



SCHOOL OF GRADUATE STUDIES

**INVESTIGATING ELF LEARNERS' WRITING STRATEGIES USED:
THE CASE OF HULBARAGE AND ANGAMO SECONDARY SCHOOLS
GRADE 9 IN FOCUS.**

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INVESTIGATING ELF LEARNERS' WRITING STRATEGIES USED: THE
CASE OF HULBARAGE AND ANGAMO SECONDARY SCHOOLS GRADE 9
IN FOCUS.

A Thesis submitted to school of graduate studies in partial fulfillment of the
requirements for the degree of Master of Arts in teaching English as a foreign
language (TEFL).

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We hereby certify that we have read and evaluated this Thesis titled “Investigating ELF learners' writing strategies used: the case of Hulbarage and Angamo Secondary schools grade 9 in focus” prepared under our guidance by Gebrie ZelekeTerefe. We recommend that the Thesis shall be submitted as fulfilling the requirements for the award of a MA degree in teaching English as a foreign language and Literature (TEFL).

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As members of the Board of Examiners of the Master of Art Thesis open defense examination, we have read and evaluated this Thesis prepared by Gebrie Zeleke Terefe and examined the candidate. We hereby certify that, the thesis is accepted for fulfilling the requirements for the award of the degree of master of Art (MA) in teaching English as a Foreign Language and Literature (TEFL).

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Final approval and acceptance of the Thesis is contingent upon the submission of its final copy to the Council of Postgraduate Program (CPGS) through the candidate’s department or school graduate Committee (DGC or SGC).

DECLARATION

I hereby declare that this M.A. Specialty thesis dissertation is my original work and has not been presented for a degree in any other university and all sources of material used for this thesis have been duly acknowledged.

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List of abbreviation

SBI: strategy-based instruction

EFL: English as a Foreign Language

ESL: English as a Second Language

LLSs: Language Learning Strategies

FL: Foreign Language

SILL :Strategy Inventory for Language Learning

Abstract

The main purpose of this study was to investigate EFL learners writing strategies use at Hulbarage and Angamo secondary schools grade 9 in focus. To attain this objectives, mixed (quantitative and qualitative) research approach was employed. And the researcher used descriptive research design. In order to gather the necessary data 150 ,students and 6 English language teachers, who have been teaching in grade 9 were selected as participants. Students were selected by using simple random sampling technique and the teachers were selected by compeherensive sampling technique. The data has been collected through questionnaire and interview. The students questionnaire to figure out learners most frequently use of learning writing strategies and difficulties face during writing composition. Questionnaires of teachers conducted to identify learners most frequently used strategies, to find out writing strategies EFL learners use and to examine learners least frequently used strategies. The second instrument of data collecting was interview for teachers to triangulate the finding of the problem. The result of students questionnaire revealed that majority of the students in the area use social strategy that they ask questions, show their writing to somebody and received feedback. And most of the students suggested in the questionnaire that they face difficulties in vocabulary , grammar organization of contents while they write composition . Therefore the researcher can conclude that,due to lack of vocabulary and grammar writing skills can not improved and use effective strategies. More over the results of teachers questionnaire revealed that social learning writing strategies have been used most frequently that they ask question . show their text to some body and receive feedback from others and sometimes hey used affective learning writing strategies . Teachers interview also revealed the findings and there is usage of social and affective learning writing strategies based on the findings of the study important conclusion were drawn and some useful recommendation were forwarded.

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CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

English language which currently used in variety of human communication is an important international language. And it is used as a medium of communication in different fields such as business, science, technology, education, politics and diplomacy in the world. Wang (2006) stated that English language is the official language for 45 countries in the world and 75 % of the television programs are produced in English language the beginning of learning English language in Ethiopian as a foreign language dates back to the emergency of modern education around the 1941. In those days, it was used as a medium of instruction starting from grade three and later on it has been used at high school level.

(Mohammed,2017),stated that EFL students who lack the ability to master all the aspect of writing suffer many difficulties when they try to express in written English.The development of writing is needed for secondary school's students and their writing strategies should be implemented effectively In order to improve their writing performance.

Learning language strategies are the general plan for the lesson that the learners use structural objectives.Brown,(2000) stated that learning language strategies are conscious techniques that individuals use to solve problems in their language learning process.

The study Bia, Hu&Gu(2014), investigated English writing strategies used by learners and what they reported after using the writing strategies in different English proficiency. Writing strategies focus on the Meta Cognitive, cognitive, compensation, social, affective etc.

Saeoofi ,(2017) stated that students with high writing ability use more writing strategies than those who have low writing ability. Using effective writing strategies is vital for the learner's performance of academic writing. Cer (2019) stated that individuals require certain strategies for

planning, organizing, revising and evaluating writing. Learners have to practice the strategies of writing in the writing class to promote students writing skill.

Techniques and strategies help the students to practice opportunities of paraphrasing, sequencing, synthesizing and empowering them to develop their writing ability (Kattenkola. K.(2019)In the past time most of the learners used traditional way of teaching writing which is known as product approach. In this approach learners focused on the model, form, and grammar rather than ideas. Ngubane (2018) point out that teachers assess learners writing based on how accurate they are in grammar, spelling, and punctuation.

Most of the students in Silte zone Hulbarage woreda secondary schools there is the problem of writing composition effectively , and this may be lack of using effective learning writing strategies by following the process of writing in monitor an evaluate again and again. Cognitive Strategy deals with monitor and evaluate the progress in writing by revise and edit an essay two or more times . Due to the vast problems writing in the area , the research chose the topic that I believe there is the problem of using these kind of effective learning writing strategies

1.2. Statement of the problem

Writing skill enables us to communicate with people beyond the limits of time and distance. (Saeid,2017),Stated that writing is not only considered as criteria of setting knowledge for disseminating and producing knowledge in any educational system. It is one of the most difficult skill EFL learners are not expect to master According to Langon (1997),The most common mistakes learners make in writing are vocabulary, mechanics, subject verb agreement, fragment and dangling modifier.

Writing strategies refers to thoughts and behaviors that writers consciously select and use to improve their second language. The use writing strategies by EFL learners in different context varied depending on task requirements and learner's competence, discourse and discipline

Although Students study English for many years from grade one in Hulbarage and Angamo schools, they is a problem of writing in many ways. Therefore, it is necessary to carry out this study to investigate the strategies students employ in writing.

Learning English as foreign language writing strategies has not been implemented successfully and this may have had a bad result on the learning of writing. Some studies on the use of writing strategies have revealed their significant importance in determining learner's successes in writing course. For example, Raofi, et al (2017), argued that the how and when learners employ these strategies are the reflection of their competence as writers. Therefore the purpose of this study was to investigate EFL learners writing strategies. A researcher observed from his experience that most of the students in silte zone Hulbarage woreda secondary school grade 9 may have the problem of using writing strategies because they have not interest to do writing activities in the classroom. This motivates the researcher to do on the area, an investigation of EFL learners writing strategies use; The case of Hulbarage and Angamo secondary school grade 9 in focus

Different foreign and local researches have conducted on the topic. Al-zankawi (2018) for example studied on an investigation of EFL writing strategies cohesion Kuwaiti undergraduates and concluded that students need to be exposed to different writing skills and genres along with the effective writing strategies to improve their writing performance

Mirowska, M. (2014), Studied on an investigation into English language writing strategies used by Polish EFL secondary school learners and concluded that a few students seemed to be more reflective with regular to their English language writing strategies. Self reflection and learner's self awareness of their learning are essential elements in the development English writing proficiency.

Saeid (2017), Studies about an investigation into writing strategies and writing proficiency of university students. The finding is students should be encouraged to develop a repertoire of writing strategies in order to enhance their writing proficiency.

Muluken T, (2019), Studies on the investigation of English writing strategies and concluded that low achievers use language learning strategies less frequently than high achievers. He suggested that most of the students focus on accuracy rather than compositional aspect of writing process

The present study is different from all above mentioned in filling the gap that they did not focus on the least frequently used strategies of learners and their difficulties. This study is different from others in its objective and nature for the fact that this study has the objectives and the methodology. To be able to generalize the present research take the sample of two schools. The other researchers did not use, like sampling of schools and participants to get relevant data. The present study highly focused on EFL learners writing strategies in relation to difficulties learners used. In addition to this study is different in the context of setting

1.3 Research questions

This study sought to answer the following basic research questions.

1. What do writing strategies EFL learners use least frequently in a classroom?
2. Which writing strategies EFL learners use most frequently in learning writing?
3. Which difficulties students face while writing to use learning writing strategies ?

1.4. Objectives of the study

The general objective of the study was investigating EFL learners writing strategies use: The case of Hulbarage and Angamo secondary school grade 9 in focus.

1.4.1. Specific objectives of the study

The specific objectives of the study were to:

1. Find out the writing strategies EFL learners use least frequently in writing classes.
2. Identify writing strategies EFL learners most frequently use in learning writing ski
3. To examine Difficulties students face while writing to use learning writing strategies.

1.5 Significance of the study

The research aims at identifying EFL learners writing strategies of grade 9 students in Hulbarage and angamo secondary schools. It is expected to provide methodological insight for EFL

learners so that they can implement the principles of learning writing strategies. The finding of the the study has the following values; first it creates aware ness for the students about the strategies they use. And the result of the study can be useful to initiate teachers for using effective writing strategies which are very important for promoting student's writing performance. In addition to this it may help other researchers who have interest to conduct research on the topic and it suggests policy makers and curriculum developers to implement on teaching writing materials.

1.6 Scope of the study

This study mainly focus on grade 9 EFL learners writing strategies in the case of Hulbarage and Angamo secondary schools.It was delimited to two public schools namely Hulbarage and Angamo secondary schools in Hulbarage woreda, which is 190 km far from Addis Ababa.

The researcher selected theses schools due to the following reasons; first since the Hulbarage High school is the researcher's work place and has access to collect relevant data from each research subject as easy as possible , secondly the researcher has served as English language teacher for about six years.The population of the study was grade 9 students and English language teachers in the academic year 2023/24 G. C

1.7. Limitations

The researcher encountered many constraints in the time of conducting this study. First the students were not voluntary to read and give valuable information.But the researcher convinced them by taking a lot of time to get valid information. The second limitation was the researcher did not ‘t get views that shows EFL learning writing strategies. The other limitation of the study was, lack of time and budget to incorporate more schools and the researcher conducted interview for only six English language teachers by using purposive sampling method to get relevant data and generalize . This is another limitation in sampling. In spite of the limitation of literature review, willingness of participants and sampling , the researcher did his best to conduct the study as much comprehensively as possible and attempted to target the most out of the limited view and sample subjects have been more comprehensive and generalize.

CHAPTER TWO

2 REVIEW OF REALATED LITERATURE

2.1 INTRODUCTION

This chapter provides an overview of the literature relevant to L2 learners writing and language writing strategies in general, in addition to issues related to L2 writing in particular. The chapter begins with meaning of writing, process of writing and the strategies of students who are learning writing should apply.

2.1 1. Definition of writing

Writing is a process of conveying information, ideas, and thoughts that writers plan in their mind.(Guneyli,2016).Described writing as a transferring process that involves emotions, opinions, thoughts, dreams, and experiences based on language rules and symbols called letters. In acquiring writing skill, the process becomes more challenging for second language (ESL) learners as it demands them to undergo a specific process and apply some strategies to ensure that the written text is effectively delivered as planned. Al-Sawalha&Chow,(2012) also stated that the writing process in the second language is far complicated than writing in one"s native language due to its complexity to acquire that skill.

Writing can described as having three main activities: planning, formulating or composing and revising, which in the traditional understanding of writing was understood as a linear procedure, a strict "plan-outline-write" that had little to do with the complex activities that teachers observed in their writers' composing processes, as these were much more than building grammatically correct sentences. However, observations of writers in the process of composing resulted in a large range of recursive activities, such as gathering ideas, writing them down, composing, editing, reading, rescanning and proofreading. Such activities became fundamental in the fields of learning and educational psychology

Writing requires composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Then, it considered as a continuum of activities that range from the more mechanical or formal aspects of writing down on the one end to the more

complex act of composing on the other end.(cited in Negari, 2011)In addition, the writing process demands learners to use their critical thinking besides inculcating their previous knowledge that they have in their mind. Some researchers (Jennifer and Ponniah, 2017; Mastan et al., (2017) stated that the writing process is related to cognitive process, cultural, motivational and social factors. Having said that, it is true that writing in the second language (ESL) is a demanding process that requires writers to incorporate specific skills, language ability, and knowledge. In ESL writing, writers can be categorized into skilled writers and less-skilled writers. Writers' writing skill is determined by their writing proficiency or their language use. ESL writers who excel at producing a good composition are labeled as skilled writers, for they manage to apply their prior knowledge on any topics and use writing strategies in their writing compared to less-skilled writers.

Raofi et al. (2014) found that skilled writers manage to present the ideas in an organized way and then able to produce a review upon their final composition. In addition, writers' writing performance can also be measured by the strategies used during the writing process. Writers who apply strategies are said to perform better than those who write without any guideline. Writing with strategies will guide the writers to write accordingly which helps them to produce a well organized written text. (Aziz al,2017) revealed that students who have greater awareness concerning the strategies they Writing is one way to express ideas, experiences and feelings in to written form. Hedge (1988) argued that writing is more of recursive activity in which the writer moves backwards and forwards between drafting and revising, with stages of pre-planning in between. Rewriting gives students the chance to think further about the content. They are able to focus on the introductory paragraph and develop ideas from the previous draft in a subsequent paragraph in the new version.

(Dumais,1988) point out that writing in English meant to fill the gap that exists between us the ability to express ideas, fillings, opinions and others. Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, like listening, reading and speaking. Moreover students well, particularly when the paragraph will stand alone.

2.1.2 WRITING AS A PROCESS

Before dwelling on the general principles of effective writing, it is crucial that we first consider the series of activities that go in the process of writing. Writing is not a single act; it is a process, it is a series of steps that result in a composition whether a term paper in history or a job application letter that is well thought out, carefully organized, and technically correct

A Planning

Williams (2003:114), claims that “Planning is one of effective features of the writing process, although it can be one of the more challenging.” And then returns to define planning as “Reflecting on the material produced during pre-writing to develop a plan to achieve the aim of the paper” (p.106). At this stage writers, before beginning to write, consider three main issues (Harmer, 2004). At first, Harmer indicates that writers need to think about the purpose of their writing; by doing so, they will identify the text type they will produce along with the language used and the information included. Secondly, writers must account for the audience they are addressing allowing them to adjust their writing to leave a certain impact on the readers.

Bai et al. (2014) suggested that planning is the most prominent strategy chosen by primary learners in Singapore than other strategies. At this initial stage, writers will talk about arrangement and preparation before they start writing. There are some aspects that they consider during this planning stage such as they will ensure that they have a clear goal and plan. Some writers plan their draft in their mind, while some prefer proper planning by writing the ideas out as an outline.

B .Choosing and narrowing a topic

It is sometimes the case that rather than being given a topic to write on by teachers are required to select a topic on learners. In doing this, several factors must be put into consideration. As mentioned somewhere in this section, you must first ensure that you have sufficient interest in the chosen topic. Addressed in this regard is whether learner's personal observations, interviews etc. will result in being able to gather the required information (Adegbija, 1989, P.262).

C. Brainstorming

Once a topic has been chosen, the need arises for the writer to brainstorm for ideas on the chosen topic. Brainstorming, literally, implies storming or ransacking your brain until fresh and original

ideas begin to flow out naturally from it (Adegbija op.cit). It requires thinking over whatever topic one has chosen, pondering on it, examining its different facets and even imagining what thoughts others may have about it. While brainstorming, learners come up with many ideas very rapidly before considering some of them more carefully.

D. Reading and making notes

No writer is an infinite custodian of knowledge, to write well and effectively too, one needs to read extensively in order to search for information relevant to one's chosen topic. We can search for information from text books, journals, periodicals, encyclopedias or the Internet. As you read different materials carefully, you should also make useful notes. Notes provide you a summary of the texts that you have consulted. Your notes should be brief, accurate and well-organized.

E. Preparing an out-line

As mentioned in the earlier section of the chapter, planning is necessary for any effective or successful writing. Writing an outline especially at the preliminary stage of the writing process is a good step to achieving our desired goal in the end. An outline is a statement of relevant points to the topic before the actual writing is done. It provides the skeleton of the entire essay and helps to keep the focus of the essay intact. There are two types of outlining namely

F. Drafting

Drafting is putting down our thoughts or ideas about a chosen topic as they come to mind spontaneously. While preparing our first draft, we need not bother ourselves about the correctness of grammar and spellings, such things can always come later. When writing the first draft, release all the ideas incubated within you (ibid). One is, therefore, expected to write as freely and smoothly as possible.

After the first stage of planning for the writing, writers now need to follow another step that is drafting. It is producing the first version of the piece of writing that is a subject of amendment.

Donohue (2009), refers to drafting as the stage where "The students are able to draft their own writing" (P.12). Therefore, in the drafting stage, writers need to put all what he see relevant to the piece of writing they are composing regardless to spelling mistakes, grammar mistakes and others.

Therefore, the purpose behind drafting is together as much information, ideas and arguments that will be used later on in writing. Along the writing process there may exist a number of drafts until we reach the final version (Harmer, 2004).

G. Revising

Revision is a process of making changes to improve both what the essay says and how it is said (Kathleen 2003, p. 156). In any writing task, revision is necessary because it can make a significant difference in how well a write-up achieves its purpose and how effectively it expresses your ideas to the targeted audience. Revision, especially a thorough one, may be a herculean task nevertheless it is worth the while because it produces results by way of improving the standard of our essay. Revision is particularly crucial in the writing process because each time we revise; we add, delete or change the order of ideas or reword ideas. Revision in the writing process is, therefore, not limited to changing errors of grammar or mechanics; it may mean adding, eliminating or re-organizing key elements within the essay.

H. Writing the final draft

After editing and revising the first draft, the next task is to write the revised draft. At this stage, there is still room for improvement. However good the draft of your essay may be, it can still be improved upon especially in the course of writing the revised draft. When writing the revised draft, particular attention should be paid to careless mistakes in spellings, punctuation, grammar, logic and style (Adegbija 2004, P.269).

2. 1.3. Specific strategies for effective writing

We have been exploring general or macro strategies for effective writing in the last few sections, we shall now turn to discuss below.

A. Sentence construction

To write effectively requires making use of effective sentences as well. Effective sentences have four important characteristics. First, sentences should be clear and concise, second, sentences should be varied and should not all follow the same pattern; also, sentences should contain elements and parts that are parallel. Finally, sentences should contain strong active verbs (Kathleen2003, P. 181). Sentences that are concise convey their meaning in as few words as

possible (ibid). To achieve concision in sentences in the course of writing, Kathleen made the following suggestions.

B. Avoid wordy expressions.

That is we should do away with sentences with empty phrases that contribute little or nothing to the meaning of a sentence, e.g. ‘In no distant time, another revolution in herbal transformation is bound to occur’. This sentence is too wordy. The first phrase does not add anything to the meaning of the sentence as such it should be removed and the sentence rewritten as; ‘Another revolution in herbal transformation is bound to occur soon’.

C. Eliminate redundancy

. Redundancy is the unnecessary repetition of words or ideas. Redundant sentences express the same thing or idea twice by using the same words or different words that have the same meaning e.g.‘The idea to choose law as my profession will lead to steady, rewarding employment’. This sentence could be rewritten

2.4. Components of writing

Writing has its own components that help the reader to understand in written form. Oshiman & Hogue in Lukman Hakim (2011: 10), point out that there are five components of writing. They are content, organization, language use, vocabulary and mechanics.

2.4.1 Content

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate. Clifford (ibid), suggests that teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammar, spelling, and punctuation

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unity and completeness. Which become characteristic of good writing.

2.4.2. Organization

Some learners shared that when the teacher gives them any topic to write about. They come up with many ideas and points, but when they have to organize them together, they struggle. They are

unable to write cohesively, which troubles them.

Learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. "The most common students' problem in paragraphing is either the paragraph is not limited to a single topic or the topic is not developed or exemplified adequately. Raimes, (1983), states that the other problem of organization in students' writing is the difficulty of differentiating a topic and supporting ideas or generalization.

As Jumriani,(2017) In organization of the writing concern with the ways through which writer arranges and organizes the ideas in order to convey the message in the words. There are many ways used by the writers to organize or structure the writing this organization is mainly recognized as order. There are two parts of organization in this case, they are below:

2.4.3 Language Use

Language use in writing description and other forms of writing involve correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about tenses, verbs, nouns, and agreement. Specific nouns and strong verbs used as modifiers or adjectives, adverbs, and participles in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with overused or worn-out modifiers, find more interesting synonyms in the dictionary.

2.4.4. Vocabulary

In order to write well paragraphs, students' lexical knowledge or vocabulary is also very important. Words carry meanings and help students communicate with their readers effectively. Lack of words usually creates a breakdown in communication. Mohamed, (2015), asserted that students' vocabulary knowledge and writing performance correlate significantly.

Vocabulary difficulty means only storing a number of words in the mind without understanding their meaning. In connection to this Callister (1942) has the following to say: creating of vocabulary is not a question of increasing one's stock of words. This means storing a number of words with their meanings is the key to read and understand different materials, and to express our feelings to others.

Good writer should be mastery vocabulary and idioms as the language aspect dealing with the process of writing. The writer has to consider about how to put the words into paragraph until they can build a piece of writing Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing.

2.4.5. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials. Further explanations about mechanics are follows. Harmer. (2004).states “if capital letter, spelling, commas, full-stop, etc. are not used correctly, this is not only make as negative impression but also

2.6. Difficulties of writing in English

Difficulties in paragraph writing can be devastating to a student's education. Heaton (1975) stated that writing skill is complex and sometimes it is difficult to teach. To reach paragraph writing the teacher should Master not only grammatical device but also conceptual and judgmental elements. As students’ progress they are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop certain basic skills, he/ She will be unable to write with the speed and fluency required to excel as those demands increase. Within straggling such a kind of problem the writing process itself interferes with leaning students faced difficult odds have trouble staying motivated.

The basic point that makes writing difficult is the use of language or ability in written like punctuation, spelling, grammatical, vocabulary and so on. According to Jordan (1997) , writing is often confusing with the process of putting words down on paper in the same structure as an outline with appropriate style and vocabulary meaning. Reducing these difficulties is the major idea arranged in some often on the correction of mechanical and grammatical errors.

Byrne (1988) divided the problems that make writing difficult into three categories the first is Linguistic difficulty. Linguistic aspect like grammar, vocabulary language use and choice of sentence in writing must have fully monitoring. The second is physiology difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on develop written material or content

of composition. The third is cognitive difficulty; writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.

2.6.1. Difficulties for students

There are plenty of challenges somehow pull back the students from moving forward to produces a good piece of writing. Those are lack of vocabulary has cause the students to face challenges in acquiring writing skills. According to Asep. (2014) most of the students uses spoken and written communicate their idea beliefs and feelings with people around them. In effective writing skill vocabulary is the core and fundamental element. Another cause of anxiety for most students is poor spelling. In addition to grammar knowledge, memorization of the spelling will help the students to have good writing. Lack of exposure to books and reading

2. 6.2. Difficulties for teachers

There are plenty of challenges teachers faced when they teach writing skill. Now a day's teachers are having a hard time in motivating the students, not because the students naughtiness, but the students are not interested in learning writing. Having different levels of students in the class room is another challenges faced by teachers to teach writing. These are also some difficulties teachers faced in the class.

1. Time: this is the main problem faced by teaches. In order to practice the effective strategies in teaching writing in class room, the given period of time is inefficient. Students cannot practice paragraph writing within the principal of the strategy.

2. Knowledge: The other challenge is knowledge. The teachers did not take effective training of writing course in detail in to the colleges and university. When teaches don't know how to teach they trend to avoid it.

3. Lack of quality materials: in the teaching of writing the sampling written materials are necessary to show how the students put the idea in understanding way. In most schools of our surrounding there are no those article. Some of these are problems faced by teaches in the class room. In order to define LLSs, Oxford (1990: 7) refers to the epistemology of the word strategy, which comes from the ancient Greek where it meant 'generalship or the art of war' and it involved 'planning, competition, conscious manipulation, and movement toward a goal'. In the course of time, strategy has been used in wider contexts and eventually lost its connotations with

the military settings. As Oxford argues; "the strategy concept has been applied to clearly non-adversarial situations, where it has come to mean a plan, step, or conscious action toward achievement of an objective" (ibid.: 7-8). It has also become widely applied in educational settings where it has formed a popular fixed collocation, namely learning strategies .

There are various definitions of learning strategies, the one used in this research will be adopted from Oxford (2011: 12) who describes them as actions for learning which are under a learner's 'deliberate control'. Oxford (1990) provides a comprehensive account of LLSs. I found particularly interesting her argument that although learning strategies are used by students to become more proficient learners, it is the teacher's role to facilitate the process by helping students use the strategies most effectively (ibid.: ix). I would argue that the instruction in language learning strategies should be included in teaching syllabuses and it should become an important part of classroom pedagogy

. Furthermore, learner self-direction cannot be fully developed without an operational strategic tool set. Oxford also points out that LLSs are compatible with the process approach to language learning, which has replaced the product approach (ibid.: 5). The process orientation stems from the general systems theory which views all phenomena as dynamic by nature (ibid.).

Researchers and educators who have adopted this approach are not merely interested in the outcome of learning, which was characteristic of the product approach, instead they aim to uncover how students learn and what factors influence the process of language learning. At the same time, this approach has been criticized (Cumming, 2001) for its purely cognitive perspective. Currently, the post process approach is preferred in qualitative studies due to its multi-dimensional framework of analysis which takes into account social and cultural factors of learning and Oxford adopts this approach in her most recent review of issues in the field of LLSs research (Oxford, 2012).For the purpose of the present research, the post-process approach seems to offer sound

Hyland (2003) cited learning how to write is very difficult for both L2 learners and native speakers of English. It means that, to be native speaker of English does not mean that this person knows how to write effectively

. Therefore, knowing how to write effectively requires a lot of continuous and specialized instruction for both native speakers and L2 learners of English. Hyland (2003) noted that both learning and teaching of the writing skill is important. In other words, teaching writing plays a very significant role in the field of L2 teaching. In academic writing composing, analyzing and organizing ideas is sophisticated. Cognitive and metacognitive problems in students 'writing is an issue that they naturally face with. Sturm and Rankin-Erickson (2002) argued that one of advanced academic work in educational settings is composing, and applying various cognitive strategies are parts of the students' difficulties in writing

.Sturm, (2002) further stated that strategy instruction is a teaching approach that help students to develop strategies for all process of the writing by dividing the writing tasks and making the sub processes and skills much more explicit. Graham & Harris (1996) cite, many teachers tried to influence the course of this development in a relatively straightforward and direct fashion. They might model and explicitly teach the types of strategies used by more successful writers, or might predict routines where writing processes such as planning and revising were expected and strengthened. This view toward explicit teaching of learning strategies has marked a continued investigation into learning processes and support for the communicative philosophy of teaching learners how to learn, and thus become independent and autonomous learners through the use of learning strategies.

Brown (2000) indicated to the effectiveness of learning strategies in a variety of contexts. Brown mentioned that "...we probe its implications for your teaching methodology in the classroom, specifically, how your language classroom techniques can encourage, build, and sustain effective language-learning strategies in your students" (p.130)

Mayer (2003) identified three due processes for meaningful learning. These are: attendance, organization, an integration. Learners must pay attention to the relevant and important content, organize the content structurally, and integrate the content into their existing cognitive structure. Strategy teaching can therefore be summarized as teaching learners how to learn, with a view to become independent and autonomous learners. (Mayer, 2003). In the past many believed that learning ability of any person was a function of his intelligence and aptitude, but recently, the role of other non-intrinsic factors were hold in the process of learning. It is necessary here to clarify exactly what is meant by

cognitive and metacognitive strategies as two important learning strategies. Cognitive strategies is defined by Weinstein and Hume (1998) as the behaviors, thoughts, or actions used by the learner in the process of learning to organize and store knowledge and skills, and to apply them easily in the future. Metacognition is our knowledge about our own cognitive processes and how to optimally use them to achieve learning objectives (Biehler & Snowman, 1993). Metacognitive strategies are used for selecting suitable methods intelligently, supervising on their efficacy, correcting of errors, and if required, changing strategies and replacing them with new ones (Good & Brophy, 1995 as cited in Maleki, 2005). Up to now, a number of studies have found, I'm no that use of cognitive and metacognitive strategies improve learning process (Miller & Mercer, 1993; Biehler & Snowman, 1993; Weinstein and Hume, 1998). Wei. Chen and Adawu (2014) in a study explored how strategy-based instruction (SBI), assisted by multimedia software, can be incorporated to teach beginning-level ESL learners metacognitive writing strategies. Two beginning level adult learners participated in a 10-session SBI on planning and organizing strategies

2.7 Writing strategies

writing strategies which turned out to be a major reference for many researchers. Mu, (2005) Suggested that, there are five types of writing strategies identified and derived from ESL writing theories. The five writing strategies are rhetorical strategies, metacognitive strategies, cognitive strategies, compensation strategies, and social/affective strategies. These strategies have been explored by many researchers and they have come out with different findings on the composing strategies.

Using appropriate strategies in the process of writing has become persistently important. Accordingly, the differences between more and less capable learners in writing have been found in the range and appropriateness of strategies used, and in how the strategies are applied to the task (Maarof1 & Murat, 2013; Oxford, 2017). Therefore, possessing a variety of writing strategies is a key factor for successful writing. This means that students need a range of strategies that they can apply selectively to various writing tasks which enable them to effectively plan, draft, revise, and rework their writing (Chen, 2011, Raooft, Miri, Gharibi, & Malaki, 2017). Generally, writing strategies, which include memory, compensation, cognitive, meta-cognitive, affective, and social strategies (Cabrejas, 2012), play important roles in the process of learning to write.

Some research on writing strategies in China as reviewed by Zhang (2003) has shown that revision as a cognitive process is basically similar in the first language (Chinese) and the second language (English), and that there is an obvious positive transfer of the revising skills from

writing in Chinese into writing in English. On the other hand, Wang and Wen (2002) discovered in Chinese students a decline of first language use as the writers' second language developed, though the extent of the decrease in first language use in individual activities varied. Cohen and Brooks-Carson (2001) realized that the majority of their learner writers of French as a foreign language did better when they were writing directly in French than when writing in the first language and then translating into French, although one-third of them did better on the translated writing than when writing in French from the start. They argue that writing in the first language and then translating it into the target language can be an "alternate" means of good writing. Baker and Boonkit (2004) examined the reading and writing strategies of successful and less successful students in an English for Academic Purposes (EAP) context in Thailand using Oxford's classification of strategies. Overall, they found metacognitive, cognitive, and compensation strategies to be the most

Despite a substantial body of research into L2 writing strategies, the issue of how strategy instruction can be introduced most effectively into the classroom practice remains unresolved. This research will ask for students' opinion in this respect and will also gain an insight from the student's writing samples to establish the general level of students' writing competence. The quantitative part of this research will endeavour to investigate the correlation between the variety of writing strategies and the writing performance by using the statistical tools. The qualitative part will use the grounded theory approach and it will analyse the collected data in order to establish the patterns in the findings and form the ramifications for new theory which will address L2 writing strategies and L2 writing competence in Polish EFL secondary school context from a comprehensive global perspective. As for the implications of this research, the aim is to help Polish EFL students in the development of their writing skills. The L2 writing strategies have been viewed by researchers as tools enabling learners to take control of their writing process (Ox

2.8. Types of writing strategies

2.8.1 Cognitive strategies

Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing

information to develop stronger schema's (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

Cognitive Academic Writing includes activating a complex set of resources. These include content knowledge, linguistic knowledge (vocabulary, grammar and text structure) and strategic understanding (provision of relevant information). Students who are aware of their own learning process and what makes it effective learn more (Oxford 1990, 1997, 2011; O'Malley and Chamot, 1990). Crinon and Marin (2010) emphasise the role of peer collaboration in the deductive reasoning and their research findings revealed that peer collaboration resulted in an increase of students' strategic understanding and an overall development of their writing strategies. This was manifested in more coherent texts being produced by those students who developed their awareness of the reader and who aimed to ensure that the intended message is communicated to the reader. The researchers also established that students who took the role.

Cognitive writing strategy includes practicing writing, use reading to develop writing, use interchangeable grammatical structures, translate and outline , Reasoning, elaborating ideas, Contrasting, Summarizing, Self-questioning, Identifying key ideas, Expressing , opinions, Reaffirming, Connecting ideas, Selecting ideas, Rewriting, Looking for , information are some of them.

2.8.2. Metacognitive strategies

Metacognitive Strategies are employed for managing the learning process overall (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success and the success of any type of learning strategy). Purpura (1999) states that among native English speakers learning foreign languages metacognitive strategies have "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p.289).

Metacognitive strategy is a term used in Information Processing Theory to indicate an "executive" function and it refers to the strategy that is used by learners as the means to manage, monitor and evaluate their learning activities. simply, metacognitive strategies are skills, approaches, and thinking and actions that learners use to control their cognition and learning

process. The functions and the features of Metacognitive Strategies will be presented in the further section in more

Cognitive and metacognitive strategies as two important learning strategies. Cognitive strategies is defined by Weinstein and Hume (1998) as the behaviors, thoughts, or actions used by the learner in the process of learning to organize and store knowledge and skills, and to apply them easily in the future. Metacognition is our knowledge about our own cognitive processes and how to optimally use them to achieve learning objectives (Biehler & Snowman, 1993). Metacognitive strategies are used for selecting suitable methods intelligently, supervising on their efficacy, correcting of errors, and if required, changing strategies and replacing them with new ones (Good & Brophy, 1995 as cited in Maleki, 2005). Up to now, a number of studies have found that use of cognitive and metacognitive strategies improve learning process Adawu and Chen, (2014) in a study explored how strategy-based instruction (SBI), assisted by multimedia software, can be incorporated to teach beginning-level ESL learners metacognitive writing strategies. Two beginning level adult learners participated in a 10-session SBI on planning and organizing strategies.

The Cognitive Academic Language Learning Approach (CALLA) was implemented with the aid of graphic organizer software. It was found that technology-supported SBI has brought multiple benefits for the learners. Comparison of the writings before and after SBI indicated that there is noticeable improvement in learners' ability to generate ideas and organize Meta cognitive writing strategy includes contextualizing newly learned words or structures in different writing context, planning for writing, underlining error, brainstorm and concentrating while writing.

2.8.3 Memory -related strategies

Memory-related strategies aid learners to link one L2 item or concept with another, but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

Memory-related strategies in connection with writing deal with recollection of vocabulary (probably in a brain-storming activity) and important sub-topics / facts / issues to be mentioned in the paper. Compensatory strategies help the learner make up for the missing knowledge (e.g., guessing from the context in listening and reading; using synonyms, gestures or pause words while speaking) and include avoidance strategies (using synonyms, definitions, descriptions, paraphrasing - “talking/writing around” the missing word to aid speaking and writing). Compensatory or avoidance strategies are essential in writing, in order not to get stuck in case of poor vocabulary, spelling or grammar . Memory strategy includes new structures and expression, creating mental images, writing interesting language items on flash cards to better remember them.

2.8. 4 Affective strategies

Affective strategies are such as identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk. They have been shown to be significantly related to L2 proficiency, however, for writing they are not so important, unless the writers are very limited in time.

2.8.5 Social strategies

Social strategies help the learner work with others and understand the target culture as well as the language (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms). Social strategies may be applied in the process of planning and evaluation of writing within pair or group work. However, while writing individually in class, (unless it is submission assessment), students may be permitted to consult each other in case of vocabulary, spelling or grammar difficulties. In particular, the article will focus on the metacognitive strategies and their importance and effect on the Academic Writing course.

2.8.6. Compensatory strategies

Compensatory strategies help the learner make up for the missing knowledge (e.g., guessing from the context in listening and reading; using synonyms, gestures or pause words while speaking) and avoidance strategies (using synonyms, definitions, descriptions, paraphrasing -

“talking/writing around” the missing word to aid speaking and writing). Compensatory or avoidance strategies are essential in writing, in order not to get stuck in case of poor vocabulary, spelling or grammar skills.

2.9 Effective teaching strategies in writing class

A vast number of studies and research about teaching strategies to improve students’ writing performance is widely available. Seifoori,(2012) reveals several features of an effective writing teacher based on his study. He mentions that an effective writing teacher should have knowledge about recent teaching strategies and approaches to writing to help their learners to be strategic writers and also use various ways to encourage and improve students’ writing skill.

Besides, the teachers should have enough time to plan what they are going to teach in the classroom and let the students be involved in the different process of writing. In this respect, teachers’ planning and students’ involvement are essential in a writing class. An effective teacher should let the students go through different writing process; planning, drafting, editing, revising, publishing.(Stein, 2007) and carefully plan how to encourage the students to do that. Some of the teachers might ask the students to complete writing process charts so that they can know the writing process (Caswell & Mahler, 2004). Others teachers might ask the learners to plan, send the draft to the teacher by email, edit and revise after getting feedback, and send to the teacher again to get other comments

(Seifoori, 2012). These strategies will help the learners understand writing process. Additionally, the teachers should provide different models of writing texts so that the students can recognize different forms of writing texts. Modeling texts before asking the students to write can be done in many ways depending on the teachers who know the students’ learning situation. For example, the teachers can ask the students to read a different genre of texts with different purposes (Graham, 2008) or can explicitly teach the students during lectures. Modeling texts can inform the students about text structure that they are going to work on which of course is one of the essential components in writing (Dixon, Isaacson, Stein, 2007).

The students can write more effectively by going through the writing process and also learn many different types of texts along with the structures (Graham & Harris, 1989). Furthermore, since writing process demands a certain amount of time which is not enough in one or two

meetings in the classroom, Hyland (2003) mentions about teacher and student conferencing apart from learning process inside the class. He said that the

2. 10. Strategies of teaching

2. 10.1. Process-Genre Approach

There is an approach in teaching writing which can be used by teacher to improve students' writing skill named Process-Genre Approach. This approach is a hybrid since it is the combination of two approaches: process approach and genre approach According to Badger and White (2000: 157-158), Process Genre Approach regards writing as a process which includes knowledge of language, knowledge of the context and purpose (as in genre approach), and skills in using language (as in process approach). This approach allows the students to study the relationship between purpose and form for a particular genre as they use recursive processes of prewriting, drafting, revision, and editing. Using these steps, the students develop their awareness of different text types and of the composing process (Belbase, 2012: 2-3). In this approach, writing is considered as a series of stages leading from a action to a text, context, and purpose before they undergo the process of writing.

The Process-Genre Approach involves six stages. The students are firstly demanded to set up a certain social situation or context of their writing. In setting up the context, the students receive the input from the teacher or through model texts. Then, they have to formulate the purpose of their writing. The purpose of writing is embedded in genres; such as narrative aims to entertain readers, descriptive and report to describe the characteristics of certain natural or social phenomenon, exposition to convince or persuade readers, review to criticize art works like books, movie, album, and explanation to explain the process of natural or social phenomenon (Badger and White, 2000: 159). The next stage is that the teacher guides the students to relate the purpose of writing to the mode or organization of the text, the field which is the subject matter, and the tenor or the writer and readers relationship (Nordin and Mohammad, 2006: 80). These three stages are included in genre approach. The following stages are included in the process approach which starts from planning. In this stage, the students plan their writing by considering the previous consideration in context, purpose, mode, tenor, and field. Having planned their writing, the students write the draft of their writing. Before publishing, the students should acquire feedback both from peers and the teacher and do revision and editing to finalize their

writing. Publishing is the next activity in which the students submit their writing to the teacher as the final product. This approach is cyclical process which enables the students to return to previous cycle in order to produce a good writing.

2.10.2 Product approach

According to Gabrielatos(2002).The product approach to writing usually involves the presentation of a model text, which is discussed and analyzed. In this approach to this model text learners construct a similar or a parallel text. This might seem a mechanical task; however, learners can discover the structure of the given discourse, its linguistic features and how its ideas are organized. it is the strategies of teaching that focus on an end product.

Students using the product approach are normally told to write an essay imitating a given pattern. Generally the focus of such writing is on the written product rather than on how the learner should approach the process of writing. Writing is viewed as “mainly concerned with the knowledge about the structure of language, and writing development is mainly the result of the imitation of input, in the form of texts provided by the teacher”

(Badger &White,(2000:154). It is therefore teacher-centered, as the teacher becomes the arbiter of the models used The characteristics of this approach are the minimization of difficulties in writing because of students writing on a very controlled basis, model text are imitated and the organization of idea is more important than the idea themselves .The strengths of this approach are easy to use with large class, use full when teaching beginners and mainly focus on form. Students know what the end results look like because of relies on the imitation of model text discouraging.

In this approach teaching students to write dependently, discourage creativity and devalues the Lerner's linguistic and personal potential are considered as a weak side of the produce approach of writing

2.10.3 Process approach

. The process approach to writing in contrast focuses on the development of language use: brainstorming, group discussion, re-writing. A comparison of both approaches is given below: Process approach text as a resource for comparison; ideas as starting point, necessitating more than one draft; focus on purpose, theme, text type the reader (audience) is emphasized; y

collaborative with other peers; y emphasis on creativity. Product approach imitate a model text; organization of ideas more important than ideas themselves; one draft; features highlighted including controlled practice of those features; individual; y emphasis on end product.

(Steele, 2004) stated that In order to discover which of the approaches, i.e. product or process is more suitable for student's development of writing skills at FIM, the author of this study conducted a small-scale experiment. According to Mohammed.R (2018)when teaching writing using process approach we aim at stage of developing students skills.

CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

This chapter deals with how the research conducted, where it conducted, who was the participants of the study, what instruments used to collect data, which sampling technique followed, and how the data that have been collected, analyzed and other related points.

3. 2. Research Design and Methodology

3.2. 1 The Research Design

In this study mixed research approach has employed and it has attempted to combine methods from different paradigm to collect and analysis both qualitative and quantitative data. John W. Creswell (2003), stated that mixed research method helps the researcher to collect and analysis data using both qualitative and quantitative approach in a single study in order to answer the research questions that can not answered with one method alone.

In order to make a though investigation on the subject and attain the research objectives, descriptive research design has been employed. The reason why the researcher used this design is, it enables the researcher to get valid; more advanced idea on the research questions and based on the nature of instruments. According to Manion and Morrison (2003), descriptive research design is used to describe about problems that exist; processes that are going on ; effects that are being felt; or trends that are developing

3.3 The participants of the study

The target population of this study were grade 9 students and their available English teachers at Hulbarage and Angamo secondary Schools of 2023/24 academic year . In Hulbarage High school

there were 440 and 5 English teachers and Angamo High school constitutes 180 students and 1 English teacher. Therefore the total number of grade 9 students in the two High schools were 620 and the total number of English teachers in grade 9 were 6. The necessity of considering English language teachers as participants of the study was, due to the long involvement in the career of teaching English as a foreign language. All English teachers in the schools were selected by using comprehensive sampling because they are small in number.

3.4. Sample size and sampling techniques

Sample is preferable method that enables the researcher to study relatively small unit in the place of population and obtains the data that the representative of the whole population.

From 620 students and 6 English teachers in 10 sections of the schools, the researcher selected 150 students by using simple random method in order to give equal chance for students. Participants of students selected as a sample by using sloven,s sample size calculation formula which is $n = \frac{N}{1 + N(e^2)}$ where n =number of size N =number of total population e =margin of error. In the schools there were 6 English teachers who teach grade 9. All of them included as participants in the study by using comprehensive sampling techniques since they are small in number

3.5 Instruments of the data collection

3.5. 1 Questionnaire

In this study questionnaire was the first instrument to be employed, because the respondents had enough time to think and give response .The researcher used questionnaire for both students and English language selected teachers in the schools. Nelson (2010), stated that students questionnaire constituted much of close ended questions for them to get easily and quickly answered to one best alternatives that fitted their situation through out and it should be translated into their vernacular for case of communication .The researcher translated into Amharic and distributed to them So, the main purpose of this questionnaire is to identify the most frequently

used writing strategies EFL learners And the difficulties faced when the learners used the strategies. The researcher used standardized questions for grade 9 students of the sampled schools. The close ended and open ended questions were distributed to collect data from students and teachers. The students questionnaire was based on five point Likert scale ranging from strongly disagree to strongly agree and the teachers questionnaires were from never to always

3.5.2 Interview

Interview was the other research instrument for data gathering to this study. Franklin (2012), believes the responses to the interview items would help to secure the data. It conducted with all English teachers who teach grade 9. The researcher selected 6 English teachers by comprehensive sampling technique and interviewed individually the semi structured interview questions. 10 interview questions were conducted. it was preferred to give freedom for interviewee to express about their opinion on each questions and the researcher used not taking and recording techniques through the sessions. it was more convenient for information to the purpose of gathering information related to EFL learners writing strategies to triangulate on learners writing strategies. The reason why the researcher used interview was

3.6 procedure of data collection

The researcher prepared questionnaires for students and teachers and interview for EFL teachers. The instruments were checked and approved by the research advisors. After approval the researcher asked permission from school principals. Then students were informed and were given a brief orientation on how fill questionnaire. First questionnaire were distributed to collect data for students and teachers because the number of respondents were large. After conducted questionnaires , the interview was conducted for English language teachers who teach in the classes. Semi structured and structured interview were conducted with participants separately to find out EFL learners writing strategies of Hulbarage and angamo secondary schools grade 9 in focus.

3.7 Methods and procedures of data analysis

The collected data was analyzed using both quantitative and qualitative Methods of data analysis. First the data was collected through questionnaires and it was presented in table. The researcher

visited all the evidence collected from the finalized questions. The questionnaires were analyzed through the theme and categories prompted by the questions concerning EFL learners writing strategies. The questionnaires analysis and interpretation of the table based on quantitative data was followed by the interpretation qualitative data based on the association of response items to general conclusion. Unlike the quantitative data qualitative data analysis was presented in a descriptive fashion. Using both these Methods provide an in-depth understanding of the ways people come to understanding the information specifically, the descriptive statistics such as frequency, mean, standard deviation and percentage were used in the analysis of data followed by the discussions of the research results.

3.8. Reliability and validity

To account for my research validity, I followed the dichotomy suggested by Campbell and Stanley (1963 cited in Dörnyei 2007: 50) who separate the internal validity of the research from its external validity. The former one refers to the choice of research variables which should lead to an outcome being the function of these variables. The latter one relates to how the sampling results can be generalised to a larger population. In my research, I have ensured that I carefully selected my variables with respect to English language writing strategies which are used by Hulbarage and Angamo EFL learners in secondary schools. My aim was to establish whether the strategy choice correlates to writing difficulties of learners. As for the generalizability of my sampling, there is a high degree of homogeneity of the Ethiopian education system which is regulated by the Ministry of Education. Teaching curriculums are universal across the country . Consequently, teaching materials, teaching methodologies and learning goals do not vary significantly between the schools.

measurement validity. In my research, I chose the Likert scale questionnaire which also included open ended questions, interviews and writing samples as my research instruments. My choices did not fall neatly into the quantitative methodology paradigm, thus they rendered a combination of quantitative and qualitative analyses procedures. It was hoped that the triangulation of the research analyses will contribute to the research validity.

Finally, for the research findings to be recognised as a source of the new knowledge, research reliability has to be proved. Reliability refers to the outcomes of the research and their consistency in the same sample in various circumstances. In this research, I used what Dörnyei calls 'respondent feedback' (Dörnyei 2007: 60) to ensure reliability of my findings and in the interviews, I included questions for participants to comment on some of the data collected from the questionnaires. Despite the three week time span between the administration of the questionnaires and the interviews; the responses of the participants were found to be consistent in both of the data collection tools, which confirmed the honesty of students' responses and contributed to the overall reliability of

3.8 Ethical consideration

Ethical considerations in research are related to the rights of participants and obligations of the researcher, which require the researcher to make ethics a primary consideration throughout the research process (Creswell,2008).

Based on this, first, the researcher took the letter to Hulbarage Woreda Education Bureau and got a positive response. Then, the education Bureau immediately communicated with the Hulbarage High School's Director to cooperate with the researcher to conduct his research. Besides, the researcher contacted the school director to seek verbal permission to undertake the research, and to access the relevant staff, students and teachers.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

In the previous chapter there has been discussion of the method and the research design used in the collection of the data. Under this chapter the results were analyzed and presented. First, the data collected through questionnaire and interview after the data collected through different instruments from students and English language teachers .Finally the data collected was analyzed and conclusions were made.

4.1:Self-reward for completing writing

I gave my self reward for completing writing	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	6	4.0	50	33.3	26	17.3	42	28.0	26	17.3	150	100

As can be seen the data from the above Table most of the students have agreement on it. From the total participants of selected students 17%(26) students strongly agreed,28%(42) students agreed that they did give self-reward for completing writing. 17.3%(26). Suggested that they have no idea on it, 33.3%(50) respondents disagreed and only 4%(6) strongly disagreed on the issue.

Hence from the investigation over the greatest number of students agreed that they gave self-reward for completing writing and the researcher understand that they have the writing strategy of which help them to develop confidence to write in English.

Table 4.2: Memorize new English words by writing down several times.

I Memorize new English words	Strongly disagree	disagree	Strongly agree	agree	Not decide	total

by writing down several times.	No	%	No	%	No	%	No	%	No	%	No	%
	2	1.3	57	38.0	21	14.0	43	28.7	27	18.0	150	100

As the Table shows in the above most of the students had agreement on memorize new English words by writing them down several times after. 14%(21) students strongly disagreed and 28.7%(43) students agreed on the issue. The other 18%(27) students responded that they have no idea on it. . On the other hand 38%(57) students suggested that they agreed and only 1.3%(2) students said that they strongly disagreed on the issue.

Therefore one can conclude that majority of the students of Hulbarage and Angamo secondary schools agreed with the idea that they used the strategy of memory new English words by writing many times.

Table 4.3 :check my mistake after getting the paper from teachers with feedback and try to learn from it

I check my mistake after I get paper from my teacher with feedback and try to learn from it	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	4	2.7	37	24.7	24	16.0	59	39.3	26	17.3	150	150

As the Table, shows in the above most of the students had agreement on checking mistake after getting feedback from teachers. For example, 16%(24) students strongly agreed, 39.3%(59) students agreed on the issue and 17.3%(26) students have not decided about the idea. On the other hand 24.7%(37) respondents suggested that they disagreed and only 2.7%(4) students said that they strongly disagreed

Therefore one can conclude that majority of the students of Hulbarage and Angamo secondary schools agreed with the idea that they check their mistake after they get feedback from teachers and they used social learning writing strategies to write in English.

Table 4.4: show the text to somebody and ask for their opinion.

I Show the text to somebody and ask for his/her opinion.	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	6	4.0	39	26.0	39	26.0	42	28.0	24	16	150	100

As can be seen from the above Table, majorities of the students have agreement on the issue of showing the text to somebody and ask for their opinions. From the total number of respondents only 4% (6) respondents strongly disagreed, 26% (39) students disagreed, 26% (39) respondents strongly agreed and 28% (42) students agreed and the other 16 (24) students did not decide on the idea.

In short it can be concluded that the students in grade 9 at Hulbarage and Angamo schools showed their text to somebody and ask for their opinion when they write composition. It is possible to generalize as they used social strategy of learning writing by sharing their opinion with others. .

Table 4.5: outlining and translating to do writing Assignment is enjoyable for them.

Outlining and translating to do my writing Assignment is enjoyable for me	Strongly disagree		Disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	5	3.3	56	37.3	25	16.7	47	31.3	17	11.3	150	100

The above Table shows that most of the students enjoyed on outlining and translating to do writing Assignment. That means 31.3% (47) students agreed, 16.7% (25) students strongly agreed on it and 11.3% (17) of the participants did not decide. On the contrary only 3.3% (5) students

strongly disagreed and 37%(56) disagreed on interest of transportation and outline to write in English.

Therefore most of the students suggested as they use writing Assignment in outlining and translating the language.

Table 4.6: Encourage them self to write in English and thus afraid of making mistake.

I encourage myself to write in English and thus am not afraid of making mistake	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	7	4.7	41	27.3	38	25.3	35	23.3	29	19.3	150	100

The above Table shows that most of the students encourage them self to write in English and thus Are not afraid of making mistake. From the total respondents 25.3%(38) students strongly agreed, 23.3%(35) respondents agreed on it, 19.3%(29) students did not decide, 27.3%(41) students disagreed and only 4.7%(7) students reported that as the Strongly disagreed on it

From this report one can conclude that most of the students in the schools encourage them self to write in English their text without afraid of making mistake

Table 4.7: brainstorm the main idea first before start writing task.

I brain storm the main idea first before I start writing task.	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	8	5.3	52	34.7	28	18.7	24	16.0	38	25.3	150	100

As It can be seen from the above Table, most of the students did not brain storm main idea first before starting writing task. From all 347%(52) respondents disagreed, 5.3%(8) of them strongly disagreed, agreed on, 25.3 %(38) respondents did not decide on the idea. The other

16%(24) students agreed and 18.7%(28) participants of students strongly agreed on brainstorm main idea.

Therefore the researcher can conclude that most of the students used brainstorm to write in English

Table 4.8 : planning of first what they want to write

I plan of first what I want to write	Strongly disagree		Disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	19	12.7	48	32	15	10	47	31.3	21	14.0	150	100

As the data indicate in the above Table, many students did not plan first what they want to write. From the total number of students,32%(48) students dis agreed planning about they want to write and 2.7%(19) students strongly disagreed on it. On the other hand 10%(15) of them strongly agreed, .31.3%(47) students agreed and14%(21) respondents said that they could not decide

In general one can understand that most of students in area did not use planning strategy of learning writing which is said to be cognitive and meta cognitive

Table 4.9: pay attention to the meaning than the grammatical correctness.

I pay attention to the meaning than to the grammatical correctness	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	17	11.3	41	27.3	13	8.7	36	24.0	43	28.7	150	100

As it is indicated in the above Table, out of 150 students as participants of the research 27.3%(41) respondents disagreed, 11.3%,(17) students strongly disagreed, 8.7%(13) students strongly agreed, 24%(36) of them agreed and the other 28%(43) students have no decision on the issue of pay attention to the meaning than grammatical correctness.

Therefore most of the students in area did not pay attention to the meaning.

Table 4.10: write everything which come to their mind first and edit it.

I will write everything which come to my mind first and edit it	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	26	17.3	41	27.3	20	13.3	24	16.0	39	26.0	150	100

As we can see from the above Table, majority of the students did not write everything which come to their mind first and edit it. About 27.3% (41) participants of students disagreed, 17.3%(26) strongly disagreed, 13.3%(20) strongly agreed and 16%(24) agreed on the idea. The other 26%(39) respondents did not decide

. From this one can conclude that most of the students in the schools did not use the strategy of edit after writing that is included in cognitive learning writing strategy.

Table 4.11: check vocabulary to write

I check vocabulary when I write	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	31	20.7	49	32.7	15	10.0	21	14.0	34	22.7	150	100

Table 4.11 indicated that, most of the students did not have agreement on checking vocabulary to write composition in English. From the total selected participants of students, 14%(21)students agreed, and 10%(15) participants strongly agreed. But 20.7%(31) Of them strongly disagreed,32.7%,(49) respondents disagreed and the rest of 22%(34) students did not have decision on the idea.

So the researcher can conclude that most of the learners have difficulties of vocabulary

Table 4.12: Write on some topic and practice even when there is no Assignment

I write on some topic and practice even when I have no Assignment	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	24	16.0	53	35.3	37	24.7	21	14.0	15	10.0	150	100

As can be seen from Table, about writing on some topic and practice, 35.3%(53) disagreed and 16%(24) respondents strongly disagreed . Whereas 24.7 %(37) strongly agreed, 14%(21) students agreed and 10%,(15) students did not decide on it

From this one can understand that most of the students did not use the strategy of practice writing.

Table4. 13 :Discuss the feeling with others while writing.

I would like to discuss my feeling with others while writing	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	17	13.3	44	29.3	19	12.7	44	29.3	26	17.3	150	100

The above Table, shows that most of the students discussed their feeling with others while writing. From the total respondents 29.3%(44) students reported that as they agreed, 12.7%(19) students strongly agreed, and 17.3%(26) students did not decide In the other way 11.3%(17) students strongly disagreed and 29.3%(44) students suggested as they agreed on it.

Therefore from this one can conclude that grade 9 students in the research area use the writing strategy which is called social strategy.

Table 4.14: Check content and clarity

I check the content for clarity and logic	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	21	14.0	48	32.0	42	28.0	17	11.3	22	14.7	150	100

As it can be seen in the above Table, most of the students have agreement on checking content and clarity when they write in English language. From total respondents 11.3%(17) students agreed, 28%(42) respondents strongly agreed, 14.%(21) of them strongly disagreed, 32%(48) students disagreed and 14.7%(22) respondents did not decided on the issue.

Generally the researcher can conclude that the students have not much more of difficulties of content and clarity when they write.

Table 4. 15. check grammar

I check my grammar	Strongly disagree		disagreed		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	8	5.3	64	42.7	15	10.0	43	28.7	20	13.3	150	100

As it can be shown on table 15, most of the respondents have not agreement on the issue of check and use grammar. From the participants 28.7 %(43) students agreed, and 10 %(15) students strongly agreed on checking grammar to write composition in English language

On the other hand, 42.7%(64) respondents of the students disagreed and 5.3%(8) students strongly disagreed on it and 13.3%(20) students have not decide on it

To sum up most of them have difficulties of using grammar to write in English.

Table 4. 16: Revise rules of writing in English before writing

I revise rules of writing in English before I start writing	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	19	12.7	59	39.3	31	20.7	18	12.0	23	15.3	150	100

As can be seen on the above Table most of the students reported that they had disagreement on the issue of revising rules of writing. 12.7%(19) respondents strongly disagreed, 39.3%(59) respondents disagreed, 20.7%(31) respondents strongly agreed 12.%(18) respondents of students agreed on the idea and the other 15.3%(23) students did not decide

From this the researcher can conclude that majority of the students did not use the learning writing strategy of revising which is included in cognitive and meta cognitive language learning strategy.

Table 4. 17 :stop after each sentence to read it again

I stop after each sentence to read it again	Strongly disagree		disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	26	17.3	53	35.3	19	12.7	40	26.7	12	8.0	150	100

The above Table shows that most of the students did not use stop after each sentence to read it again. From the participants 35.3%(26) respondents disagreed, 17.3%(26) students strongly disagreed,12.7%(19)students strongly agreed,26.7%(40) agreed and 8.0%(12) students reported as they had not decision on the issue.

Therefore one can generalize that most of the students in the schools of Hulbarage and Angamo secondary schools did not use the writing strategy of read it again that can be categorized in to cognitive and meta cognitive language learning strategy.

4.18: Students response on using dictionary to find out word that they don't know how to express in English

I use the dictionary to find out word that I don't know how to express in English	Strongly disagree		Disagree		Strongly agree		agree		Not decide		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	24	16.0	44	29.3	23	15.3	40	26.7	19	12.7	150	100

As can be seen on the above Table most of the students did not agree on using dictionary to find out word that they don't know how to express in English. 16% (24) students strongly disagreed on using dictionary, 29.3% (44) respondents disagreed, 26.7% (40) students agreed and 12.7% (19) students did not decide on the issue

Table 19. of total mean Value of each questionnaires

Type of writing strategies	Questionnaire	Mean	SDV	Frequency	Rank
Affective	Self reward for completing writing	3.21	1.19	150	4
Compensation	Stop after each sentence to read it again	2.82	1.34	150	16
Memory	Memorize new English words by writing down several times.	3.16	1.12	150	6
Social	I would like to discuss with others while writing	3.02	1.24		5

Social	I show my text to somebody and ask for his/ her opinion.	3.46	1.24	150	1
Social	I check my mistake after I get the paper from my teacher with feedback and try to learn from it	3.41	1.10	150	2
Compensation	Revise rules of writing in English before I start writing.	2.88	1.35	150	15
Affective	I encourage my self to write in English and thus afraid of making mistake	3.37	1.25	150	3
Cognitive	Outlining and translating to do writing Assignment	2.96	1.24	150	10
Cognitive	Writing everything which come to their mind first and edit it	2.80	1.27	150	17
Meta Cognitive Meta Cognitive	Brainstorm the main idea first before starting writing task	3.08	1.21	150	7
Meta Cognitive	Pay attention to the meaning than grammatical correctness	2.91	1.14	150	13
Meta Cognitive	Write on some topic and then practice even when I have no Assignment.	2.9	1.46	150	14
Meta Cognitive	I plan first what I want to write	2.94	1.24	150	12

	Mean	SDV	Frequency	Rank
Check Grammar	2.95	1.15	150	14
Check Content and clarity	3.07	1.45	150	8
Check Vocabulary	2.6	1.24	150	18

4.2 Presentation of data on teachers questionnaire

The table below shows Cronbach's Alpha value reliability test for learners writing strategies and the value is 80.3% which is very good as the value is higher the better the Cronbach's Alpha and the more the reliable the scale is. In general the value indicates there is internal consistency among the questionnaire that where justified.

Table 4.20 :Teach to involve students in revise their composition

How often do you teach to involve students in revise their composition	Never		Rarely		Sometimes		Usually		Always		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	1	16.7	4	66.7	0	0	0	0	1	16.7	150	100

As it can be seen in the above Table, most of the respondents reported that they don't teach students to involve them in revise their composition. From the participants of teachers majority of them rarely teach students in revise their composition and one teacher said that he never teach. On the contrary only one teacher reported as he always teaches in the way.

From this one can conclude that majority of the teachers in the schools rarely teach to involve students in revise their composition and this is the writing strategy that the writer use which includes in metacognitive learning writing strategy.

Table 4.21 :Teach students to relate their composition topic to their background knowledge

How often do you you teach students to relate their composition to their background knowledge	Never		Rarely		Sometimes		Usually		Always		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	1	16.7	2	33.3	2	33.3	0	0	1	16.7	150	100

The above Table shows that majority of the teachers reported as they always did not teach students to relate their composition topic to their background knowledge. From six teachers only one teacher said that he teach in the way. On the other hand 2 teachers rarely teach, and the other 2 teachers sometimes teach.

From this the researcher can conclude that most of the teachers never teach and use learning writing strategy of cognitive and Meta cognitive.

Tables 4.22 : Give feedback for students on their writing

How often do you give feedback for students on their writing	Never		Rarely		Sometimes		Usually		Always		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	2	33.3	0	0	0	0	2	33.3	2	33.3	150	100

The above Table shows that majority of the respondents from the selected English language teachers suggested as they gave feedback for the students on their writing. Most of them(2) teachers suggested that they always teach writing and give feedback, the other 2 teachers usually

give feedback on it. But few (2) teachers suggested that they sometimes give feedback for students on their writing.

To sum up most of the teachers in the schools give feedback for the students on their writing and they most frequently used strategy was social strategy by sharing ideas for other.

Table 4.23 : Teach students to compare with others

How often do you teach to compare students composition with others	Never		Rarely		Sometimes		Usually		Always		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	1	16.7	2	33.3	0	0	1	16.7	2	33.3	150	100

As can be seen in the above Table most of the teachers teach students to write their composition with others. That means 2 teachers always teach them, the other 2 teachers usually teach and 1 teacher reported as he sometimes teach the students to the students in comparing their composition with others. . On the other hand, only 1 teacher responded that the students are never taught in the way.

Therefore one can generalize that the teachers always teach in the way that compare their composition with others and it is social strategy.

Table 4.24 : Teaches students to revise and edit after writing.

How often do you teach students to revise and edit after writing.	Never		Rarely		Sometimes		Usually		Always		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	2	33.3	2	33.3	1	16.7	0	0	1	16.7	150	100

As it can be seen in the above table most of the teachers did not teach in revising and edit after writing. Most of them (2) teachers suggested as they never teach, the other 2 teachers rarely teach in revising their composition. Only 1 teacher responded that he sometimes teach and the other 1 teacher said that he always teach

From this one can conclude that they did not most frequently used the strategies of cognitive and Meta cognitive learners writing strategies

Table 4.25 :Teach students to brainstorm the main idea first before they start writing.

How often do teach students to brainstorm the main ideas first before they start writing	Never		Rarely		Sometimes		Usually		Always		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	2	33.3	2	33.3	1	16.7	0	0	1	16.7	150	100

As in the Table shown 3 teachers never brainstorm the main idea first before they start writing task and 2 of the total respondents usually teach students to brainstorm the main idea first before they start to write. Only 1teacher said that they sometimes teach students to brainstorm the main idea first before they start writing task. So the researcher can understand that half of them did used brainstorm questions in teaching writing, that means using cognitive learning writing strategy for students some teachers usually teach it.

Table 4.26: Teach students to avoid afraid of making mistake

How often do you teach students to avoid afraid of making	Never		Rarely		Sometimes		Usually		Always		total	
	No	%	No	%	No	%	No	%	No	%	No	%
	2	33.3	2	33.3	1	16.7	0	0	1	16.7	150	100

mistake												
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The above table shows that most of the teachers did not teach to write in English and avoid afraid of making mistake. Majority of them (4) teachers suggested that they never teach in the way, 1 teacher teach sometimes and the other 1 teacher always teach in the way

So they did not use affective strategies most frequently in writing

On the table shows in the above 3 teachers never brainstorm the main idea first before they start writing task and 2 of the total respondents usually teach students to brainstorm the main idea first

Statement	No	Mean	Std. Deviation
How often do you teach to involve students in revise their composition	6	2.3333	1.36626
How often do teach to encourage students to share their work with their groups	6	2.6667	1.36626
How often do you give feedback for students on their writing	6	3.3333	1.8619
How often do you teach to compare the students composition with others	6	3.1667	1.7224
How often do you teach to compare the students composition with others	6	2.3333	1.50555
How often do teach students to brainstorm the main ideas first before they start writing task	6	2.6667	1.8619
How ten do you teach students to avoid afraid of making mistake	6	3.1667	1.32916

before they start to write. Only 1teacher said that they sometimes teach students to brainstorm the main idea first before they start writing task. So the researcher can understand that half of them did used brainstorm questions in teaching writing, that means using cognitive learning writing strategy for students some teachers usually teach it.

8. Do you teach writing in planning, editing and practicing? Why?

4 respondents suggested that they did not teach because of many reasons like time, large class, due to lack of vocabulary and sentence organization etc. And only 2 teachers said that they tried to teach sometimes.

9. Do you give group assignment for students to write in English?

Majority of the participants of the questionnaire said that they gave group work to share their experience in and out of the classroom. And only 1 teacher responded that he did not give group work because he believed that they may be dependent on other.

10. Do you think students have knowledge of words and organization to write in English?

Most of them reported that there is no student who has word power and ability to organize in the correct flow of idea to write in English.

4.2. Teachers interview

Interview was one of the instruments used to collect data. The interview was conducted with EFL teachers. It was used to obtain further information about EFL learners writing strategies of grade 9. Participants in this interview included 6 EFL teachers.

1. Do you instruct students to use writing strategies in writing process? If yes which strategy? Two teachers responded that they used the strategies of planning, editing and revising that means cognitive and meta cognitive learners writing strategy. Three teachers explained that they used social strategy to share their ideas and opinions. And only one teacher responded Ed as he used memory strategy of learning writing.

2. In the question “do you provide feedback when students produce written work? If yes what is the focus of the the feedback you provide p? Four interviews stated that they did provide feedback when students produce written work and their focus is different for example the first interview focused on sharing ideas and the second is to correcting mistake and the others believed that they gave feedback to evaluate the learner’s ability. Two teachers said that they gave feedback and their focus was to encourage them to write composition.

3. On the question " do you think students are motivated to develop and improve the waiting skill ? Please explain? Four teachers said that students are not motivated to improve writing skill and their explanations are , the first one stated most of them did not want to develop writing skill due

to lack of different knowledge like vocabulary and grammar and spelling. The second one said that they did not have experience of learning writing skill in class room. The other teachers responded students are not motivated due to lack of awareness about the use writing skill in the learning of language. The rest of two teachers said that students have have motivation when we encourage them to write in English.

4. Do you encourage students to practice English writing? Why? In this question, majority of the teachers that means five interviews stated that they did not encourage students to practice English writing for many reasons, for example the first one said due to lack of time. It is impossible to give task and encourage to practice writing skill and the second one believed that the no of students is high in classroom. So we are not motivated to encourage students to practice English writing. The third interviewee said because of lack of vocabulary on students to learn writing and the other teachers said it is difficult to encourage students. It is because of students did not bring sample written materials and text books in classroom. Two teachers from six responded they encourage students to improve writing skill.

5. What do you do first to teach writing skill?

Half of the teachers (4) teachers explained that in order to teach writing they make group the students to share their experience about writing skill and give task to write. The other one teacher said that, first they told about writing to remember about rules and regulations of writing skill. Only one teacher responded that he gave instruction to the students to follow the steps and process by planning and arranging the ways of learning.

6. On the question "Do you give reward for students for write good piece"?

Majority of the participants suggested that they give reward to students to encourage them and they used affective learning writing strategy.

4.3. Discussion of the questionnaire

At the end of the likert scale questionnaire I provided the sample students to find out what they believed about using learning writing strategies are different. Most of the students believed that they used social Strategy of learning writing by sharing ideas, asking questions, and discussing with their classmates when they write composition. According to Bam bang (2017) ,social strategy helps the learners work with others and understand the target culture as well as

language, like asking questions to get verification, asking for clarification of confusing points. The mean Value of, give myself reward for completing writing, show the text to somebody and getting feedback are 3.21, 3.37 and 3.41 respectively . This indicates that the most frequently used strategies by learner'of Hulbarage and Angamo secondary schools was social writing strategy. The reason why I said that Social strategies help a learner interact with others and understand a target language, such as asking questions, asking for a correction and practicing with others(Pastara, 2021)

Another point that the questionnaire indicates, next to social strategy they use affective learning writing strategy that is by giving reward themselves, encourage them self to write in English.(Ramadan, 2017) point out that affective strategies are identifying one's mood and anxiety level, talk about feeling, rewarding Oneself for good performance and using deep breath or positive self-talk. From students questionnaire the mean Value of the questions self reward for completing Writing and encourage them to write in English are 3.21 and 3.37 respectively. Therefore the most frequently used strategies of grade 9 students in Hulbarage and Angamo secondary schools were social and affective strategies.

In Students questionnaires like read it again, planning revising rules of writing write on some topic and practice, have the mean value of 2.94, 2.82, 2.88, and 2.96 respectively. Most of the students other respondents said that they have disagreement on it. From the total respondents some of them suggested as they did not use cognitive and Meta cognitive learners writing strategies unconsciously. Most of them disagreed on planning, editing and practicing of writing. According to Bambang(2017) meta cognitive learners writing strategy includes planning stage, revise and edit two or more time before, monitor and evaluate the progress in writing evaluate and reevaluate. And cognitive learners writing strategy means brainstorm and generate idea.

Therefore the researcher can conclude that the least frequently used strategies for the learners in Hulbarage and Angamo secondary schools are Meta Cognitive and memory writing strategies.

According to the data gathered from teacher's questionnaire some of them suggested that they sometimes teach to involve the students in revising their composition but most of the respondents always gave feedback for students on their composition and the most frequently used strategy used by learners was social strategy and they sometimes used affective learning writing strategy. So the teachers questionnaire revealed that social and affective strategies most frequently used by learners that the result of students questionnaire showed.

The other finding of students questionnaire revealed that majority of the students has difficulties of vocabulary, grammar and organization of content. Most of the students have disagreement on the correct use of vocabulary, grammar and content. According to Atelo (2009) the student's vocabulary knowledge and writing performance correlate significantly

Generally the finding of the study can be concluded as most of the students in the schools least frequently used cognitive and Meta cognitive learners writing strategies

4.4 Discussion of teacher's interview

On the basis of response obtained from teachers through interview, the discussion of the results, most of English language teachers used encouraging, peer teaching in the classroom and they used social learning writing strategy most frequently that 4 of them gave feedback to them. Majority of the interviewers suggested that they did not teach in practicing, editing and planning because of time constraints and heterogeneity and poor performance background seen between majority of the learners in the writing class.

According to the data obtained from teachers interview most of the students did not want to write in English. Most teachers (4) of the participants of interview believed that most of the students have no interest and teachers did not encourage by giving sample materials that really challenging the students so they could secretly learn new things and the student understands about the purpose of English writing was not genuine.

Generally the researcher can conclude that most of the students in the schools rarely used cognitive and Meta cognitive learners writing strategies due to different obstacles. But it is possible to say they used social strategy by sharing their opinion with their teachers and classmates.

CHAPTER FIVE

Summary Conclusion and recommendation

5.1 Summary

The study was conducted at Hulbarage and angamo secondary schools in silte zone central Ethiopian region. This study mainly aimed at investigating EFL learner's writing strategies used in grade 9 of the schools .Specifically, the study intended to Find out the least frequently used writing strategies EFL learners use in learning writing skill,Identify writing strategies EFL most frequently use in learning writing skill. And (3) examine Difficulties learners face to write in English by using learning writing strategy

In order to achieve this aim, the researcher used descriptive research design. This was done by distributing questionnaire and giving interview for students and teachers18 questions for students and 10 questions for teachers were administered as questionnaire and semi structured interview was conducted only with teachers.

The data collected via the questionnaire were analyzed quantitatively, whereas the data gathered using semi structured interview was analyzed and discussed qualitatively.

The findings of this study are students in Hulbarage and angamo secondary schools most frequently used social learning writing strategies and affective strategies next to that. As questioner of students revealed they use social strategies. the other findings are vocabulary grammar organization of contents

5.2 Conclusion

The objective of the study is to investigate EFL learner's writing strategies of grade 9th. It was studied at Hulbarage and Angamo secondary schools in Silte zone central Ethiopian region. The research design was descriptive research design. In order to answer the basic research questions, the data collected through questionnaire and interview.

The results obtained from questionnaire revealed that most of the students used social learning writing strategy and some of them used affective. This shows that students most frequently used social learning writing strategy by discussing together in order to share their ideas with their teachers and classmates and receive feedback from others.

Some parts of the students questionnaire revealed that the least frequently used writing strategies are cognitive, Meta Cognitive compensation and memory that was based on the low mean results of data obtained from questionnaires like revising rules of writing, practice stop after writing and edit, planning etc.

The other data from students questionnaire revealed that in Hulbarage and Angamo secondary schools there were the difficulties of vocabulary, grammar and content in students writing composition. The evidence for this is the mean value of the questionnaires, I check vocabulary, I check grammar and I check content and clarity when I write were 2.9, 2.6 and 2.88 respectively.

From the teachers questionnaire it can be concluded that teachers rarely teach the students in revising, practice and planning because of time constraints, lack of sample materials, large class and other. This is the strategies of cognitive and Meta cognitive learners writing strategies in

The interview data results showed that teachers most frequently teach in giving group work, feedback and chance to express their opinion. On the other hand, they sometimes teach in revising, planning, practicing and editing while writing.

Generally the researcher can conclude that most of the students in the schools check while write in English and the used social learning writing strategy rather than cognitive and Meta cognitive learners writing strategies

5.3 Recommendation

On the basis the findings and the conclusions drawn from them, the following recommendations can be forwarded.

It is necessary that the teachers in focus give great emphasis to cognitive and meta cognitive learners writing strategies to make the students practice the writing skill by planning, editing and revising.

The belief is that if students are frequently allowed to develop their writing skills through constant practices, it is possible to gradually develop accuracy and fluency.

Teachers also have to allocate sufficient time for their students for selecting topics, generating ideas, writing drafts, conducting revisions and writing the final draft of their paragraphs or essays. Teachers should also try their best to internalize their claimed beliefs,

Learners should use cognitive and meta cognitive writing strategies because it helps them to practice, revise, edit and write in planning.

The schools administration body should try their best to avoid large class and the teachers should give attention to the skill

The government has to give sample materials that the students enable to practice writing in English language.

On the basis of research findings, I would like to recommend that the further research in EFL learners writing strategies in appropriate sampling. I believe sample of teachers for interview questions is small in no and it is difficult to generalize the finding in this study.

The next research should fill the gap that the sampling can be large in no and able to generalize.

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Appendix

Appendix A

WOLKITE UNIVERSITY

SCHOOL OF GRADUATE

DEPARTMENT OF FORIEGN LANGUAGE

AND LITRATURE STUDENT'S QUESTIONAIRES

Dear Student, This questionnaire is prepared to collect data for a study that is being conducted on 'EFL teachers learning writing strategies in the case of Hulbarage and angamo secondary schools grade 9. 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 the appropriate box. The response scale is as follows:

Personal details

Age _____

Sex _____

Keys: 1=Strongly Agree, 2= Agree, 3=, Disagree 4=, Strongly Disagree 5, I don't know
 Thank You Very Much in Advance!

	strongly disagree	Disagree	Agree	Strongly agree	Not Decide
1. I give myself reward for completing writing.					
I Memorize new English words by writing them down several times					
3. I check my mistake after I get the paper from my teacher with feedback and try to learn from it .					
4. I show the text to somebody and ask for their opinions					
5. Outlining and translating to do my writing Assignment is enjoyable for me					
6. I encourage myself to write in English and thus am not afraid of making mistake.					
7. I brainstorming main ideas first before I start writing task.					
8.I plan of first what I want to write .					
9. I pay attention to the meaning than to the grammatical correctness .					
10. I will write everything which come to my mind first and edit it .					
11. I check my vocabulary when I write					
12.I write on some topic and practice even when I have no Assignment.					

13.I would like to discuss my feeling with others while writing .					
14. I check content and clarity					
15. I check grammar					
I revise rules of writing in English before I start writing.					
17. I stop after each sentence to read it again.					
18.I used to dictionary to find out words by writing them down several times					

ወልቂጤ ዩኒቨርሲቲ

የድህረ -ምረቃ ፕሮግራም

ማህበራዊ ሳይንስና ስነ -ሰብኮሎጂ

የ ወጭቋንቋና ሥነ -ፅሁፍ ት/ትክፍል

በተማሪዎች የሚሞላ መጠይቅ

ዉድተማሪዎችከዚህበታችያሉትጥያቄዎችያንተን

/ያንችንየእንግሊዝኛቋንቋየአጻጻፍስልትለመመርመርየተዘጋጁናቸው።ያንተ

/ያንቺተሳትፎለዚህጥናትከፍተኛአስተዋጽኦሲኖረውምስጢራዊነቱየተጠበቀናለትምህርትጉዳትብቻበውልቂጤዩኒ

ቨርሲቲይውላል።ለእያንዳንዱዓረፍተነገርየሚስማሙበትንመጠንአንድቦታብቻ (✓) ምልክትአስቀምጡ።

ለተሳትፎውእናመሰግናለን።

የምርጫዎች ትርጉም፡ 1= አጥብቄ አልሰማም 2.= አልሰማም 3= መወሰን አልችልም 4= እስማማለሁ 5= አጥብቄ እስማማለሁ

	1	2	3	4	5
1. ጽሑፌን ጽፎ በመጨረሱ ለራሴ እድና ቆት እሰጣለሁ።					
2. አዳዲስ የእንግሊዝኛ ቃላትን ደጋግሜ በመፅፍ አስታውሳለሁ።					
3. ልፅህፌት ከምሁራን ግብረ መልስ ከተቀበልኩ በኋላ ልመማር እሞክራለሁ።					
4. ፅሁፌን ለሌሎች እሳይ እና አስተያየት እቀበላለሁ።					
5. የጽሑፍ የቤት ስራዬን ስሰራ ዋና ሀሳብን ማውጣትና መተርጎም ደሰይለኛል።					
6. በእንግሊዝኛ ለመጻፍ እራሴን አነሳሳለሁ።					
7. ጽሁፍ ከመጻፍ በፊት ዋናውን ሀሳብ አንሸረሽራለሁ።					
8. መጻፍ ስለም ፈልገው ነገር መጀመሪያ አቅዳለሁ።					
9. ከሰዎች ጋር ክክለኛነት ይልቅ ልትርጉም ትኩረት እሰጣለሁ።					
10. በምፅፍ በትጊዜ ይቅርታን ትርጉም እርጋግጣሁ።					
11. ይቤት ስራ ብይኖር ብኝ ምብኖን ለሰላይ ፅፎ እለማ መዳልሁ።					
12. በምፅፍ በትጊዜ ክልሎች ጋር መወያየት እውዳልሁ።					
13. ሃሳብን ክልሎች ጋር እጋራለሁ።					
14. ይዘትን እና ግልፅኝኝ ነጭን እርጋግጣሁ።					
15. ሰዎችን መዋቅሩ ላይ ለረጋግጣለሁ።					
16. ፅሁፍ ከመጀመሪያ በፊት የሰነድ ጽሁፍ ሀሳቦችን እከልሳለሁ።					
17. ከእያንዱ አርተብኋላ ቆምብዬ አስባለሁ					
18. መዝገብ ቃላት ደግሞ በመፃፍ እጠቀማለሁ					

Appended B

Teacher's questionnaires

This questionnaire is designed to gather information for MA thesis which is aimed to investigate EFL learners writing strategies use at Hulbarage and Angamo High schools grade 9 in focus. The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly.

Put mark(X)to indicate your answer.

Background information

Age : 8-25:----- 26-30:-----

31-40:----- above 41:-----

Qualification :BA----- BEd:----- MA:-----

Teaching experience/in years/ 0-3----- 4-6:----- 7-10:-----
above10years:-----

	Never	Rarely	Sometimes	Usually	Always
1.How often do you teach to involve students in revise their composition					
2 How often do you you teach students to relate their composition to their background knowledge					
3.How often do you give feedback for students on their writing					
4. How often do you teach to compare					

students composition with others					
5.How often do you teach students to revise and edit after writing.					
6.How often do teach students to brainstorm the main ideas first before they start writing					
7.How often do you teach students to avoid afraid of making mistake					

8 Do you teach writing in planing, editing, and practicing? Why?

9.Do you give group assignment for students to write in English?

10. Do you think students have knowledge of word and organization to write in English?

Appendix C.

Semi Structured Interview Questions for English Language Teachers

Dear Teacher:

The purpose of interview question is to gather raw data which was analyzed and incorporated into my MA (Master of Arts) thesis in (TEFL) the Teaching of English as a Foreign Language. The major objective of the research is to investigate EFL learners writing strategies use: in the case of Hulbarage and Angamo High schools grade 9 in focus Thus, you are kindly requested to give the required information. Your contribution is very. Important for the success of this study. The researcher would like to assure you that all the response you give would be kept confidential and used only for research purpose. You do not need to write your name.

Thank You Very Much!

Part 1. General Information

Age : 8-25:----- 26-30:-----

31-40:----- above 41:-----

Qualification :BA----- BEd:----- MA:-----

Teaching experience/in years/

0-3----- 4-6:----- 7-10:----- above10years:-----

1. Do you instruct students to use wiring strategies in writing process/ if yes which writing strategy?
2. Do you provide feedback when students produce written work?
3. Do you think students are motivated to develop and improve the writing skill?
4. Do you encourage students to practice English writing? Why?
5. What do you do first to teach writing in English?
6. Do you give reward for students when they write composition?

Sample interview