teachers assigned to teach English in the its work load on teacher to cover a number of sections they are assigned to teach couldn't permit them to focus on effective enhancement of learners effective competence in English writing.

5.3. Recommendations

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

- ❖ EFL teachers did not seem to put their awareness in to practice to teach their students' written works. In reality, EFL teachers are expected to be well aware of the issues and concepts in writing methodologies, evaluation, classroom management, teaching styles, changing their approach, updating themselves and knowing about the importance of writing assessment. They should also develop the habit of practice to build their students writing skill. Universities and ministry of education should give continuous trainings to EFL teachers on emerging methods, approaches, techniques and strategies of teaching writing. It would also be better to train some English language teachers to specialize in teaching writing skill. These teachers should also have the chance to take more writing courses other than the courses in the current curriculum.
- ❖ EFL teachers should teach students' written tasks regularly, they should encourage students during writing lesson in the class room and they must guide students on how to write tasks by giving technical support.
- ❖ EFL teachers' should be committed and interested to teach each and every writing task in the textbook without skipping and they should give more attention to practice. Therefore students can practice and learn writing effectively and produce good writer.

REFERENCES

1. AbiyYigzaw. (2015). Students' perception and practice of writing through peer-led learning. Science,
2. Alamrew G/Mariam. (2005). A study on the perception of writing, writing instruction and students'
3. Alfia, F., Alda, M., Lekson, Arella, L., Manalu, C., Parinduri, A.F., & Zein, T. (2025). Exploring Narrative Writing Skills of Indonesian 6th Graders: A Critical Genre Analysis. Journal of Applied Linguistics.
4. Ashari, M.Y., Huda, M.M., & Mahfudhoh, R. (2024). Enhancing Arabic Writing Skills Through the Genre-Based Approach in Senior High School. Journal of Arabic Language Teaching.
5. Azizah, R., Muaamaroh, & Hikmah, M.H. (2024). PRACTICE AND CHALLENGES ON AUTHENTIC ASSESSMENT OF EFL YOUNG LEARNER'S WRITING SKILLS. Holistik Analisis Nexus.
6. Badger, R., and White, G. (2000). Product, process and genre: Approaches to writing in EAP. ELT
7. Bitchener, J. (2008). Evidence in support of written corrective feedback. Journal of Second Language
8. Brakus, P. (2003). A product/process/genre approach to teaching writing. (Unpublished doctoral
9. Brown, H. D. (2001). Teaching by principles: An interactive approach to language Pedagogy (2nd Ed).
10. Brown, H. D. (2004). Language assessment: Principles and classroom practices. White Plains, NY:
11. Bruning R, and Horn C. (2000). Developing motivation to write.

12. Bui, T.L., & Phan, N.T. (2025). An investigation into EFL teachers' perceptions and practices of using mind-mapping in writing classes. *Dong Thap University Journal of Science*.
13. Byrne, D. (1988). *Teaching Writing Skills*. London & New York: Longman.
14. Coffin, C., Curry, M.J., Goodman, S., He wings, A., Lilis, T.M. and Swann, J. (2003). *Teaching academic writing: A Toolkit for Higher Education*. London and New York
15. Cohen, Man ion and Morrison (2000). *Teaching and learning in English in higher education*
16. Desalegn Simachew. (2011). *A Study of the practice of teaching writing skills: the Case of Bahir Dar University*. (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
17. Dyer (1995). L1 and L2 composition theories Hillocks' 'environmental mode' and task based on language teaching.
18. Eskedar Meseret (2014). *An investigation of the practice of teaching writing at secondary level: The case of two governmental schools, Addis Ababa University M.A Thesis*. Addis Ababa, Ethiopia.
19. Ferede Tekle, Melese Endalfer and Tefera Ebabu. (2012). a descriptive survey on Teachers' Perception of EFL Writing and Their Practice of Teaching Writing: Preparatory Schools in Jimma Zone in Focus. *Ethiopia Journal Education and Science*.
20. Ferris, D. (2003). *Response to student writing: Implications for second language students*. Mahwah, New Jersey: Lawrence Erlbaum Associates. *International Journal of Development in Social Sciences and Humanities*
21. Franssen, H. M. B., and Aarnoutse, A. (2003). *Writing education in practice*.

22. Gao, Y., & Hong, Y. (2024). Classroom Teaching Practices of Reading-to-Writing Model in Middle School English Based on Thematic Meaning Exploration. *International Journal of Humanities and Social Science*.
23. Geremew Lemmu. (1999). A study of the requirements in writing for academic purpose at Addis
24. Gilbert, J., and Graham, S. (2010). Teaching writing to elementary students in grades 4–6: A national survey. *The Elementary School Journal*.
25. Grabe, W. and Kaplan, R. B. (1996). *Theory and Practice of Writing*. United States of America:
26. Grisham, D., and Wolsey, T. (2011). Writing instruction for teacher candidates: strengthening a weak curricular area. *Literacy research and instruction*.
27. Hamp-lyons, L. (1990). *Second Language Writing: Assessment Issues*. In B, Kroll(Ed.) *Second Language Writing: Research insights for the classroom*. Cambridge University Press,
28. Harmer, J. (2004). *How to teach writing*. England: Pearson Education Limited.
29. Henkens, L. (2010). *Teaching writing. The quality of writing education in primary schools*. Utrecht, the Netherlands.
30. Hidayati, K.H. (2018). *Teaching writing to EFL learners: An investigation of challenges confronted*.
31. Huang, J. (2024). High School English Reading Continuation Teaching based on the “Emotional Filter Hypothesis” Perspective. *Journal of Education and Educational Research*.
32. Hyland, K. (2004). *Disciplinary discourses: Social interactions in academic writing*. University of

33. Hyland, K. (2008). Writing theories and writing pedagogies. *Indonesian Journal of English Language Teaching*, 4(2), 91-110. Kuhlemeier, H., Van Til, A.,
34. Hyland, K. (2008). Writing theories and writing pedagogies. *Indonesian Journal of English Language Teaching*.
35. J. Michael O' Malley. (1996). *Authentic Assessment: For English Language Learners*.
36. Kabouha, R., & Elyas, T. (2015). *Aligning Teaching and Assessment to Course Objectives: The*
37. Kelly, W. J. and Lawton, D. L. (1998). *Odyssey: A Guide to Better Writing*. New York: Cambridge University Press.
38. Klose, Y.Y., Kurniansyah, P.R., Santosa, M.H., & Rewa, G.A. (2025). INVESTIGATING THE IMPLEMENTATION OF TEACHING METHODS IN WRITING AND LISTENING AT SINGARAJA MONTESSORI SCHOOL. *Jurnal Pendidikan Bahasa Inggris Proficiency*.
39. Krapels, A.R. 1990. 'An Over view of Second Language Writing Process Research? In Kroll. B.
40. Kuhlemeier, H., Van Till, A., Hemker, B., de Klijjn, W., and Feenstra, H. (2013). *Second evaluation of*
41. Kumar, R. (1996). *Research methodology: A step-by-step guide for beginners*. Melbourne: Addison Wesley Longman Australia Pty Ltd.
42. Leki, L. 1991. 'Twenty Five Years Contrastive Rletoric. Text Analysis and Writing Pedagogies.'
43. Lyons-Hamp, L. and B. Heasley, 1984. 'Textbooks for Teaching Writing at the Upper Levels'.
44. Noel, A. (2004). *Action in perception*. Massachusetts: Massachusetts Institute of Technology Press.

45. Nun an, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
46. Pellegrino et al (2001). *Knowing what students know: the science and design of educational assessment*.
47. Perl, S. (1979), 'The Composing Process of Unskilled College Writers'. *Research in the Teaching of English*.
48. Pflingst, N. (1984), 'Showing Writing: Modeling the Process' News-Letter.
49. Pianko, S. 1979. "Description of the Composing Process College of Freshman Writer." *Research In the Teaching of English*
50. Rietdijk, S., van Weijen, D., Janssen, T., van den Bergh, H., and Rijlaarsdam, G. (2018). *Teaching Writing in Primary Education: Classroom Practice, Time, Teachers' Beliefs and Skills*. Journal
51. Sabir, G.S., Saeed, K.M., & Pathan, Z.H. (2024). *Academic Writing Difficulties Among EFL Kurdish Undergraduates: A Qualitative Inquiry*. *TESOL Today*.
52. Selinger, H and Shohamy E. 1989. *Second Language Research Methods-Ox for University Press*.
53. Shah Kassim, Z., & A/L Maniam, M. (2025). *Language Proficiency of Bachelor of Teaching English as a Second Language Students in a Malaysian Public Education University: A Case Study Exploring their Concerns and Challenges*. *International Journal of Academic Research in Business and Social Sciences*.
54. Silva, T.(1990).*Second Language Composition Instruction: Developments, Issues, and Directions in ESL*. In B. Kroll (Eds.), *Second Language Writing: Insights for the Classroom*.
55. Smith, A.D. (2001). "Perception and Belief". *Philosophy and phenomenological research*. Vol. LXII,

56. Spack, R. 1984. Invention Strategies and the ESL College Composition Student. TESOL
57. Teshome Tolla. (2007). Exploring the effectiveness of the teaching and learning of the writing skills:
58. Troika, Q. 1996. Simon and Schuster Handbook for Writers. New York: Prentice Hall. Past from the Proposal.
59. Weigle, S. C. (2002). Assessing Writing. Cambridge: Cambridge University Press.
60. White, R. (1989). Writing Advanced. Oxford: Oxford University Press.

APPENDIX A: QUESTIONNAIR FOR STUDENTS

Dear Student,

This questionnaire is prepared to collect data for a study that is being conducted on 'EFL teachers' awareness, practice, and challenges in assessing your writing ability'. Your responses will be used only for the purpose of the study and they remain confidential. Your identity will also be kept anonymous. Please read each item and give your true responses. For each of the statements below, please show the extent of your agreement or disagreement by putting a tick mark (☐) in the appropriate box. The response scale is as follows:

Personal details

Age _____

Sex _____

Keyes: 1=Strongly Agree, 2= Agree, 3=, Disagree 4=, Strongly Disagree 5, I don't know

Thank You Very Much in Advance!

In this part you need to show the degree of EFL teachers' practices in assessing writing.

Appendix A: Questionnaire for grade 9 student.

School name _____

School type public ____ private ____ grade ____

Gender: male ____ female ____ age ____

Part I- Questions relating to students perceptions.

A) Questions relating to students perceptions towards learning English and writing in Hadnet comprehensive high school.

Instruction: Using the relating scale 1-5, decide how often and the extend which

You learn writing essay affecting your English learning by putting

A tick mark (√) in the table.

Key 1= never 2= Rarely 3= Sometimes 4= often 5= always

Questions Based on Teachers Support

NO	Items	1	2	3	4	5	Remark
1	The teacher gives us or create a supportive writing environment						
2	The teacher motivate the students some effective ways to write						
3	The teacher use technology to enhance writing instruction						
4	The teacher try to solve challenge of teaching writing in EFL context						
5	By giving us exercise the teacher assess the STS writing effectively						

Part -2 General question on students learning quality and their academic achievement.

Instruction: For each of the following please rate of 1- show strongly you agree

(Dis agree) with the statement. Where 1 mean strongly disagree 2 means disagree, 3 means neutral, 4 means agree and 5 means strongly agree by putting a tick mark (✓) in the table. If there are any statement which is not clear for you please ask.

B) Questions Based on students' interest in EFL classes

No	Items	1	2	3	4	5
1	I study English more, because I have interest learn writing.					
2	I study English because it is useful for me that writing focus critical thinking skills.					
3	I study English because I want to communicate with people.					
4	I study English because I have insert to learn new things.					
5	I study English because I want studying grammar patterns.					

6	The student's skill on writing is a way of how well he or she learned English in class rooms.						
7	I study English because it is useful to me that I do well to write English.						
8	I study English because it is useful to me I able to write and to give A very high abilities in the writing skills.						
9	I study English because it is useful to me do better than other students.						
10	I study English because I don't like people to think that I am weak.						

Questions based on effective writing.

NO	Items	1	2	3	4	5	Remark
1	I have more confidence in English approach						
2	I have confidence in English enough to write						
3	With different reasons even I study it, seems to me English is simple.						
4	I feel happy, when I learn in English class to write.						
5	I have positive impact and to learn writing simply.						
6	I go far away to know anything with writing to learn in class.						

Note SD = Strongly disagree, D = Disagree, U = Undecided A = agree, SA = strongly agree,

Students Question based on their parents support.

N0	Items	1	2	3	4	5	Remark
1	My parents given me enough time to practice writing in English						
2	My parents follow and observe my exercise book and give me an advice how to write in English						
3	My parents ask me to write in English instead of to practice writing.						
4	My parents evaluate my English exercise book and comment the grammatical errors.						

Students Questionnaire based on the school principality to create a good situation and comfort environment learning writing in English class.

No	Items	1	2	3	4	5	Remark
1	My school has enough materials for learning writing in English class.						
2	My school uses the syllables of teaching learning in English class and present motivation.						
3	In our school there is a competition in English writing as a club participation.						
4	There is clear an dinterested programs in the school.						
5	The school manager or director and standards enforce the teachers inmost the measurements use writing instruction includes.						

APPNEDIX B: Interview Questions

Here are 10 questions interviews that a teacher could answer regarding teaching practice in writing for EFL (English as a- foreign language) classes, based on thesis.

1. What are the main objectives of your EFL writing classes?
2. How do you asses the writing proficiency of your students at the beginning of writing practice
3. What types of writing tasks do you assign to your students?
4. How do you integrate writing with other languages skills (listening, speaking, and reading) in your class?
5. What strategies do you use to motivate students to write in English?
6. What role dose feedback play in your writing instruction?
7. What are the most common writing errors you observe in your students work?
8. How do you help students improve their grammar and vocabulary in writing?
9. What challenge do you face when teaching writing to EFL students?
10. How do you use technology to support writing instruction?

