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An Investigation into Factors that Hinder ELT Teachers to Design Authentic Writing Tasks for Writing Lesson with Reference to Ambo Town High Schools

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Abstract

The main purpose of this study was to investigate the factors that hinder ELT teachers to design authentic writing tasks for writing lesson. The study utilized descriptive survey research design to elucidate credible data from the subjects. Mixed methods were employed to conduct the study. The study was conducted in High schools and the data were collected from 25 English language teachers in Ambo town Secondary Schools. In the selection of sample population availability and non-probability sampling techniques were used. The instruments of data collection were questionnaire, semi-structured interview for English teachers and document analysis. The data obtained through questionnaires were quantitatively analyzed and interpreted in light of percentages whereas the information obtained through interview and document analysis were qualitatively described to supplement the quantitative data. The findings of the study revealed that there was not enough practice of writing skill in the high schools to develop students' writing ability in writing skills. The study indicated that there were factors that hinder English teachers to design authentic writing tasks for the writing lesson. Some of these factors were: lack of teachers training how to develop tasks, lack of materials to use, lack of adequate time, and other social related factors were raised as major factors. The findings of the study also showed that almost all English teachers neglected teaching writing skill in the school due to aforementioned factors. As a result, the findings denoted that learners' test performance and their writing ability were poor. Therefore, it was recommended that English language teachers need to pay attention in teaching writing skill equally with other skills, so as to improve students' writing ability in the case of current conditions.

Key Words: 1. Investigation 2. Factors 3. Hinder 4. ELT 5. Authentic writing tasks

Introduction

Writing skill is a thinking tool for the other three language skills and language components, such as vocabulary, pronunciation, and grammar (Khazrouni, 2019). It is one of the fundamental skills to transmit meanings and knowledge through written form. Walter (2008) asserts that writing is the process of passing messages that involves thinking, producing and processing information. Learners need to have enough tasks which may help them develop their writing skills. Thus, teachers have responsibilities' to re-organize and refine writing tasks in order to tackle learners' problem in writing skill (Patricia, 1997).

According to Walter (2006), most of the students know the rule of the language, but they usually fail to use those rules in their writing activities. Many studies indicate that learners often feel they do not have basic knowledge which may help them in their academic writing. Students need additional tasks in order to practice how to write meaningful message in their daily activities. Christine and Susan (1993) further state that good model writing tasks in writing skill are viable to develop students' writing skills.

Unless the teachers design and/or modify the tasks given in students' textbook, the learners may not gain enough knowledge via only by the tasks given in their textbook. And therefore, teachers have to prepare appropriate writing tasks for their students in addition to ready-made tasks (Richard, 1986). If not teachers design additional tasks based on students' immediate needs, expected goals may not be realized easily. Christine and Susan (1993) assert that writing skill is core issue as it is very paramount to increase learners' academic performance.

Several researches have been conducted on learning and teaching of writing skill in ELT class. Those studies mainly focused on the importance of task based language teaching (TBLT), the impact of tasks on development of students' writing skills, and the types of tasks used in the classroom in order to enhance learners' language skills.

Some local studies have been done on the area of task-based language learning and teaching. Yeshimebet Bogale (2009) conducted the research on "teachers' and students' perception of task-based language teaching methods and its practice." Meseret Tashome (2012) conducted research on "instructors' and students' perceptions' and practice of task-based writing in EFL context." Tagesse Daniel (2008) conducted the research on "the practicality of task-based EFL instruction in higher institutes." Those studies indicate that TBLT is very crucial to develop students' language competence. However, they did not

emphasis on the factors that hinder teachers to design authentic writing tasks for writing lesson. Therefore, this study was emphasized on this area.

Statement of the Problem

Writing skill has a vital role in English as a Foreign Language (EFL) learning because it is needed in supporting the learners' academic success (Aliyu, 2020). In order to enhance students' writing proficiency, ELT teachers need to prepare authentic writing tasks for their learners. But, in Ethiopia, particularly in case of Ambo town High schools, designing authentic writing tasks seems to be neglected when it is compared with other skills. So that, the researcher interested in conducting research on this area in order to identify the cause of those problems.

Many scholars research findings and literature state the advantage of writing skill in developing students' communication competence. According to Patricia (1997), what teachers need to do is not simply a particular tasks prepared by someone else, rather design and use it for target purpose and real situations by themselves. This statement justifies that teachers are responsible to prepare authentic tasks and /or modify ready-made tasks which enable students work on their real life situation. Teaching and learning process cannot reach intended goal unless English teachers have ability on designing authentic tasks for their writing lesson (Peter, 1998).

If the teachers only focus on teaching writing skill written in students' textbook, they may not fit their learners' immediate needs. Walter (2008) claims that textbook reduces the teachers' role to one of managing or oversee the pre planned events. The learners' writing ability can be developed more if activities are given them related to their real life situations than what they are not familiar with (Christine & Susan, 1993).

Local researchers Godana (2011), conducted research on the kinds of tasks teachers need to develop in order to help learners use cohesive devices effectively and efficiently in their writing activities. His finding indicates that there are considerable problems that hinder English teachers from developing tasks to help their students use correct cohesive devices in their writing activities. Demelash, (2011) conducted a research on English language teachers' and students' perception on task-based activity. His finding reveals that students have poor perception towards task-based activities because of problem related with their teachers. However, in this study, the researcher focused on the factors that hinder ELT teachers to design authentic writing tasks for writing lesson.

Objective of the study

The main objective of this study was to investigate the factors that hinder ELT teachers to design authentic writing tasks for writing lesson. Based on this main objective, the following specific objectives were designed to:

- 1 Investigate the current condition of designing authentic writing task for writing lesson.
- 2 Examine the consequences of the current condition of learning and teaching writing skill effectively in ELT classroom.
- 3 Identify factors that hinder the ELT teachers to design authentic tasks for writing lesson.

Research Questions

This study was designed to answer the following research questions.

- 1 What is the current condition of designing authentic tasks for writing lesson in ELT class room?
- 2 What are the consequences of the current condition of learning-teaching writing skills in ELT classroom?
- 3 What are the factors that hinder ELT teachers to design authentic tasks for writing lesson?

Research methodology

Research Design

The purpose of the study was to investigate the factors that hinder ELT teachers to design authentic writing tasks for writing lesson. Thus, a survey research design was used. This is because surveys are a method of data collection in which information is gathered through oral or written questionnaires in order to identify the factors that hinder English teachers designing authentic writing tasks for their writing lesson (Sarandakos, 1998).

Target Population

The primary sources of the data were ELT teachers from Ambo town High Schools. The area is convenient for the researcher to conduct the study, since he used the advantage of closeness to get cooperation from the school community.

Sampling Technique

In this study, non-probability sampling method was used. Thus, the researcher used availability sampling technique as his target populations in order to get tangible information.

Data Collection Tools

In this study, three types of instruments: questionnaire, semi-structured interview and document analysis were used. The reason for using such multiple data collection tools is to gather reliable data, triangulate the data and increase the credibility of the study.

Data Collection Procedures

In this study, data was collected in the following procedures. First, questionnaires were administered for 25 English teachers. Second, semi-structured interview was administered for 6 English teachers in order to get information about factors that hinder English teachers to design authentic task for writing lesson. Finally, document analysis was conducted to get information about authentic writing tasks from grade nine students' English textbook by using checklist.

Data Analysis Procedures

The data which was collected through questionnaires were numbered numerically. The data gathered through questionnaire was analyzed statistically. The statistical tools such as percentage and frequencies were applied to analyze quantifiable data. Secondly, data which was gathered through semi-structured interview from ELT teachers and from document analysis were analyzed qualitatively.

Findings and Discussion

Table 1: Teachers' responses on the current condition of writing tasks in grade 9 English textbook

No	Items	Ratings											
		SD		D		N		A		SA		Total	
		f	%	f.	%	f	%	f	%	f	%	f	%
1	Grade 9 English textbook contain enough students' real life writing tasks.	4	16	4	16	2	8	13	52	2	8	25	100
2	The writing tasks given in students' textbook are enough to develop	1	4	10	40	2	8	12	48	-	-	25	100

	learners' writing skills.												
3	Some writing tasks in students' textbook are not related to their real life situations.	-	-	4	16	2	8	13	52	6	24	25	100
4	Grade 9 students' English textbook do not contain real life writing tasks at all.	10	40	15	60	-	-	-	-	-	-	25	100
5	Some writing tasks in grade 9 students' textbook require modifications.	-	-	1	4	2	8	13	52	9	36	25	100
6	Writing tasks in students' textbook are not balanced compared with others skills.	1	4	7	28	2	8	11	44	4	16	25	100
7	Almost all writing tasks in students' textbook are related to students' real life situations.	4	16	13	52	4	16	4	16	-	-	25	100
8	Writing tasks in students' textbook are not provide enough examples for learners.	-	-	6	24	-	-	13	52	6	24	25	100

Key: SD – strongly disagree, D – disagree, N—neutral, A – agree, SA – strongly agree

As it is shown in table 1 above, 13(52%) of the respondents agree with item number 1. 4(16%) of the respondents strongly disagree whereas, 4 (16%) of the respondents disagree. Among the given respondents, only 2(8%) of the respondents strongly agree. Although more than 13(52%) of the respondents were showed agreement with item, in contrast, from open-ended questions some respondents replied that grade 9 students textbook does not contain authentic writing tasks for writing lesson. Carly (2008), argues that as writing skill is very crucial to develop learners writing ability, text designers must include adequate authentic writing tasks with good examples.

For item 2, 1(4%) and 10(40%) of the respondents replied that they strongly disagree and disagree respectively. From the total number of respondents, 12(48%) of the respondents agree, but 2(8%) of the respondents responded that they are neutral. Here, the result

shows that the respondents have not the same idea on item number 2. This indicates that teachers have different understandings and awareness about writing tasks in learners' textbook. Carly (2008) suggests that teachers have to expect his/her professional knowledge to evaluate/able to comment on teaching textbook.

On item 3, 13(52%) and 6(24%) of the respondents replied that they agree and strongly agree. This indicates that some writing tasks are not related with learners' social life. Above all, scholars like Carly (2008) and Christopher Harris (2009) believe that in order to achieve learners writing skills, the instructional activities teachers provide for their students play an integral role in shaping what is learned in class room. However, 4(16%) of the respondents disagree whereas 2(8%) of them are neutral. Therefore, the result reveals that more than 75% of the teachers believed that some writing tasks in students' textbook are not related to learners' real life situations. In addition to this, grade 9 textbook writing part analysis shows, not all but some writing tasks in students' textbook are not designed according to learners' real life situations. And therefore, one may conclude that some of writing tasks in grade 9 textbook requires modification based on students social life.

Similarly, for item 4, 10(40%) and 15(60%) of the respondents expressed their strong disagreement and disagreement respectively. In addition to this, from open-ended questions some of the respondents replied that, "Students' textbook already contain authentic writing tasks, so that no need of designing additional tasks for their students." Thus, it is possible to conclude that this may be one factor that hinders English teachers to design their own tasks in writing lesson. Indeed, because authentic writing tasks included in learners' textbook, it needs further treatment by teachers. Christopher Harris (2009) states that authentic tasks are meant to engage students' in an action or sequence of actions that require the application and production of knowledge. This indicates that no matter how the given texts important are, teacher has to modify it. In addition, the result from textbook analysis indicates that even though it needs some modification, grade 9 students' textbook include some part of authentic writing tasks.

In item 5, 11(44%) and 4(16%) of the respondents agree and strongly agree respectively. On the other hand, only 1(4%) of the respondents disagree, whereas, 2(8%) of the respondents are neutral. Therefore, the result shows that almost all teachers agree with this item. Writing tasks need to be authentic which means they have to be situated in meaningful contexts that reflect the way tasks might be found and approached in real life (Christopher Harris, 2009).

Regarding item 6, 11(44%) and 4(16%) of the respondents agree and strongly agree, whereas 1(4%) and 7(28%) of the participants strongly disagree and disagree respectively. However, 2(8%) of the respondents did not express their idea concerning this item. In

addition to this, the result from document analysis shows that compared with other skills, the content of the writing skill is balanced with other skills. And therefore, this reveals that writing tasks in students' textbook are equally treated with other skills. But, some writing tasks are not developed based on students' needs.

As it can be seen from item 7, 4(16%) and 13(52%) of the respondents strongly disagree and disagree respectively. 3(12%) of the respondents are neutral, whereas only 4(16%) of the respondents agree, none of them is strongly agree. This indicates that 73% of the respondents expressed their disagreement with this item, so one may conclude that almost all writing tasks in learners' textbook are not designed based on their social life. This indicates that, some part of writing tasks in learners' textbook need modifications. In addition to this, interview data shows that one interviewee confirmed this idea:

“In our students' textbooks there are many types of writing parts, but it lacks good examples that help learners to develop their writing skills in their social life. In addition, the current writing tasks lack tangible examples taken from students' life experience.”

Besides, the result from grade 9 textbook writing analysis revealed that, though the text contains sorts of writing tasks, appropriate examples are not given for learners focusing on their local culture.

Moreover, for item 8, 13(52%) of the respondents agree and 6(24%) of them strongly agree. In contrast to this, 6(24%) of the respondents disagree, but none of them strongly disagree and neutral. Therefore, as 19(76%) of participants forwarded positive idea with the item, it may be possible to say that the textbook requires additional work from the English teachers to help their students develop their writing skill in their future career. Teachers need to develop and give authentic writing tasks to foster his or her students to write appropriately in their writing task. Unless the teachers refine and or modify the ready-made tasks by focusing on students' language proficiency level, it seems to be difficult to attain an expected goal (Susan, 2012).

Generally, the current condition of teaching-learning writing skill in grade 9 is not in good condition. The result, for example, from open-ended questions shows that most of the respondents expressed their strong feeling about current condition of teaching writing skill in their school. For example, most of them stated, “currently teaching writing skill is neglected specially in high school because of shortage of time and lack of interest from students to learn writing skill rather grammar.”

Table 2: Teachers’ responses on the factors that hinder ELT teachers to develop writing tasks

No	Items: Factors that hinder teachers to develop authentic writing tasks	Ratings											
		SDA		DA		N		A		SA		Total	
		f	%	f.	%	f	%	f	%	f	%	f	Pre.
9	I have no enough time to design authentic writing tasks.	2	8	4	16	3	12	7	28	9	36	25	100
10	I did not get training on designing authentic writing tasks.	4	16	4	16	1	4	13	52	3	12	25	100
11	Language curriculum and syllabus do not provide right for teachers to design authentic tasks	11	44	9	36	2	8	3	12	-	-	25	100
12	Ministry of Education does not give right for teachers to design tasks.	11	44	10	40	2	8	2	8	-	-	25	100
13	There is no enough material to design authentic writing tasks.	2	8	1	4	-	-	13	52	9	36	25	100
14	Preparing writing task takes time and difficult to develop			6	24	1	4	8	32	10	40	25	100
15	Social and economic related factors hinder me from designing tasks.	-	-	2	8	-	-	16	64	7	28	25	100

Key: SD – strongly disagree, DA – disagree, N—neutral, A – agree, SA – strongly agree

Table 2 above reveals, 7(28%) and 9(36%) of the respondents agree and strongly agree whereas, 2(8%) and 4(16%) of them strongly disagree and disagree respectively. Besides, 3(12%) of the respondents are neutral. In addition to this, the response from open-ended questions indicated that lack of enough time to develop their own authentic writing tasks

for the writing lesson is one of the major factors that hinder ELT teachers to develop their own tasks to help their students. Supporting this idea, one respondent from open-ended question stated,

“The major factors that hinder me from designing my own tasks are lack of: materials, time, and good guidance how to prepare tasks, lack of training how to prepare authentic writing tasks for my learners.”

In addition, the results from interview data which is about the difficulties that teachers encounter during developing authentic writing tasks reveals similar. One interviewee replied “The major difficulty is lack of guidance or mentors who helps me how to prepare materials, lack of incomes and training”. Good training and ability of subject matter, experience, knowledge of linguistic part are crucial for teachers to develop their own materials (Walter, 2006). In general, it may be possible to conclude that social and economic related factors have a negative impact on teachers to develop their own tasks.

Table 3 item number 10, which asks if they did not get training how to develop tasks, 13(52%) and 3(12%) of the respondents expressed their agreement and strong agreement with the item. 4(16%) and 4(16%) of the respondents responded as strongly disagree and disagree respectively whereas, 1 (4%) of the respondent is neutral. Here, the largest number that means 16(64%) of the respondents agree with the item. This indicates that most of the teachers need training to develop their own tasks based on learners’ real life situations. Language competences like, strategic, linguistic and discourse competences are very important for teachers to design their own tasks (Scarcella and Oxford, 1999). In addition, from interview questions an interviewee replied concerned with his experience of designing authentic tasks by saying, “my experience of designing authentic writing tasks is not developed, most of time I depend on writing tasks given in students’ textbooks.” Thus, based on the above expressions, most of English teachers need additional training.

Item number 11 which was asks about language curriculum and syllabus do not provide right for teachers authentic writing tasks for writing lesson, 11(44%) and 9(36%) of the respondents strongly disagree and disagree with the item. This shows that out of all participants 20(80%) of them expressed their disagreement with item. On the other hand, 2(8%) of the respondents are neutral and 3(12%) of them show their agreement. Therefore, based on given information we can conclude that almost all teachers realized they have right to design, modify or refine the learners’ textbooks according to their real life situations. In addition, the result from interview question item number 2 asked if authentic writing tasks are important or not to develop learners’ writing skills, almost all interviewees responded with the same manner as authentic writing tasks play prominent role towards students’ writing skill. By supporting this idea, one interviewee expressed his suggestion as:

“You know designing authentic writing tasks for students is very important, when we see our students’ current textbooks it is not relevant to students’ social life. So it is very important.”

Carly (2008) argues that teaching appropriate writing skill is impossible unless we know a goal and purpose for our writing.

For item 12, which asks if ministry of education does not give right for teachers to develop their tasks, 11(44%) and 10(40%) of the respondents expressed their strong disagreement and disagreement respectively. Among selected participants only 2(8%) of them are neutral that means they did not express their feeling concerned with this item. No one agree or strongly agree with the item. This indicates that teachers have right to design and/ or modify the learners textbooks based on learners social context. In contrast to this idea, from open-ended questions one respondent replied, “Authentic writing tasks has already been designed by the curriculum designers. So I am supposed to use designed tasks only.” In addition, the result from document analysis shows, students’ textbooks contained some authentic writing tasks but some of them are not authentic.

For item number 13 in which the teachers were asked concerned with lack of materials, only 2(8%) and 1(4%) of them strongly disagree and disagree while 13(52%) and 9(36%) of the respondents strongly agree and agree respectively. This indicates that out of 25 respondents, 22(88%) of them expressed their agreement in that lack of material is one factors that hinder them to design authentic writing tasks for writing lesson. From open-ended questions, almost all of the respondents’ response revealed that economic related factors is one of the major factors that hinder teachers to design authentic writing tasks for learners. Besides, for open-ended questions, almost all respondents replied, “Lack of materials, lack of knowledge on subject-matter, lack of training on how to prepare tasks and lack of enough time” are forwarded as major factors that hinder them to design authentic writing tasks for writing lesson. Particular situation or factors which related with social life can combat teachers from developing their own tasks (Walter, 2006).

For item number 14 which asks about time related factors, 6(24%) and 1(4%) of the participants disagree and neutral. In contract to this, 8(32%) and 10(40%) of them agree and strongly agree. Therefore, we can conclude that as 18(72%) of participants replied lack of enough time can be counted as one factor. In support of the above result, the teachers’ response from open-ended questions item number 1 showed as lack of time was one factor. According to Kern (2000) “writing is at a once an individual creative, recursive process and socially constrained normative process.” As one can understand from prospective of this view, compared with other skills, writing skill is not easy to develop. That means it needs

time, Cognitive and Meta cognitive thinking in order to develop appropriate tasks for their own use.

Based on item number 15 in which the teachers asked concerned with the social and economic related factors which may hinder them from developing authentic writing tasks, only 2(8%) of them disagree. This means out of 25 respondents 16(64%) and 7(28%) of them expressed their strong agreement and agreement. In addition to this, the result from open-ended questions showed that social and economic related factors were denoted as main factors.

Table 4: Teachers’ response on the consequence of effective/ineffective teaching of writing skill

No	Items	Ratings											
		SDA		DA		N		A		SA		Total	
		f	%	f.	%	f.	%	f	%	f	%	f	Pre.
16	Learners’ writing test performance is not satisfactory.	-	-	2	8	-	-	11	44	12	48	25	100
17	Almost all students in high school are unable to develop a paragraph.	1	4	4	16	1	4	9	36	10	40	25	100
18	Learners cannot develop a detail for given topics	-	-	2	8	1	4	13	52	9	36	25	100
19	Learners have no problem with their writing tasks	17	68	7	28	-	-	1	4	-	-	25	100
20	High school Students are poor in writing skill.	2	8	1	4	-	-	17	68	5	20	25	100
21	High school Students are	10	40	12	48	2	8	1	4	-	-	25	100

	good in writing skill.												
22	Learners cannot use cohesive device for their writing.	-	-	-	-	3	12	14	56	8	32	25	100
23	Some students cannot construct correct sentences	-	-	-	-	-	-	15	60	10	40	25	100
24	Students' paragraph always lacks basic elements of writing	-	-	-	-	1	4	12	48	12	48	25	100

Key: SD – strongly disagree, DA – disagree, N—neutral, A – agree, SA – strongly agree

As it can be seen from the table above, item number 16 which asks if learners writing test performance was not satisfactory, only 2(8%) of the respondents expressed their disagreement. In contract to this, 11(44%) and 12(48%) of them expressed their strong agreement and agreement respectively. This means, out of 25 respondents 23(92%) of them agree with this item. But, none of them strongly disagree and neutral. Supporting this idea, one interviewee stated:

“Writing is not taught currently in good way. It is possible to say writing is neglected skill in current condition. This is because, textbook and given time is not proportional with, so since we are forced to cover the portion I have no time to develop my own tasks”

In addition to this, the result from open-ended questions indicates that in high school stage writing skill does not taught in appropriate way when compared with other skills. From this open-ended response one respondent, for example, replied:

“In my opinion, the current condition of teaching writing skill is not good, because teaching writing skill is not simple when it is compared with the other skills. It needs enough practice time, the fulfillment of some resource, training to teach the skill and so on.”

Based on the above information, one can conclude that writing tasks are not taught effectively. In addition to this, Walter (2006) discusses the difficulties in teaching writing unless teachers have good ability of language competence the goal of teaching writing skill cannot be realized by any means.

For item number 17 which asks if almost all students in high school are unable to develop a paragraph, 1(4%) and 4(16%) of them strongly disagree and disagree, whereas 9 (36%) and 10(40%) of the respondents agree and strongly agree. Only 1(4%) respondent is neutral. This reveals that almost all teachers believed that most students in high school are poor in writing skill. Concerned with this point, one interviewee replied “teaching this skill is not at good condition as a result the learners are poor in writing skill, even some students cannot write their name correctly”

Supporting the above mentioned idea, Routman (2000) argues Knowledge acquired within the context of a meaningful writing activity on the other hand has a much better chance of being used and retained. And therefore, as it is stated here the failure to teach writing skill results in the poor performance of student writing test.

Items number 18 and 19 in which the teachers asked if students are good in writing skill or not, almost all respondents expressed their ideas as the learners are not good in writing skill when compared with grammar and other skills. In item 18, for example, 13(52%) and 9(36%) of the respondent agree and strongly agree. For item number 19, 17 (68%) and 7(28%) of them strongly disagree and disagree respectively. This means, all teachers except one did not agree with item number 19, however, almost all teachers showed their agreement with item number 18. In addition to this, the teachers’ responses for interview revealed that the learners’ ability in writing skill is very low. Therefore, it seems to be very paramount if the more training is given for teachers that they may develop ability of developing writing tasks for their writing lesson.

For items number 20 and 21 in which teachers asked if the students are poor or good in writing skill respectively, 17(68%) and 5(20%) of them agree and strongly agree while only 2(8%) and 1(4%) of them strongly disagree and disagree. This indicates that almost all teachers expressed their agreement with item number 20 as most students are poor in writing skill. In addition, item number 21, 10(40%) and 12(48%) of the respondents expressed their strong disagreement and disagreement with the view ‘high school students are good in writing skill’, whereas only 1(4%) 2(8%) of them are neutral. In support of this claim almost all interviewed teachers confirmed that high school students writing ability is poor. This is due to teaching writing skill seemed to be neglected in high schools.

For item number 22, 23 and 24 in which teachers asked concerned with the general concepts of the consequences of teaching writing skill effectively or in effectively, almost all participants expressed their view in same way as high school students cannot use cohesive device, cannot construct correct sentences and their paragraph always lack basic element of writing. For example, in item 22, 22(92%) and for item 23, 25(100%) of the respondents expressed their agreement with the items. This denotes that there are considerable

problem due to neglecting writing skill in high school. And appropriate care should be given for this skill as it is one of the most important skills especially for students who study English as a foreign language. This is because; foreign language learners have great opportunity to communicate via written form than oral communication in social life. In addition, Kern (2000), supports this view as writing skill is the most crucial to develop students' language skill appropriate attention must be given to it. Apart from this reality this study showed writing skill is one of skills which is ignored or neglected in the high schools. Finally, for item number 24, all respondents except one expressed their strong agreement and disagreement. This means, 24(96%) of them agree with the item.

Conclusions

Based on the findings of the study the following conclusions were reached.

- Finding of the study show almost all English teachers ignored even teaching writing skill in current condition.
- Finding of the study indicate: lack of enough knowledge of the subject matter, lack of materials, learners' poor proficiency level, lack of adequate time, lack of training on how to develop and/or teaching writing skills were among the factors that hinder the effectiveness and adequate preparation of authentic writing tasks for writing lesson.
- Finding of the study reveals that rather developing authentic writing tasks for writing skill even teaching writing skill seemed to be neglected in high schools when compared to other skills.
- The study reveals that little attention was given to the teaching-learning writing skill compared with teaching grammar and other skill. This may affect students' language proficiency.
- The study identifies that for many teachers, the major frustrations about teaching writing skills in high schools were the time it takes to accomplish the tasks and time of correction. The time fixed for writing activity during writing lesson was not clearly identified and was not sufficient to practice writing tasks.
- The findings of the study also show that lack of sufficient materials to develop writing tasks, training on how to develop authentic writing tasks for writing lesson, learners' lack of interest to learn writing skill than grammar and social related factors were raised as some major factors that hinder English teachers to design their own tasks.

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