The Practice of Teaching Writing Skills Using the Process Approach: The Case of Three Selected Secondary Schools in Wolaita Zone, Ofa Woreda

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Abstract: This study focuses on the practices of teaching writing skills using process approach in three selected secondary schools in Wolaita Zone, Offa woreda. To achieve the objective of the study, the researcher employed a descriptive research design with mixed approaches was employed. The data were gathered via classroom observation, interview, and questionnaire. The questionnaire and interview consists close-ended and open-ended items. The questionnaire was translated in to Amharic. Samples of 94 students were selected from grade ten using systematic/quasi-random sampling method, and 4 English teachers of grade ten were purposively included. Structured classroom observations were conducted with the 4 English teachers. The data gathered through the questionnaire and observations were analyzed quantitatively, and the interviews qualitatively using thematic analysis and triangulated. Thus, the findings of the study revealed that though majority of grade ten English teachers used to plan and introduce their students writing lessons, help and assist them, encourage them to practice taking notes, make them brain storm, plan and structure their writing tasks, translate their ideas in to texts, suggest them to improve the contents, organizations, and vocabulary of the writing activities. Most importantly, the English teachers never encourage and motivate their students to follow the stages of process writing and never give enough time to pass through all the stages of process writing. They never encourage their creativity and critical thinking skills, and develop an argument to define the structure of their writing. Finally, the researcher recommended on the basis of the above findings so as to improve the practices of teaching writing skills using the most important practical alternative approach, process-oriented approach.

Keywords: The Process Approach, The Writing Skills, English Language, Communicative Language Teaching

1. Introduction

1.1. Background of the Study

English language is a West Germanic language first spoken in early medieval England. It is the dominant international language for a great deal of the world's knowledge. The language was spread all over the world as a result of the Voyage to the Americas, Asia, and the Antipodes, followed by colonial development in Africa and the South Pacific in the mid 19th century. The spread of English language as a global lingua franca or hyper-central language facilitated by the British colonial empire exported the native speakers of English to the new colonies for settlement thereby forcing the people of the new colonies to acquire and learn of the language, as well as the growing economic, military and political dominance of the US in the latter 20th century. Furthermore, the development of science and technology, commerce, and diplomacy, media and education paved the way for its global spread as Crystal, [1]. Scholars investigated the reasons why so many nations have in recent years made English an official language or chosen it as their chief foreign language in schools, and concluded that education is the most important one. The English language has become a foreign language in Ethiopian context since it has been taught as a subject in primary schools and later on

served as a medium of instruction in secondary and tertiary levels Seifu, [2] Eba [3] noted that there is no country in the world, including Ethiopia, which is not affected by English language. It is highly prized as a language which may offer access to higher education and international opportunity [4].

Communicative language teaching is an approach that encompasses cooperative or collaborative learning, task-based language teaching and content-based language learning, all pave the way for the provision of a natural context for language use with opportunity to interact and present different tasks in the form of a problem-solving, negotiation between knowledge that the learners hold. Communicative language teaching serves not only active learning and social cooperation among learners but also encourages them to think and be creative while solving different problems in different tasks or activities [5].

Writing, one of the four basic or "macro" skills, is among the most complex human activities that involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects as Ahlsen said [6]. It is a powerful means of helping people solve problems, communicate their ideas, and makes people Hong Kong [7]. According to Weigle, [8] cited in Belinda, [9] writing skill has been recognized as an important skill for language learning, so that teaching writing to EFL students is so crucial for reinforcement, language development, and learning styles. A socio-cultural theoretician, Vygotsky [10] emphasizes that writing is a social activity through which knowledge is best constructed if learners collaborate together, support one another to encourage new ways to form, construct and reflect on new knowledge; and they are urged on to participate in the activities of meaning exchange and negotiation with peers and the teacher when learning a writing skill. It was in the late 1970s and early 1980s when the great zeal among many of the scholars in order to know when and how to say what to whom, contributed to a shift from a linguistic structure-centered approach to a communicative approach as Harmer, [11]. This was the time when the process writing approaches were started to be employed in language classrooms with the attention to content prior to form. Based on this perspective, writers develop a cognitive model of writing processes consisting of components and organization of long term memory, planning, reviewing and translating thought into text. "By spending time with learners on pre-writing, editing, redrafting, and publishing the final text, a process approach aims to get to the heart of the various skills that should be employed when writing" as Jozsef said [12]. He adds that process writing stretches across the whole curriculum when it is handled appropriately.

Ahlsen & Lundh [6] present three schemes for how to structure process writing. They explain writing as a process that goes through different stages/phases with a general structure of pre-writing, drafting and revising, leading to a final product. Seifert [13] elaborates that writing includes different phases such as brainstorming, planning, mind-mapping, first draft, peer feedback, editing, final draft, and evaluation, subsequently that a writer must go through the

levels of awareness regarding when and how these phases occur can differ. It is this specific insight that forms the basis of the writing pedagogy that goes under the name process writing. She adds that process writing gives students the opportunity to use both expressive writing and to use writing as a tool for learning and thinking.

1.2. Statement of the Problem

As the researcher observed in his teaching experience, though the modern communicative language teaching syllabus prescribes the way how to practice writing skills in the classroom, yet the skills of writing have not gone beyond writing down the teacher's notes from blackboard and copying down notes from their textbooks prescribed by their classroom teachers; this means that nothing more than practicing note-taking and note-making. Most of the activities focus up on the traditional product approach. Besides, the existing practices of writing skills in the school have given less attention to the current process-oriented approach of writing. As the result, the students have not been well exposed to the modern communicative teaching of writing as well as not been encouraged to be engaged in cognitive activities and creativity. This situation hampered students from being active in their learning and does not encourage them to be creative and apply their cognitive skills in order to solve problems and foster active learning.

Generally, the less attention given to the current practices of process writing skills on the basis of the modern communicative language teaching method in Sere Esho secondary school, Wachiga secondary school and Gesuba secondary and preparatory schools grade ten EFL/ESL classroom motivated the researcher to conduct this study so that investigate the gaps in the current teaching practices of writing skills using the process approach and fill these gaps with the new findings of this study.

1.3. Objectives of the Study

1.3.1. General Objectives of the Study

The main objective of the study is to investigate the practices of teaching writing skills using the process approach.

1.3.2. Specific Objectives of the Study

This study will have the following specific objectives:
1) To cross-examine the ways how teachers of grade 10 plan lessons to teach writing skills using the process approach in EFL /ESL classroom.
2) To examine the actual practices of teaching writing skills of EFL/ESL classroom using the process approach.
3) To identify factors that affect the practice of teaching writing skills through the process approach in English language learning classroom.

1.4. Significance of the Study

The study is significant for teachers of Sere Esho

secondary school, Wachiga secondary school and Gesuba secondary and preparatory schools in particular and every teacher who teaches in the study levels in general, so as to enhance and motivate active learning, improve assessment and evaluation, and make the students use of the target language via the use of process writing approach in EFL classrooms. To benefit the learners of English language in secondary schools in general and Gesuba secondary and preparatory schools, Sere Esho secondary school and Wachiga secondary schools in particular to have opportunities to writing tasks that encourage them to use their cognitive abilities, to think creatively, to learn autonomously, to work cooperatively and foster active learning. The study helps educational stakeholders to plan and provide the best and contemporary communicative language teaching approach that exposes learners to the best practices of process writing in EFL classrooms. To increase awareness among material developers, curriculum designers, policy makers and examination agencies in revising and modifying the instructional materials and evaluation approaches that could bring concrete change in the teaching-learning process of writing. To create a stepping stone for other researchers who may also under take other study in the area of process writing approach for further investigation.

2. Research Methodology

2.1. The Research Design

This research study employed a descriptive research design where mixed approaches of both qualitative and quantitative were used. According to Dawson [14] it is more of qualitative since the researcher employed qualitative tools such as classroom observation, open-ended questionnaires, and semi-structured interviews. Descriptive research design preferred because it enables the researcher to collect adequate evidences, answer detailed questions and obtain reliable information about the issues in the study area in order to identify and analyze the existing situation and draw conclusions. In addition, this design enables the researcher to have access to multiple instruments of data collection. Therefore, this research problem requires more description in qualitative ways, and less of quantitative to describe meaningfully the basic research questions designed by the researcher as Onozawa stated [15].

2.2. Population of the Study

This study was conducted in three selected secondary and preparatory schools in Offa Woreda, Wolaita Zone, and SNNPR. They are Sere Esho secondary school, Wachiga secondary school and Gesuba Secondary and Preparatory Schools. Offa woreda is one of the 15 woreda and six town administrations in Wolaita Zone. It is 318 km far from Addis Ababa, 208 km from the regional state, Hawassa, and 35km from Sodo town, the Zonal state. Within the woreda, there are eight secondary schools. Among them, the aforementioned schools were purposively selected by the researcher. They were selected because the researcher

hopped that he could find from the subjects sufficient data concerning the study. Besides, they are accessible to transportation to arrive at the schools timely during data collection and cost effective. The researchers resides in the woreda and thus it helps him to reduce the cost of bed and other related costs that might have been required to accomplish the collection of the data.

As the 2012 academic year's enrollment statistics of the schools show, the total number of students learning in the three selected secondary schools of grade ten were 564, out of which 276 were males and 288 were females who were assigned in ten sections.

There were 46 males and 48 females totally 94 students in Sere Esho secondary school who were assigned in two sections; 51 males and 42 females in Wachiga secondary school who were assigned in two sections, and 180 males and 197 females totally 377 students were learning in Gesuba secondary and preparatory school who were assigned in six sections. Since N (total population of the three selected secondary schools of grade ten) was 564, it was calculated 564/6=94 where the sample number of male participants were 276/6=46 and the number of sample female participants were 288/6=48. The number of English teachers in Sere Esho secondary school and in Wachiga secondary schools each has only one male English teacher, and there were only 2 grade ten male English teachers in Gesuba secondary and preparatory school. Thus, the number of grade ten English teachers of the three selected secondary schools account for 4, and they were purposively included in the sample.

2.3. Instruments of Data Collection

To collect the data, the researcher used primary data through classroom observation, semi-structured interview, and questionnaire and secondary data from different published and unpublished books, journals and magazines were the main important data instruments the researcher used:

2.4. Methods of Data Analysis

The researcher employed both qualitative and quantitative data analysis methods in order to answer the research questions and achieve the objectives. The quantitative data were collected, coded, tabulated and analyzed. They were described and interpreted in the way that assists the findings.

The data gathered via close ended questionnaire by using the five point Likert Scale (always, usually, sometimes, rarely and never) were tabulated in terms of frequencies, percentages and total values. Classroom observation was analyzed using frequencies and percentages. To analyze the quantitative data, data processing and analyzing techniques were employed by the Statistical Package for Social Science (SPSS) Version 20. The semi-structured interview data were also analyzed and interpreted using textual analysis or verbatim by triangulating the interview results with that of questionnaire and observation results. This is because triangulation enables the researcher to see whether the data obtained through the different instruments show consistency.

Finally, conclusions and recommendations were made on the basis of the study findings.

2.5. Analysis and Interpretation of Classroom Observation Data

To obtain the required data about teachers' practice of writing skills using process approach, the researcher primarily discussed with the school directors and 4 of grade ten English teachers of the three selected secondary schools in order to explain them the purpose of his study and the prerequisites of classroom observation. He arranged the periods in which each sample teachers' practice could be observed and the skill on which the observation takes place, and the need force-observer. After all, the researcher conducted his actual classroom observation as per scheduled conveniently with each schools' English teachers. The researcher used photo camera and observation checklist to record the teachers' practice in the classrooms. Thus, the following tables depicted the classroom observation results of the 4 grade ten English teachers of the schools.

Table 1. Frequencies and Percentages of Practices Related to the Lessons and Objectives of PA(4).

No.	Lists of Practices in the classroom	Cumulative Values			
		Yes		No	
1	Practices related to the lessons and objectives of PA	F	%	F	%
1.1	Does the teacher *introduce the writing lesson* and *objectives* actively?	4	100.0	-	-

Source: my own survey, 2020

The table above shows that out of four observations made, all 4 (100%) of the English teachers of grade ten plan lessons and introduce the objectives of the lessons to the students. The researcher observed the classroom practices.

Table 2. Frequencies and Percentages of Practices Related to the Stages of PA (4).

No.	Lists of Practices in the classroom	Cumulative Values			
		Yes		Yes	
2	Practices Related to the Stages of PA	F	%	F	%
2.1	Does the teacher *encourage and motivate* the students to *follow the stages of process writing*?	1	25.0	3	75.0
2.2	Does the teacher ask the students to *practice note-taking*?	3	75.0	1	25.0
2.3	Does the teacher encourage the students to *brainstorm/pre-write*?	1	25.0	3	75.0
2.4	Does the teacher encourage the students to *plan/structure their writing task*?	4	100.0	-	-
2.5	Does the teacher encourage the students to *mind-map/translate their ideas into text*?	4	100.0	-	-
2.6	Does the teacher *encourage the students' creativity and critical thinking*?	-	-	4	100.0
2.7	Does the teacher encourage the students to *write their first draft*?	-	-	4	100.0
2.8	Does the teacher encourage the students to *provide peer feedback*?	1	25.0	3	75.0
2.9	Does the teacher encourage the students to *edit and revise their first draft* based on the feedbacks by their peers?	-	-	4	100.0
2.10	Does the teacher encourage the students to *write their final draft*?	1	25.0	3	75.0
2.11	Does the teacher ask the students to *make notes and incorporating materials from other sources*?	-	-	4	100.0

Source: my own survey, 2020

Process writing is the building block of writing skills as it encourages the learners to use their critical thinking skills, imagination and creativity.

In the above table 2 observation checklist items 2.1, 2.3, 2.8, and 2.10 shows that 3 (75%) of the English teachers do not encourage and motivate their students to follow the basic stages of process writing; they do not encourage the students to brain storm, to provide peer feedback and write the final draft respectively. Similarly, items 2.7, 2.9 and 2.11 reflect that all 4 (100%) of the English teachers of the three selected secondary schools do not encourage the students to write the first draft, edit and revise their drafts based on the feedbacks from their peers and their teachers as well as make notes and incorporate materials from other sources respectively.

The above observation result revealed that all the teachers observed 4 (100%) did not encourage their students' creativity and critical thinking skills. As they were observed, All the English teachers, 4 (100%) asked their students to practice in note-taking. Almost all 4 (100%), of them focused their practice of writing skills in asking their students to practice note- taking, encouraging the learners to plan/structure their writing tasks 4 (100%), encouraging their students to mind- map or translate what they have in their mind about their writing activities in to texts 4 (100%).

Table 3. Frequencies and Percentages of Practices Related to the Writing Collaboration in PA (4).

No.	Lists of Practices in the classroom	Cumulative Values			
		Yes		No	
3	Practices Related to the Writing Collaboration in PA	F	%	F	%
3.1	Does the teacher provide the students an *opportunity to practice writing tasks autonomously or independently*?	4	100.0	-	-
3.2	Does the teacher encourage the students to *work in pair*?	-	-	4	100.0
3.3	Does the teacher encourage the students to *work in groups*?	3	75.0	1	25.0
3.4	Does the teacher encourage the students to *read and discuss their written works*?	1	25.0	3	75.0

No.	Lists of Practices in the classroom	Cumulative Values			
		Yes		No	
3	**Practices Related to the Writing Collaboration in PA**	**F**	**%**	**F**	**%**
3.5	Does the teacher ask the students to *compare and contrast* their *written* task?	1	25.0	3	75.0
3.6	Does the teacher encourage the students to *share their written works to each other?*	1	25.0	3	75.0
3.7	Does the teacher encourage *student-to-student* interaction in the classroom in the process of writing?	-	-	4	100.0
3.8	Does the teacher encourage *student-to-teacher interaction* in the classroom in the process of writing?	4	100.0	-	-
3.9	Does the teacher *ask the students to develop an argument* to define the structure of their writing tasks?	1	25.0	3	75.0

Source: my own survey, 2020

From the above table it can easily be identified that all 4 (100%) of the observed grad ten English teachers provided their students an opportunity to practice autonomously or individually. Process writing encourages cooperation and collaboration between and among the students. Therefore, English teachers have to encourage their students to work in pairs and in small groups to discuss and read, compare and contrast. However, there was no teacher of English among observed encourages his students to work in pairs than in groups 3 (75%). The researcher noted in his classroom observation that teachers instructed the class to work in groups, though the way they organize the groups was random in the number of students and the academic performance of the learners within the randomly formed groups. However, the English teachers did not give the necessary attentions for students' pair work, without contextualizing and considering the importance of pair works during a writing lesson. This means that they emphasize the arrangement of random grouping of students without considering the importance of pair work in writing tasks. There was also few English teachers of grade ten 1 (25%) encouraged the students to read and discuss as well as compare and contrast their written works to each other.

It was observed that except 1 (25%) teacher, the rest 3 (75%) did not encourage the students to share their ideas and written works to each other during the writing lesson. All 4 (100%) of grade ten English teachers in the three selected

secondary schools with whom the researcher conducted the classroom observation, encouraged student -to-teacher interaction when practicing writing skills. During writing tasks, students were not encouraged to make interaction with each other. The table above shows that there was no student-to-student interaction during writing. Besides, the teachers did not ask their students to develop an argument to define the structure of their paragraphs or essays when writing a certain task, except few 1 (25%) teacher.

Among the 4 teachers observed to see whether they practice writing skills in the classroom using process approach, only 1 (25%) of them asked their students to develop an argument to define the structure of their writing tasks.

Generally, the above points can be concluded that most of the English teachers encouraged their students to work independently, in groups and be able to make interactions limited only with their teachers. Further, as it was proved by the data obtained from student questionnaire that majority of English teachers sometimes make the students to read and discuss their written works with their classmates; however, they did not encourage their students to work in pairs and share their ideas and written works with their classmates as well as be able to make interactions with each other. They did not encourage the students to compare and contrast their written works and make arguments on their written works to make brief the structures of their written tasks.

Table 4. *Frequencies and Percentages of Practices Related to Encouragement and Assistance during Writing PA (4).*

No.	Lists of Practices in the classroom	Cumulative Values			
		Yes		No	
4	**Practices related to encouragement and assistance during writing PA**	**F**	**%**	**F**	**%**
4.1	Does the teacher move *around the groups and help* students who need special assistance?	4	100.0	-	-
4.2	Does the teacher suggest the students how *to improve the content?*	4	100.0	-	-
4.3	Does the teacher suggest the students how to *improve the organization?*	4	100.0	-	-
4.4	Does the teacher suggest the students how to *improve vocabulary?*	3	75.0	1	25.0
4.5	Does the teacher *give the students sufficient time* to accomplish their task of composing?	1	25.0	3	75.0

Source: my own survey, 2020

All the observed English teachers, 4 (100%) help and give assistance for those students who need special assistance by moving around the groups and individuals. As the researcher observed, the practice on writing skills' topic with sub-topics such as "a report on energy", "letter writing", and "essay writing", and applying for jobs and colleges all grade ten English teachers, 4 (100%) suggest their students how to improve content of their writing, vocabulary of their writing tasks and the organizations of their writing tasks. They explained word collocations and their usage as well as

showed them how to organize their content of writing.

Most of the participant teachers 3 (75%) did not give their students enough time to accomplish their task of composing, sharing, editing, revising, reading and discussing their writing activities so that produce an intelligible text/paragraph/essay. The observation results revealed that very few teachers 1 (25%) gave their class sufficient time to produce a text. When the researcher actually observed, even those who allocated time for the students to practice their activities and what the students

actually used until the teacher told them to stop and reflect did not match. Interviews with the English teachers reflect that majority of them give their students few minutes as of the maximum 10. It seemed a symbolic time allocation only aimed to arouse the students to get on their tasks, rather than accomplish their tasks well.

As far as process writing is concerned, it requires sufficient time so that the learners go through all the stages of process writing beginning from brain storming, pre-writing, first drafting, reading and discussing and comparing and contrasting their works with their classmates, sharing their activities among and between one another, taking peer feedback, editing and revising, final draft writing, and finally evaluation and given feedbacks from their teachers.

Table 5. *Frequencies and Percentages of Practices Related to Evaluation and Feedbacks on written works in PA (4).*

No.	Lists of Practices in the classroom	Cumulative Values			
		Yes		No	
		F	%	F	%
5	**Practices Related to Evaluation and Feedbacks on written works In PA**	F	%	F	%
5.1	Does the teacher *evaluate the students' final product*/ paragraph or essay?	4	100.0	-	-
5.2	Does the teacher *give the students feedback* on their final version or product/ paragraph or essay?	4	100.0	-	-

Source: my own survey, 2020

As the researcher observed during the writing classrooms, all 4 (100%) teachers evaluated the learners' final composition randomly. All of them 4 (100%) gave the students feedbacks on their written works, but they only accepted those students who tried their composition within the limited 10 minutes. The researcher noted that the time given to the students had ended before they finished their writing tasks. Generally, it can be concluded that all the English teachers evaluate their students' written works and give them feedbacks on their final text; however, they do not evaluate and provide feedback for all the students in the classrooms.

Table 6. *Background Data of the Respondents.*

No.	Selected Schools	Grade and Section	Total Population			Sample Students		
			Sex			Sex		
			M	F	T	M	F	T
1	Gesuba Secondary & Preparatory School	10A-F	180	197	377	30	34	64
2	Wachiga Secondary School	10A-B	51	42	93	8	7	15
3	Sere Esho Secondary School	10A-B	45	49	94	8	7	15
Total			276	288	564	46	48	94

Source: my own survey, 2020

Table 7. *Frequencies and Percentages of Practices Related to the Writing Skills' Lessons and Objectives of PA (94).*

No.	Items	Always		Usually		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	**Practices related to the writing lessons and objectives of PA**	F	%	F	%	F	%	F	%	F	%	F	%
1.1	How often does your teacher introduce you the objectives of writing lesson?	69	73.4	12	12.77	13	13.83	-	-	-	-	94	100

Source: my own survey, 2020

2.6. Presentation, Analysis and Interpretation of Students' Questionnaire

From the above table 7 about the overall teachers' classroom practice of writing skills using process approach, it can easily be understood that majority, 69 (73.4%) of the student participants responded that their English teachers always plan and introduce the objectives of the writing lesson. Whereas 13 (13.83%) of the respondents responded that their teachers sometimes plan and introduce them the objectives of writing lesson followed by 12 (12.77%) students who responded that English teachers of grade ten usually introduce them the objectives of writing lesson. This shows that majority of the teachers always plan and introduce the objectives of the writing lesson to their students.

When the students were asked how often their teachers encourage and motivate them to follow the stages of process writing, 45 (47.87%) of the respondents answered that teachers of grade ten never encourage and motivate their students to follow the stages of process writing and 36 (38.29%) of the participants replied that they were rarely encourage and motivated by their English teachers to follow the stages of process writing. There were only 10 (10.64) and 3 (3.2%) of the respondents reported that they were sometimes and usually respectively encourage and motivated by their English teachers respectively to follow the stages of process writing while writing task is being given. From the responses given, 50 (53.2%) of the respondents confirmed that their English teachers always ask their students to practice note-taking while 22 (23.4%) of them responded that their English teachers usually ask them to practice note-taking. Among the respondents 11 (11.7%), 10 (10.64%) and 1 (1.06%) answered sometimes, rarely and never respectively asked to practice note-taking during a writing lesson.

It is quite worth to encourage the learners to brainstorm

or pre-write by generating what comes in their mind before the actual presentation. This helps them to think and imagine or predict things as they can perceive. The learners' creativity and critical thinking is developed when they discuss their ideas together, compare and contrast their activities with their friends while involving in meaningful communication and develop an argument to define their thoughts. Accordingly, 66 (70.2%) of the respondents replied that their English teachers sometimes encourage them to brainstorm or pre-write whereas 14 (14.9%) of them responded that their English teachers usually encourage them to brainstorm or pre-write when a writing lesson is introduced. The same number of respondents 14 (14.9%) answered they were rarely encouraged to brainstorm during a writing lesson.

Majority of participants of the study, 26 (27.66%) replied that English teachers sometimes encourage their students to plan or structure their writing tasks whereas 24 (25.53%) respondents replied that their teachers usually encourage them to plan their writing tasks. Among the respondents 20 (21.28%) answered that their teachers always encourage them to plan their writing tasks. The same number of respondents 20 (21.28%) replied English teachers rarely encourage them to plan or structure their writing tasks. Only 4 (4.25%) of them responded that English teachers of grade ten rarely encourage them to plan or structure their writing tasks. On the other hand, 40 (42.55%) respondents answered that they were usually encourage to mind- map or translate their ideas in to texts or paragraphs whereas 21 (22.34%) of the respondents replied they were sometimes encouraged to mind map or translate their ideas in to texts or paragraphs. When 18 (19.14%) of the respondents replied that they were rarely encouraged to mind- map or translate their ideas in to texts, and the rest 9 (9.57%) responded that they were always encouraged to mind map or translate their ideas in to texts followed by 6 (6.4%) who replied they were never encouraged to mind- map or translate their ideas in to texts.

Writing skill needs creativity and critical thinking. However, 52 (55.31%) respondents replied that English teachers never encourage their learners' creativity and critical thinking during writing lessons while 36 (38.29%) respondents answered that grade ten English teachers rarely encourage their learners' creativity and critical thinking skills. Few participants, 6 (6.4%) responded that grade ten English teachers sometimes encourage their students' creativity and critical thinking skills during writing lesson.

When the participants of the study asked how often their English teachers encourage them to write the first draft, 51 (54.25 %) of them replied that their English teachers never encourage them to write first draft in their writing activities. About 31 (32.98%) of the participants responded that they are rarely encouraged by their English teachers to write first draft in their writing tasks. Few participants, 11 (11.7%) responded that grade ten English teachers sometimes encourage their students to write the first draft in their writing activities. Whereas very few participants, 1 (1.06%)

replied that they usually encourage their students to write first draft in their writing activities. Actually, it is real to say that writing first draft is a forgotten stage in teachers practice as the researcher observed the four grade ten English teachers' classroom practices in all the three selected secondary schools. Teachers only encourage their students to produce the final text without going through the stages of process writing.

English teachers need to encourage their students to give feedback to each other's written works. However, according to table 7 item 2.8, majority of participants of the study 60 (63.82%) replied that English teachers never encourage their students to give feedbacks to each other's work. Whereas 27 (28.72%) and 7 (7.45%) respondents replied that grad ten English teachers rarely and sometimes respectively encourage their students to give feedbacks to one another's work during a writing lesson.

Most of the participants of the study, 63 (67.02%) replied that they are never asked to make notes and incorporate materials from other sources. Instead, they depend only on what is in their text books. Whereas 31 (32.98%) participants of the study answered they are rarely asked to make notes and incorporate materials from other sources.

Whenever one writes a certain text, editing and revising are the most important stages in the process of writing in order to improve one's writing skill. However, 68 (72.34%) participants replied that grade ten English teachers never encourage their students to edit and revise their written works before writing final product or text. On the other hand, 26 (27.66%) respondents replied that grade ten English teachers rarely encourage their students to edit and revise their written works before writing final product or text. This is true when the researcher observed the practice of teachers in the classroom during the writing lesson on "a report on energy", "letter writing", "applying for job or colleges" and "essay writing".

As shows in table 8 item 2.11, 78 (82.98%) of the participants of the study responded that their English teachers never encourage them to write the final draft whereas 16 (17.02) responded that their English teachers rarely encourage them to write the final draft.

As depicted in table 8 item 2.12, majority of the respondents, 27 (28.72%) answered that grade ten English teachers usually motivate their students to write a short paragraph or essay in the classroom and outside the classroom. The rest 24 (25.53%) replied that their teachers sometimes motivate them to write a short paragraph or essay in the classroom and outside the classroom. 23 (24.48%) also replied teachers rarely motivate their students to write a short paragraph or essay in the classroom as well as outside the classroom while 19 (20.21%) of the respondents answered that teachers always motivate their students to write a short paragraph or essay in the classroom and outside the classroom. Very few of the respondents 1 (1.06%) replied teachers never motivate their students to write a short paragraph or essay with in the classroom and outside the classroom.

***Table 8.** Frequencies and Percentages of Practices related to the Stages of PA (94).*

No.	Items	Always		Usually		Sometimes		Rarely		Never		Total	
2	**Practices related to the stages of PA**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
2.1	How often does your teacher encourage and motivate you to follow the stages of process writing?	-	-	3	3.2	10	10.64	36	38.29	45	47.87	94	100
2.2	How often does your teacher ask you to practice in note-taking?	50	53.2	22	23.4	11	11.7	10	10.64	1	1.06	49	100
2.3	How often does your teacher encourage you to brainstorm/pre-write?	-	-	14	14.9	66	70.2	14	14.9	-	-	49	100
2.4	How often does your teacher encourage you to plan/structure your writing task?	20	21.28	24	25.53	26	27.66	20	21.28	4	4.25	94	100
2.5	How often does your teacher encourage you to mind-map/translate your ideas into text?	9	9.57	40	42.55	21	22.34	18	19.14	6	6.4	94	100
2.6	How often does your teacher encourage your creativity and critical thinking?	-	-	-	-	6	6.4	36	38.29	52	55.31	94	100
2.7	How often does your teacher encourage you to write your first draft?	-	-	1	1.06	11	11.7	31	32.98	51	54.26	94	100
2.8	How often does your teacher encourage you to give feedback to each other's written work?	-	-	-	-	7	7.45	27	28.72	60	63.82	94	100
2.9	How often does your teacher ask you to make notes and incorporate materials from other sources?	-	-	-	-	-	-	31	32.98	63	67.02	94	100
2.10	How often does your teacher encourage you to edit and revise your written work before writing the final draft?	-	-	-	-	-	-	26	27.66	68	72.34	94	100
2.11	How often does your teacher encourage the students to write their final draft?	-	-	-	-	-	-	16	17.02	78	82.98	94	100
2.12	How often does your teacher motivate you to write a short paragraph/essay in the classroom and outside the classroom?	19	20.21	27	28.72	24	25.53	23	24.48	1	1.06	94	100
2.13	How often does your teacher motivate you to write a long paragraph/essay in the classroom and outside the classroom?	-	-	-	-	5	5.32	75	79.78	14	14.9	94	100

Key: 5= Always 4= Usually 3= Sometimes 2= Rarely 1= Never
Source: my own survey, 2020

However, 75 (79.78%) of the respondents replied that grade ten English teachers rarely motivate their students to write a long paragraph or essay in the classroom and outside the classroom while 14 (14.9%) replied their teachers never encourage them to practice writing long paragraphs/essays in writing lessons. The rest 5 (5.31%) of the respondents answered grade ten English teachers sometimes encourage their students to practice writing long paragraphs and essays in writing lessons.

***Table 9.** Frequencies and Percentages of Practices Related to the Writing Collaboration (94).*

No.	Items	Always		Usually		Sometimes		Rarely		Never		Total	
3	**Practices related to the writing collaboration**	**F**	**%**	**F**	**%**	**F**		**F**	**%**	**F**	**%**	**F**	**%**
3.1	How often does your teacher provide you an opportunity to practice autonomously or individually?	52	55.31	26	27.66	10	10.64	4	4.25	2	2.14	94	100
3.2	How often does your teacher encourage you to work in pair?	-	-	-	-	22	23.4	62	65.96	10	10.64	94	100
3.3	How often does your teacher encourage you to work in groups?	27	28.72	31	32.98	15	15.96	13	13.83	8	8.51	94	100
3.4	How often does your teacher encourage you to read and discuss your written work?	-	-	-	-	70	74.46	20	21.28	4	4.26	49	100
3.5	How often does your teacher ask you to compare and contrast your written work with your peers?	-	-	-	-	1	1.06	47	50	46	48.94	94	100
3.6	How often does your teacher encourage you to share your written works to each other?	-	-	-	-	8	8.51	34	36.18	52	55.31	94	100
3.7	How often does your teacher encourage you to interact with your classmates during process of writing?	-	-	1	1.06	34	36.18	48	51.06	11	11.7	94	100
3.8	How often does your teacher encourage you to interact with him/her during process of writing?	29	30.85	33	35.11	15	15.96	9	9.57	8	8.51	94	100

Key: 5= Always 4= Usually 3= Sometimes 2= Rarely 1= Never
Source: my own survey, 2020

As indicated in the table 9 item 3.1 above, 52 (55.31%) of the respondents acknowledged that their English teachers always provide their students an opportunity to practice autonomously or individually whereas 26 (27.66%), 10 (10.64%), 4 (4.25%) and 2 (2.12%) of the participants replied that English teachers usually, sometimes, rarely and never respectively give their students an opportunity to practice writing individually.

When participants of the study were asked how often their English teachers encourage them to work in pairs, majority of the students, 62 (65.96%) participants answered that they were rarely encouraged to work in

pairs during a writing lesson. Whereas 26 (27.66%) of the participants of the study answered, their English teachers sometimes encourage them to work in pairs during a writing lesson while 10 (10.64 %) respondents answered that they were never encouraged to work in pairs during a writing lesson. On the contrary, majority of the participants, 31 (32.98%) replied that they were usually encouraged by their teachers to work in groups at the time of a writing lesson, and 27 (28.72%) responded that their English teachers always encourage them to work in groups during a writing lesson followed by 15 (15.96%) participants who replied that they sometimes encourage them to work in groups. There remaining 13 (13.83%) and 8 (8.51%) participants replied that their English teachers rarely and never respectively encourage them to work in groups during a writing lesson. This implies that grade ten English teachers usually encourage their students to work in groups, but they rarely urge them on to practice in pairs during their writing activities.

Table 9 item 3.4 indicates that about 70 (74.46%) of the respondents replied that grade ten English teachers sometimes encourage their students to read and discuss their written works with their classmates whereas 20 (21.28%) and 4 (4.25%) of them answered their teachers rarely and never respectively encourage the students to read and discuss their written works with their classmates. About 47 (50%) respondents also replied that grade ten English teachers rarely ask their students to compare and contrast their written works with their peers. Whereas 46 (48.94%) of the participants responded that they never encourage their students to compare and contrast their written works with their classmates. Only 1 (1.06%) student answered that grade ten English teachers sometimes encourage their students to compare and contrast their written works with the rest of their classmates.

Writing in general and process writing in particular requires cooperation and collaboration which results in interaction. When students write a certain activity, they need to be involved in interaction so that they share their ideas and opinions to develop their arguments. To this end, majority, 33 (35.11%) of the participants replied that their teachers usually encourage them to interact with them during process writing. Whereas 29 (30.85%) respondents replied that English teachers always encourage them to interact with them during process writing. The rest 15

(15.96%), 9 (9.57%), and 8 (8.51%) of the respondents replied that their English teachers sometimes, rarely, and never respectively encourage their students to interact with them during process writing. However, as 48 (51.06%) respondents replied, English teachers rarely encourage their students to interact with their classmates during process writing and 34 (36.17%) participants answered that they are sometimes encouraged by their teachers to interact with their classmates during process writing. The remaining 11 (11.7%) and 1 (1.06%) respondents replied that their English teachers never and usually respectively encourage their students to interact with their classmates during process writing.

This implies that most of the time English teachers encourage their students to communicate with them rather than make the students to interact with each other during writing lessons.

Writing skills in general and process-oriented writing in particular requires an exchange of ideas between and among the learners and their teachers during their composition writing. To this end, for the question that asks the participants whether their teachers encourage them to share their works with others during composition writing, majority of the students, 52 (55.31%) answered that English teachers never encourage their students to share their works with others during composition writing and about 34 (36.17%) participants answered that English teachers rarely encourage their students to share their works with their classmates during composition writing. Few of the respondents as of 8 (8.51%) answered that their English teachers sometimes encourage them to share their written works with their classmates.

As the researcher observed the teachers' practice of writing in the classroom, all 4 English teachers observed did not urge on their students to share their activities with others during composition writing. This indicates that students are not given opportunities to share their works with their classmates during the writing lesson.

Generally, it can be concluded from the above discussions that majority of English teachers encourage their students to shoulder the responsibility to carry out their writing activities independently or autonomously. In addition, they urge on the learners most of the time to work in groups during a writing lesson as supported by the current approach of active learning by arranging the learners in to small manageable groups.

Table 10. Frequencies and Percentages of Practices Related to Encouragement and Assistance during Writing in PA (94).

No.	Items	Always		Usually		Sometimes		Rarely		Never		Total	
4	**Practices related to encouragement and assistance during writing in PA**	F	%	F	%	F	%	F	%	F	%	F	%
4.1	How often does your teacher help you when you face challenges while you write your paragraph/essay in the classroom?	35	37.23	19	20.21	20	21.27	12	12.77	8	8.51	94	100
4.2	How often does your teacher give you sufficient time to accomplish your task of composing?	1	1.06	6	6.4	20	21.27	42	44.68	25	26.59	94	100

Key: 5= Always 4= Usually 3= Sometimes 2= Rarely 1= Never
Source: my own survey, 2020

As can be seen from the above table 10, grade ten English teachers always help their students when they face challenges during writing paragraphs or essays in the classroom as 35 (37.23%) respondents answered. On the other hand, 20 (21.28%) respondents replied that grade ten English teachers sometimes help their students when they face challenges of contents of their writing, organizations of their writing tasks, and vocabulary of their writing activities during writing paragraphs or essays. There are 19 (20.21%) participants who replied that English teachers usually help their students as they face challenges while they write paragraphs or essays in the classroom, but 12 (12.77%) respondents replied that English teachers rarely help their students when they face challenges while they write their paragraphs or essays.

According to the above table, majority of the respondents, 42 (44.67%) replied that English teachers rarely give sufficient time for the students to accomplish their composition during process writing. The other 25 (26.59%) of the participants responded that their teachers never give them sufficient time to accomplish their task of composing during writing lessons, and 20 (21.28%) respondents replied their English teachers sometimes allocate them enough time to write and accomplish their compositions. Few of the respondents, 6 (6.4%) responded that their English teachers usually give them enough time to compose while very few 1 (1.06 %) replied that their teachers always give them sufficient time to write their composition.

Generally, it can be concluded that grade ten English teachers always help and assist their students when they face challenges during writing paragraphs or essays in the classroom; however, they never allot ample time for them to practice writing.

Table 11. *Frequencies and Percentages of Practices Related to Evaluation and Feedbacks on written works in PA (94).*

No.	Items	Always		Usually		Sometimes		Rarely		Never		Total	
5	Practices related evaluation and feedback during writing in PA	F	%	F	%	F	%	F	%	F	%	F	%
5.1	How often does your teacher evaluate your final product/ paragraph or essay?	27	28.72	19	20.21	19	20.21	10	10.64	19	20.21	94	100
5.2	How often does your teacher provide you his/ her feedback to your writing works?	33	35.11	17	18.08	20	21.28	18	19.13	6	6.4	94	100

Key: 5= Always 4= Usually 3= Sometimes 2= Rarely 1= Never
Source: my own survey, 2020

As 27 (28.72%) of the respondents replied, grade ten English teachers always evaluate their students' final compositions whereas 19 (20.21%) respondents replied that their English teachers usually evaluate their students' final products or paragraphs and essays. Furthermore, 19 (20.21%), 19 (20.21%), and 10 (10.64%) of the participants answered that their English teachers sometimes, never rarely respectively evaluate their learners' final products or paragraphs and essays. As the researcher recognized in his classroom observation sessions, all the English teachers in the three selected secondary schools were emphatic to evaluate the outputs of their students' written works during and immediately after a writing activity. They crosscheck how their students write, and even value those students who could accomplish their task of composing earlier.

According to 33 (35.11%) of the respondents replied, grade ten English teachers always provide their feedback for the learners' written work. About 20 (21.28%) of the respondents replied that grade ten English teachers sometimes provide their feedbacks for the learners' written works. Whereas 18 (19.14%), 17 (18.08%) and 6 (6.4%) replied that grade ten English teachers rarely, usually, and never respectively provide their feedbacks for the learners' written works.

Generally, it can be implied that grade ten English teachers always evaluate their students written works and provide them feedbacks on their written works.

This can be concluded that majority, 50 (53.2%) participants replied that grade ten English teachers always ask their students to practice note- taking, 66 (70.2%) replied that they are sometimes encouraged to brain storm when a writing skills lesson is introduced. About 26 (27.66%) participants replied that their English teachers sometimes encourage them to plan or structure their writing activities, 40 (42.55%) respondents answered that their English teachers usually encourage them to mind-map their writing tasks. About 27 (28.72%) of the students responded that their English teachers usually motivate their students to write short paragraphs whereas 75 (79.78%) replied that they rarely encourage their students to write long paragraphs in the classroom and outside the classroom.

However, 45 (47.87%) of the students replied that grade ten English teachers never encouraged and motivated their students to follow the stages of process approach of writing. As the majority of participants, 52 (55.3%) replied, their English teachers never encourage their creativity and critical thinking skills. About 51 (54.25%) responded that teachers never encourage their students to write the first draft, 60 (63.82%) responded that they never encourage the students to give feedback to one another's written works during the writing lessons. Moreover, 63 (67.02%) of the participants replied that their English teachers never ask them to make notes and incorporate materials from other sources. Majority, 68 (72.34%) students responded that English teachers never encourage their students to edit and revise their written works before writing final text. Majority, 78 (82.98%) of the students also replied that they were never encouraged to write the final draft.

2.7. Results of Teachers' Interviews

Interviews with the four English teachers of the three selected secondary schools are aimed at obtaining the necessary data regarding their overall practices of teaching writing skills using process approach. The data gathered through the interview were analyzed and interpreted textually. There are 4 English teachers in the three selected secondary schools. They have work experiences ranging from 7 up to 11 years in teaching English. Each English teacher has a work experience as the researcher transcribed T1 (7 years and 8 months), T2 and T3 (8 years), and T4 (11 years). The researcher used audio recorder in order to make the interview data valid and reliable. Then he recorded the interview carefully and later coded and transcribed them to make the analysis and interpretation easier. Thus, the following are the results of the interview data discussed and interpreted integrating the results of teachers' interview with the results of questionnaire and observation for the sake of better triangulation.

2.7.1. Practices Related to the Lesson Objectives and Stages of the PA

Question 1: Do you use process approach to teach your students writing skills? How often do you plan lessons to teach them? How often do you give emphasis for process, and not for product/ output writing? Could you reason out why you emphasize one and not the other? Do you often focus primarily up on fluency or accuracy of form /error-free writing of your students' essay/paragraph? Why?

All four English teachers answered "Yes!" For the question asking whether he plans lessons to teach writing skills and follows the process approach during the teaching of writing skills. They confirmed that they always plan lessons to teach writing skills. T1 explained that he plans daily lessons and these lessons incorporate plans of teaching writing skills. What he plans, as he responded, depends up on the contents of teaching writing. He made it clear that he teaches PA of writing when the content invites and he teaches simple activities in another time. T1 (7 years and 8 months' work experience in teaching the English), the 8 years experienced T2 and T3 as well as the 11 years experienced T3, explained that the students had no awareness of what writing is all about, except writing and copying the notes from the blackboard and their text books. All grade ten English teachers responded that they often focus up on process writing and fluency instead of accuracy; and justified that it helps the students to improve their skills as well as enhances their career when they become employees in a certain organization.

This implies that all grade ten English teachers plan lessons to teach writing skills and often focus up on PA to teaching writing, taking in to account the fact that it helps them to improve and develop their skills in their future career. They also encourage their students to write fluently. T2 added that whenever fluency is emphasized, creating mistakes is obvious in the learning process which can progressively be improved, and therefore, that learners are required to write fluently. Throughout error and correction they can become accurate. However, they all complained that the students lack awareness about the writing skills.

There is similarity between the observation results and interview made with the English teachers regarding planning lessons to teach writing skills. Although majority of the teachers hesitated "Yes" when they were asked whether they use process approach of writing during teaching writing skills, what was observed in the classroom and the data obtained through students' questionnaires keep apart. The researcher proved in his observation and agrees with the data obtained via students' questionnaires which indicates that majority of students answered their English teachers never follow the process approach of teaching writing skills.

Based on the data, it could be possible to conclude that English teachers plan lessons of writing skills and make clear the objectives of their lessons. However, they do not follow process oriented approach when teaching writing skills.

Question 2: Do you encourage your students to brainstorm their ideas, plan, and mind-map/translate their ideas in to text, write first draft, edit and revise before writing their final draft essay/paragraph? Could you elaborate how could these processes enhance your teaching practice?

All interviewees responded "Yes" when they were asked whether they encourage their students to follow the stages of PA of writing. T1 eagerly explained that brain storming is the primary activity in writing which helps teachers to grab the attention of the learners so that keep them attentive. All of them replied that encouraging the learners to fluently write following all the stages of PA enhances much of their teaching practice.

Based on the data obtained through student questionnaire and classroom observation, it can be concluded that no matter how all the English teachers sometimes encourage their students to brainstorm, they do not follow the approaches of process writing. They do not urge on their students to begin their writing activities from first drafting followed by reading and discussing, comparing and contrasting their activities with others, sharing ideas among themselves and give peer feedback.

Question 3: Do you encourage your students to make notes and incorporate materials from other sources? How do you encourage your students' creativity and critical thinking?

All the English teachers replied "Yes "for the above question 3. T1 explained that he orders them to read different reference materials. T2 also said that he sometimes encourage the students to make notes and incorporate materials from other sources. Similarly, T3 and T4 answered that they encourage their students to read and refer to other books like history, geography, etc. though there is enough books in the library. On the other hand, when the English teachers were asked how did they encourage their students' creativity and critical thinking skills, T1 explained that he shows them some important things first and encourages them to think themselves and write paragraphs of their own to make them think critically and be creative. Whereas T2 explained that he encourages his students' creativity and

critical thinking skills by suggesting them to write paragraphs through reading and searching additional materials from library individually as well as ask and help one another. The same explanations were given by T3 and T4.

Generally, the data obtained from students' questionnaire and classroom observation witness that though grade ten English teachers explained that they encourage their students to make notes and support with materials from other sources, it was not practical. This is proved when 63 (67.02%) and 31 (32.98%) students replied that English teachers never and rarely respectively encouraged their students to make notes and support with materials from other sources. similarly the teachers' classroom practice observation result shows that 3 (75%) of them encourage their students to make notes and support with materials from other sources. The data from classroom observation reveal that 4 (100%) teachers do not practice fostering the students to create and think critically during a writing lesson, though they he sitated that they encourage the learners to read books from library where there are very few books to refer or read. Moreover, data through students' questionnaire witness that 52 (55.32%), 36 (38.3), and 6 (6.83%) student participants responded that grade ten English teachers never, rarely and sometimes respectively encouraged their students' creativity and critical thinking skills.

2.7.2. Practices Related to Collaboration in PA

Question 4: Do you encourage your students to work collaboratively, and give feedbacks to each other in their paragraph/essay? How do you suggest them to improve the contents, organization and vocabulary of their paragraph/essay?

All T1, T2, T3 and T4 replied "Yes" for the above question. They explained that they organize the students to work individually, in pairs and in groups depending up on the contents of the writing lesson. Furthermore, T1 elaborated that he instructed the students to do activities and encouraged them to exchange their activities with their partners to be able to provide one another peer feedbacks. He added that he encouraged them to read references to improve the contents, the vocabulary and the organizations of their writing tasks. T2, on the other hand explained that he gave them opportunities to give each other feedbacks, but the students were very shay and reluctant to give peer feedback. T3 and T4 also replied that students do not try to give peer feedback for the fact that they depend up on their L1 and unable to do the instruction using the classroom medium.

As the researcher proved in the observation sessions and the data from students' questionnaire reveal that 31 (32.98%) of the students responded, their English teachers usually organized them to collaborate in groups during the writing lessons and about 52 (55.31%) student participants replied that their English teachers always encouraged them to work independently. Majority of students replied that their teachers also help and give them assistances regarding the content, organizations and vocabulary of their writing activities by providing pre-explanations.

The researcher also noted out in relation to his observation and concluded that teachers did not provide the students opportunities to work in pairs and try to give peer feedbacks. He criticized that English teachers should not undermine the equal importance of pair work for the benefit of group work; rather, they had to use pair work as equally important as group work. Most importantly, pair work has a space value than group work in that students seating in the same chair can work together without worrying about some inconveniences that might happen in group works.

Question 5: Do you encourage your students to compare and contrast their works with others, read and discuss their paragraph/essay while making meaningful communication?

T1, T2, T3 and T4 replied that they sometimes encourage the students to stand and read their works to other students in the classroom. T1, T3, T4, replied nothing about his practice of encouraging students to compare and contrast, but T2 replied that he sometimes shows the students pictures to compare and contrast. They all reasoned out that the students are so shy and do not want to interact with each other, and they are also afraid of making mistakes before their friends. Teachers pointed out that the students are dependents of their L1.

This is in line with the data obtained from students' questionnaire and classroom observation, 47 (50%), 46 (48.94%) and 1 (1.06%) grade ten student participants replied that their English teachers rarely, never, and sometimes respectively encouraging them to compare and contrast their written works with others. The observation result also shows that 3 (75%) of grade ten English teachers do not encourage their students to compare and contrast their written works with others whereas 1 (25%) teacher encourages the students to compare and contrast their written works with others. Majority of students, 70 (74.46%) responded that their English teachers sometimes encourage them to read and discuss their paragraph/essay with their classmates whereas 20 (21.28%), and 4 (4.26%) of the respondents replied that their English teachers rarely and never respectively encourage them to read and discuss their paragraph/essay with their classmates. Moreover, the observation result shows that 3 (75%) English teachers do not encourage their students to read and discuss their paragraph/essay with their classmates while only 1 (25%) English teacher encourages them to read and discuss their paragraph/essay with their classmates.

It can be concluded based on the data obtained from students' questionnaire, classroom observation and teachers' interview that grade ten English teachers do not encourage their students to compare and contrast their written works with others, but they sometimes help them to read and discuss their works with their classmates, though they are very shay to interact and fear making mistakes before their classmates.

2.7.3. Practices Related to Encouragement and Assistance in PA

Question 6: How much time do you give for your students

during process writing activities in the classroom? How do you monitor the class and help those who need special assistance during the activities? What impacts does this have in your way of teaching process writing?

During the interview with 4 English teachers of the three selected secondary schools, T2 said, "a period has 40 minutes and I use 5 minutes for introduction and revision, 15 minutes for presentation, 10 minutes for practice activities and the rest 10 minutes for recapping and evaluation." T1 said that from the total 40 minutes, he gave 10 minutes after presentation to make the students practice writing compositions and evaluate their tasks. T3 and T4 claimed that they gave 20 minutes of the total time to let the students write a text and evaluate and give them their feedbacks, but some students even do not. In addition, they replied that they always gave the necessary assistance for those students who need either individually or in groups whenever they compose, so that be able to shape their contents and organization of their composition as well as the contextual use of vocabulary of their tasks.

Generally, they believed that these minutes were enough for the students to write a text. However, the researcher noted that each teacher has his own style of time allotment for the students to write composition and the time they gave their students to the average of 10 minutes is very little to finish their writing activities. This means that they do not give them enough time to write their compositions. They complained also that some students even do not know about what they were instructed to do. This can be seen from the results of the students questionnaire that 42 (44.68%) of the student participants complained that their English teachers rarely allocate them enough time to accomplish their compositions.

2.7.4. Practices Related to Evaluation and Feedback During PA

Question 7: Do you evaluate your students' final product/paragraph/essay? How do you make your evaluation and give your feedback on their final version/paragraph/essay?

All English teachers replied "Yes" when they were asked whether they evaluate their students' final composition. T1, T3 and T4 said that he evaluated the students' final composition by cross checking, calling the names of some students who perform actively in the classroom and looking at their exercise books. On the other hand T2 replied that he evaluates and gives his students feedback by showing and writing the correct model of the writing task or provide them clues to correct their writing activities.

From the data obtained through students' questionnaire and classroom observation, it can be concluded that all English teachers evaluate their students' final written works and give feedbacks of their own though they could not complete giving their feedbacks for the whole class. They gave their feedbacks during writing lesson and encouraged those students who could finish their activities earlier by giving marks. The responses ranging from 27 (28.72%) to 19 (20.21%) student participants positively responded that their English teachers

always and usually respectively evaluate their final compositions, and responses ranging from 33 (35.11%), 17 (18.08%) and 20 (21.28%) of students positively replied that their English teachers always, usually and sometimes respectively gave them feedbacks on their written works. Similarly, the results of classroom observation witnessed that all English teachers, 4 (100%) were observed that they actually evaluated their students final composition and gave their own feedbacks, though they could not complete evaluating and providing feedbacks for the entire class.

2.7.5. Factors That Affect PA

Question 8: What do you think are the major factors that may affect the practice of teaching writing skills using process approach?

All the English teachers of the three selected secondary schools addressed that students are very reluctant to learn writing skills in general and process writing in particular. They always expect to learn language structures (vocabulary and grammar) for the reason that most of the national examinations focus up on them. They also explained that the language problem of their students to mean that almost all the students adhere to their mother tongue than struggle their tasks of writing in the target language; shortage of reading/reference materials/books, the large class size which is very difficult to give the necessary assistance for all students during their tasks, and limitation of time were the major factors that they reported affected their practice of teaching writing skills using process approach.

Generally, the data obtained from the interview with grade ten English teachers of the three selected secondary schools indicated that majority of the English teachers plan and introduce their lessons and make clear the objectives of their lessons for the students. They always encourage the students to practice note-taking, brain storming, plan and structure their writing tasks, and mind-map or translate their ideas in their mind in to compositions. They always give the students assistances, encourage them to work in groups as well as work independently/autonomously. They always do their best to suggest their students how to improve their contents, organizations and the vocabulary of the English language in general and the writing context in particular. They evaluate their students' written works and give them feedbacks.

Nevertheless, there are limitations in the practice of process approach of writing. The English teachers did not encourage and motivate their students to follow the basic stages of process writing. They do not promote them to write the first draft. They forgot that writing activities always require editing and revising based on the feedbacks of the self, the peers and the teachers before the final output. More over them did not also consider the importance of peer feedback, note-making and incorporating materials from other sources. They never foster their students to write final draft, and share their own works with others. Furthermore, they misunderstood that the very limited time they gave (to the maximum of 10 minutes) for their students is enough to go through all the stages of process writing. They give very

limited opportunities for the students to read and discuss, to compare and contrast their works with other classmates. They never encouraged their students' creativity and critical thinking skills, and asked them to develop an argument to describe the structure of their writing tasks, and promote the learners to work in pairs.

3. Results and Discussion

This part focuses up on discussions of the results of the study obtained through classroom observation, questionnaire and interview in relation to literature based on the following three basic research questions:

a) Plans of teaching writing skills using the process approach EFL classrooms.
b) The actual classroom practices of teaching writing skills using the process approach.
c) The potential factors that affect the practices of teaching writing skills while employing the process approach.

3.1. Results

3.1.1. Plans of Teaching Writing Skills Using the Process Approach in EFL Classrooms

Whoever he/ she may be, the first thing in his or her mind before implementing a certain activity precedes planning. Teachers used to plan lessons based on the requirements of the organization where he/she works. Most of the time, those teachers who teach at secondary schools accustomed to planning annually, weekly and daily. In order to practice teaching process writing, teachers need to plan on the regular basis and bring their plans in to practice so that achieves their intended goals. As the researcher was eager to investigate whether the English teachers of secondary schools do planning before moving on to practice teaching process approach in their writing lesson, it was proved that majority of English teachers plan their lessons and introduce the objectives of their lessons to their students.

3.1.2. The Actual Classroom Practices of Teaching Writing Skills Using the Process Approach

To investigate the teachers' actual classroom practices of teaching writing skills using PA, the researcher conducted classroom observation with the selected English teachers from grade ten and made the student participants fill the questionnaire as well as conducted interviews with those teachers whose classroom practices were observed.

However, the data obtained from the questionnaire and classroom observations have shown that the secondary schools English teachers rarely organized their students to collaborate in pairs during the writing tasks. About 31 (32.98%) and 27 (28.72%) of the student respondents claimed that their English teachers usually and always respectively encouraged them to work in groups, and 62 (65.96%) of the students pointed out that their English teachers rarely organized them to work in pairs. The same result revealed from the classroom observation that 3 (75%) of the English teachers were observed organized their

students to collaborate in groups while 4 (100%) of the English teachers made pair work vestigial. This means that they did not consider the importance of pair work in writing classroom and the fact that it is even relatively quick and easy for the teachers to set up and value for spaces as of large classes.

Process approach of writing creates an attractive space for the students to be involved in reading and discussing during their writing activities. Nevertheless, English teachers gave less attention for the integration of reading and discussing when they teach writing skills. This is justified by the data obtained through questionnaire and classroom observation that 70 (74.46%) of students voted for the fact that their English teachers sometimes encouraged them to read and discuss during the writing lessons. Moreover, 47 (50%) and 46 (48.94%) of the students replied that their English teachers rarely and never respectively gave them opportunities to compare and contrast their written works.

In general process approach of writing is one of the most dominant and reliable approaches in the teaching of writing in the EFL /ESL contexts. It involves every steps of the memory and makes a creative thinking an integral part that the learners are free to write what comes to their mind. It is also the most important approach of teaching that creates an optimal condition for learners' creativity and thinking. It focuses on varied classroom activities (stages) such as organizing extended pieces of writing like generate ideas, develop an argument, define, organize and present them in acceptable ways; they are required to compare and contrast their works with other students, rewrite first or second draft, practice in note- taking and incorporate materials from other sources in their text without plagiarism, summarize, read and discuss, offer constructive criticism, and ask and get feedbacks from their teacher. Therefore, English teachers need to be committed to implement thoroughly and infuse critical skills/integrating critical thinking and creativity into students' entire education to promote the development of language use.

3.1.3. The Potential Factors That Affect the Practices of Teaching Writing Skills While Employing the Process Approach

Thus, there are different factors mentioned that affect the practices of process approach of writing. During the interviews with the English teachers, they mentioned that there was lack of interest in the students to learn the writing skills, large class size, time, the students' dependence on their L1, absence and insufficiency of reference materials, less attention given by the students' parents' to their education, less attention give by the English teachers themselves and the school administration, lack of follow up by the English teachers, less experienced/novice teachers, student disturbance during the lesson were the major factors affecting the process approach.

Moreover, students reported that lack of habit of reading, and thinking that it is not good to write without the knowledge of everything, the economic and social problems

leading to lack of psychological preparation or concentration, lack of awareness about writing, fear of making mistakes, and absence of makeup and tutorial classes were addressed as the major factors hindering the practice of process writing.

Marsano [16] suggested in his study that a healthy balance between negative consequences for inappropriate behavior and positive consequences for appropriate behavior is a guiding principle for disciplinary interventions. He stated that teachers have to attempt the specific techniques that involve both positive and negative consequences for disruptive behaviors in the classroom during the lesson:

1) *Teacher reaction*-the verbal and physical teacher reactions of making eye contact with an offending student by moving closer to him/her consequences for unacceptable behavior. Physical signals such as finger to the lips or shake of the head to indicate that a given action is inappropriate, providing the student with a simple verbal reminders privately and subtly as possible; moreover, if a student is simply "off task" but not misbehaving, simply stating the desired appropriate behavior, if a student does not respond to the more subtle interventions, simply telling the student to stop the inappropriate behavior, and stimulus cueing or providing a cue to students before inappropriate behavior occurs is another teacher reaction strategy.

2) *Tangible recognition*- the use of some concrete symbol of appropriate behavior.

3) *Direct-cost techniques* - negative consequences involve an explicit and direct consequence for inappropriate student behavior like isolation time out (the removal of a student from the classroom to a location reserved for disruptive students).

4) *Group contingency techniques* -similar to concrete recognition techniques apply to a pre-established group of students as opposed to individuals using interdependent group contingency (every student in the group to meet the behavioral criterion for the group to earn credit); dependent group contingency techniques (requires a specific individual or a specific set of individuals in the group to meet the behavioral criterion for the group to earn credit).

5) Finally, *home contingency* - involves making parents aware of the positive and negative behaviors of their children are the major strategies to keep track of student behavior efficiently and unobtrusively.

3.2. Major Findings of the Study

3.2.1. Findings About Plans of Teaching Writing Skills Using the Process Approach

The data obtained through classroom observations, students' questionnaires and teachers' interviews show that majority of English teachers had no problems of planning writing lessons and introducing them to the students. However, they merely plan to teach writing, but they do not encourage and motivate their students to follow the stages of process writing.

3.2.2. Findings About the Actual Classroom Practices of Teaching Writing Skills Using the Process Approach

Almost all grade ten English teachers provided their students encouragements and assistance; they always encouraged the students to practice notes-taking, letting them to brain storm, plan and structure their writing tasks, translate them in to texts, suggested them to improve the contents, organizations, and vocabulary of their writing activities as well as encouraged the learners to practice the tasks independently, in groups, and evaluated and gave their own feedback on the students' final product or composition.

However, they never encouraged the students to write first draft, edit and revise their first draft by including feedbacks from their peers and the teachers. They never encourage the students to give peer feedback in their written works. Furthermore, responses regarding the practice of note making showed that English teachers never encourage the students to practice note-making and incorporate materials from other sources, write the final draft, read and discuss, compare and contrast and share their works with other classmates. They never encourage the students to develop their own arguments to categorize the structure of their writing. They never give enough time for the learners to pass through all the stages of process writing in order to produce a good text. As the data obtained from students, most grade ten English teachers never encourage the students' creativity and critical thinking skills during the process writing. Moreover, they did not consider that pair work is equally important in process writing.

3.2.3. Findings About Factors Affecting the Practice of Teaching Process Approach of Writing

Data gained from students through open-ended questions and teachers' interview indicated that lack of students' interest to learn the writing skills, the large class size, students' dependency on their mother tongue (L1), and limitation of time affected the teachers' practice of teaching process approach. Furthermore, students 'in the open- ended questions addressed that lack of parents' attention to their education, less attention given by the English teachers themselves and the school administration, lack of follow up by the English teachers, the less skilled/novice teachers, student disturbance during the lesson were the factors affecting the process approach. Related factors such as lack of habit of reading, lack of students' psychological preparation and concentration, lack of awareness about writing, fear of making mistakes, and absence of makeup and tutorial classes were addressed as the factors contributing negatively to the practices of process writing.

4. Conclusions and Recommendations

4.1. Conclusion

The major purpose of this study is to investigate the practices of teaching writing skills using process approach in secondary schools. According to the major findings of the study, the researcher drew the following conclusions:

1) Most of the English teachers at secondary schools plan the writing lessons and introduce them to their students; however, there is mismatch between what they plan and what they practice.

2) All grade ten English teachers never practice teaching writing skills following the process approach.

3) Lack of students' interest to learn writing skills, large class size, the learners' poor language skills and dependence on their L1, limited time given to practice were the major factors that affected the practice of teaching process writing. Furthermore, lack of parents' attention to the students' education, less attention given by the English teachers themselves and the school administration regarding the writing skills, lack of follow up by the English teachers, less experienced/novice teachers, student disturbance, lack of habit of reading, lack of students' psychological preparation or concentration, lack of awareness about writing, fear of making mistakes, and absence of makeup and tutorial classes were identified as the major factors hindering the effectiveness of process approach.

4.2. Recommendations

Based on the findings and the conclusions of the study, the following recommendations most important were made:

1) What the English teachers plan and practice should go in line with the due considerations of process approach of teaching writing.

2) Process approach of teaching writing skills is the dominant approach to bring students language development that English teachers have a professional responsibility to encouraging the students to follow the basic stages of process writing whenever they teach writing skills.

3) They should frequently urge on the students to write first draft, to edit and revise their first draft, to make notes and incorporate materials from other sources, to write their final draft, and to give peer feedback. It is better to recommend that "encouraging learners of English language to begin their writing from first draft should be viewed as wisdom of writing than wrongly considering as wastage of time."

4) English teachers need to encourage their students to read and discuss, to compare and contrast their works with other classmates, and to develop an argument to define the structure of their writing.

5) Writing skills always require cognitive processing and thinking that it is recommendable for English teachers to provoke their students to be able to think critically and create new ideas when writing their compositions.

6) It is said that pair work increases students' time to talk, encourages their independence, allows individual differences in learning style, encourages co-operation, allows time for the teachers to work with individuals, decreases stress by allowing students to interact in the most usual human format. Therefore, English teachers should encourage their students to work in pairs as equally important as group work.

7) It is recommendable that ample time should be given to the students so that they could pass through all the necessary stages of process writing to practice writing activities outside the classroom to produce best output (compositions).

8) The school administration has to work in collaboration with PTA to create awareness among the students' parents regularly to give them enough time to read and study, and accomplish the tasks given by their teachers.

9) The school administration has to work in collaboration with the PTA as well as woreda education office, or may seek for NGOs to expand or construct additional classes to accommodate students in the standard of the level.

10) The English teachers and the school administration should counsel and advise their students to read and study without wasting their time and not to fear for making mistakes, for mistakes are ways of progression.

11) Education stakeholders such as the zonal education department and the regional education bureau in collaboration with the woreda education office should give the novice teachers well programmed periodic on-job professional development training.

12) English teachers should manage the class in discipline by engaging every student in the target activities. They ought to look for different techniques to settle class disruption. It is suggested that teachers have to attempt a healthy balance between specific techniques that involve both positive and negative consequences for disruptive behaviors in the classroom through the verbal and physical reactions of the teacher, tangible recognition, direct-cost techniques, group contingency techniques, and home contingency.

13) The national examination and the school examination system should purposefully include the productive skills, particularly the writing skill so that revitalize them among the students and the English teachers themselves.

14) The curriculum needs to be improved to begin teaching the productive skills, particularly the writing skills from the very lower grades.

15) The English teachers have to make a deliberate follow up and assessment after providing the students with the writing activities.

16) Equal attention should be given to the productive skills, particularly the writing skill.

17) All the English teachers in secondary schools should arrange make up and tutorial classes to help the students learn and understand better.

18) Finally, the researcher directs that further research needs to be made in order to include parents so that identify their roles in providing their sons and daughters enough time to read and study as well as do some activities given by their English teachers; and the attitudes of parents toward their students' writing habit.

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