



INVESTIGATING TEACHERS AND STUDENTS PERCEPTION OF WRITING SKILLS: ETHIOPIAN UNIVERSITY IN FOCUS

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ABSTRACT



The main objective of this research was to investigate the perceptions of Madda Walabu University writing skills of teachers and students. To achieve this, a descriptive research design through quantitative questionnaires for students and qualitative semi-structured interview for the teachers was employed. While quantitative data were analyzed using a descriptive SPSS analysis, qualitative data were analyzed using a thematic analysis. The population for this study were 1st year 5 male and 15 female and 2nd year 5 male and 8 female totally 33 undergraduate English as a foreign language students and their 2 writing instructors. This was because 1st year undergraduate English as foreign language students take the writing course i.e. Basic Writing Skills and 2nd year undergraduate English as a foreign language students take the writing course i.e. Advanced Writing Skills. First, a questionnaire was distributed to elicit student's perceptions and then the 2 teachers were interviewed. The overall results demonstrated that although, the instructor's perceptions about themselves as writing skills course instructor was high, the teaching of writing skills in Madda Walabu University undergraduate English language and literature department was found to be insufficient and thus hampered the enhancement of the students writing ability. The findings of the study also revealed that majority of the students have positive perception about the importance of learning writing skills. Finally, recommendations were forwarded based on the conclusions so as to promote the teachers and students perceptions and maximize the practice of teaching and learning writing at university level.

Keywords: *Students' Perceptions, Teachers' Perceptions, Teaching Writing, Practices.*



1. INTRODUCTION

Recently English language has been widely used and considered as the universal language. Due to this, it has been chosen as the medium of instruction for higher studies in many regions of the world including African countries, and of course the English language teaching in particular (Crystal, 2003). In Ethiopia, the teaching of English has become increasingly important as a foreign language. It is taught in schools from lower grade to University level.

Writing is one of the most important skills in learning a new language. According to Mora-Flores (2009: 12), it is the act of putting down the graphic symbols that present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to impart. But, to learning writing of foreign language one requires learning deliberately and consciously each and every linguistic element through instruction or proper guidance. At the university level, there is a need to learn how to write for multiple purposes. Students should be able to generate, draft, evaluate, revise, and edit ideas and forms of expressions in their writing. Students should also be able to display effective choices in the organization of their writing, including detail to illustrate and elaborate their ideas and using appropriate conventions of written English. So, effective writing skills are needed in order for students to be academically successful.

However, from researchers' own experience these students still experience many difficulties in their writing. This problem can partly be ascribed to teachers' failure to teach writing appropriately. It could also be associated with teachers' perception

about writing and their practice of teaching the skill.

Most often, writing at high school level is either not covered at all or not taught effectively, since teachers perceive that writing is not as important as listening, speaking, reading, grammar and vocabulary (Alamrew 2005). Moreover, there is a gap between what instructors perceive as essential writing skills and how students perceive their ability to write.

Writing instructors' perceptions about the nature of writing and its method of instruction has strong impact either on the success or failure of their teaching. In connection to this, Rajab and Elyas (2016) recommend that, in order to make knowledge-based decisions in their everyday teaching practice, teachers must be well aware of their beliefs and perceptions about the learning and teaching. In other words, the perception writing instructors hold about the practice and progress in their writing classes will help them to construct or revise their classroom practices which in turn lead them to observable progress both the learners and the instructor will achieve later. The same thing is true for the students. Their perception about writing skill clearly determines their choice of learning strategies. Therefore, it was extremely important to understand the perceptions of both instructors and students about the teaching/learning of writing at Madda Walabu University.

2. MATERIAL AND METHODS

The purpose of this study was to investigate instructors and students perceptions about the teaching/learning of writing skills at Madda Walabu University. In order to achieve this descriptive research design with mixed approach to data gathering and analysis was employed.



2.1 Population and Sample Size of the Study

The population for this study was both 1st year 5 male and 15 female and 2nd year 5 male and 8 female totally 33 undergraduate EFL students and their 2 writing instructors. In this study comprehensive sampling technique was used to select the subjects. All 33 undergraduate EFL Students participated on questionnaire, and the 2 writing instructors were interviewed. This was because 1st year undergraduate EFL students take the writing course i.e. Basic Writing Skills and 2nd year undergraduate EFL students take the writing course i.e. Advanced Writing Skills.

2.2 Data Collection Instruments and Procedures

In the descriptive study, primary information was gathered from the respondents using questionnaire, observation and interview tools (Kothari, 2004). There are two kinds of data in this study, quantitative data and qualitative data. Quantitative data were collected through distributing questionnaire for all 33 students; while qualitative data were collected through semi-structured interviews with two instructors.

2.3 Data Analysis

Hence, qualitative data were analysed thematically, whereas for the quantitative data descriptive statistics like frequency, percentage, and means were employed. Thus, students' responses to the questionnaire were entered into SPSS (16.0) computer software and each item's reliability were checked.

3. RESULTS AND DISCUSSIONS

3.1 The Instructors' Perceptions about Writing Skills

Writing instructors' perceptions about the nature of writing and its method of instruction has strong impact either on the success or failure of their teaching. In connection to this, Rajab and Elyas (2016) recommend that, in order to make knowledge-based decisions in their everyday teaching practice, teachers must be well aware of their beliefs and perceptions about the learning and teaching.

So that it will help them to construct or revise their classroom practices which in turn lead them to observable progress both the learners and the instructor will achieve later. In other words, the perception writing instructors reconstructed about the practice and progress in their writing classes will determine the degree to which a given approach is implemented or not-implemented.

3.1.1 Instructors Perceptions about Themselves as Writing Skills Course Instructors

A set of interview questions were developed loosely based around the instructors strength and weakness and inviting them to reflect on what they find difficult in teaching writing skills. In addition, through asking them what they like and dislike in teaching writing skills the researcher uncovered the instructor's perceptions about themselves as writing skills course instructors.

To begin with, almost both interviewees admitted that teaching writing skills is challenging.



They also stated that their practice of teaching writing is also not always fruitful. They mainly followed eclectic approach of teaching writing skills and they did not also give much attention for teaching the skill only by effectively applying the principles suggested through process approach of teaching writing skills.

In response to his strength Basic writing skills instructor stated that, he totally devoted his time in preparing his students to acquire the writing skill. But, he also stated that, the nature of his students' knowledge on writing impeded him not to meet some of the objectives of the course and the teaching material also lacks feasible contents for teaching the skill at university level. Similarly, Advanced writing skills instructor stated that, he paid more attention to help students practice in writing class, encouraging them to familiarize with the language structure and have a good opportunity to express their ideas more easily through appropriate writing method.

Based on the responses of both instructors, the teaching of writing skills in Madda Walabu University undergraduate English Language and Literature Department was found to be insufficient and thus hampered the enhancement of the students writing ability. However, the instructor's perceptions about themselves as writing skills course instructor was high.

3.1.2. Instructors Opinions about the Teaching Materials they are using

The major purpose of examining instructors' opinions about the teaching materials being used in writing skills classes were basically aimed at finding out instructors' perceptions about these teaching materials.

Teaching writing skills has strong connection with the teaching materials in use. This is because, in most cases, it is the materials which guide the instructor to implement a given method of teaching. Secondly, students will have access to various practice activities which are developed in harmony with their academic status.

When respondents were asked in the interview to explain the criteria that they use to evaluate well developed teaching materials for their writing skills course, both of them perceived that well developed teaching materials need to have strong relationship with the objectives stipulated by the course designers. As Advanced writing skills instructor noted, "Well developed teaching materials should be written with clear language." Basic writing skills instructor also stated; "Well developed teaching materials should be written in context and need to be learner centered."

As we can see from the above responses, both respondents had the perception that well developed teaching materials for the instruction of writing skills need to fulfill the criteria such as holistic arrangement, contextualization, clarity of language use and variety.

On the basis of these criteria, Advanced writing skills instructor stated his perception about



the teaching materials being used in writing skills classes saying: "Even though, the module clearly stated the course objectives and is written with clear language, the activities on the module did not encourage students' interaction."

In addition, Basic writing skills instructor also stated his perception about the teaching materials being used in writing skills classes saying:

"The content in the module were developed sequentially. That is thinking developing the content from simple to complex were more effective in improving students' writing skills. So, a student who has good understanding of paragraphs can understand the lesson on essay writing without facing a lot of challenges."

From the above response, it is possible to understand that respondents had mixed perception about the teaching materials being used in writing skills classes. Even though they had strong perception about the way the contents were written, organized and arranged in the teaching materials, they also had doubt regarding the effectiveness of the developed exercise in enabling the students to practice and develop their writing skills.

3.1.3. Instructors Perceptions about their Students View towards the Importance of Writing Skills

As it was heard from both interviewees, most of students considered writing skills as the most important language skill that they needed to require for their personal development and academic success. As Advanced writing skills instructor

explained: "...most of the students needed writing skill for taking notes, describing objects or devices and writing essays, answering written questions, writing their compositions, writing experimental reports, etc."

Basic writing skills instructor also said that:

"At least all the students think competence in writing will help them to perform well in their academic programs. Moreover, being proficient in writing in English will enable them to be professionals and researchers in the future. However, learning to master this skill is a problem students face at all levels of the education system."

From the above responses we can see that, both instructors believes many EFL students had positive perceptions about writing skills and they heavily rely on writing as integral skill to language learning. They also noted that most of the students viewed writing skills as of major importance to them at all levels of the education system.

4 DISCUSSION OF THE RESULTS OF STUDENTS' QUESTIONNAIRES

The final draft of the questionnaire include twenty three items and they were grouped under five categories namely; students' perception of writing in English, students perception of their writing ability in English, students' perception of their writing habits, students' perception of their favorite learning styles, and finally students' perception of the relevance of writing tasks. They indicated their perceptions with the statements on five-point Likert



scales ranging from (5) indicating 'strongly agree', (4) indicating 'agree', (3) indicating 'undecided', (2) indicating 'disagree' and (1) indicating 'strongly disagree.'

The results of this questionnaire were presented using frequencies, percentages and overall mean. The researcher used tables to organize the answers and to facilitate the analysis.

4.1 Students' Perception of Writing in English

The first section of the questionnaire contains six items that were included to elicit the participants 'perception of writing in English.' Table 1 also details the responses of the participants' perception of writing in English.

Table1. Students' Perception of Writing in English

No	Items	Responses												Mean
		SA		A		UD		DA		SD		Total		
		F	%	F	%	F	%	F	%	F	%	F	%	
1	I need to learn to write in English because it is a very important skill for my future job	27	81.8	4	12.1	2	6.1	-	-	-	-	33	100	4.76
2	I enjoy writing in English	17	51.5	15	45.5	1	3	-	-	-	-	33	100	4.48
3	I believe I need to use writing with people outside the classroom	10	33.3	18	54.5	3	9.1	1	3	1	3	33	100	4.06
4	I think I need to improve my writing	18	54	11	33.3	3	9.1	1	3	-	-	33	100	4.39
5	I have confidence to show my writing to my peers	16	48.5	10	30.3	5	15.2	2	6.1	-	-	33	100	4.21
6	I am confident to receive any criticism for my writing from my readers	16	48.5	11	33.3	3	9.1	3	9.1	-	-	33	100	4.21

Keys : (SA)(5)=Strongly agree, (A)(4)= Agree, (UD)(3)= (UD)Undecided, (DA)(2)=Disagree, (SD)(1)=Strongly disagree, (F)=Frequency,(%)=Percent



Results reveal that, majority of respondents reported their strong agreement (81.8%) and agreement (12.1%) with the statement that 'they need to learn to write in English because it is very important skill for their future job.' Only (6.1%) of the respondents were undecided about the statement. Many other studies as well revealed that writing was very important skill for students' future job. Regarding this, Geremew (1999) points out that, one has to write in order to meet persistently changing social demands and examine personal interests. Similarly, (51.5%) and (45.5%) respondents amazingly reported they strongly agreed and agreed that 'they enjoyed writing in English.' But, only few (3%) of them are undecided. The results of this empirical study contradicted with the result from instructor's interview. The instructors stated that students were very weak in writing skills and committed lots of errors in their academic writings because of their weak foundation when they joined English departments in universities, and mostly due to their lack of motivation and enthusiasm in writing skills class-rooms.

As to item 3, '*I believe I need to use writing with people outside the classroom*' most of the respondents, (33.3%) and (54.5%), reported their strong agreement and agreement that they believed they needed to use writing with people outside the classroom; whereas, (9.1%), (3%) and (3%) were not decided, disagreed and strongly disagreed, respectively. As Kim and Kim (2005) recommended, in EFL contexts like Ethiopia where exposure to English language use and practice is extremely limited outside the classroom, more effective approach to writing should be applied to writing

instruction. Furthermore, a considerable proportion of the respondents (54%) and (33.3%) expressed their agreement that 'they thought they needed to improve their writing.' However, (9.1%) and (3%) of the respondents reported 'undecided' and 'disagreed', respectively concerning the raised issue. Similarly, from above item it is possible to learn that majority of the respondents (54%) strongly agreed that they need to improve their writing, followed by (33.3%) who agreed.

Concerning their confidence to show their writing to their peers' almost half (48.5 %) reported their strong agreement and a large number of the respondents (30.3%) reported their agreement. However, small number of respondents (15.2%) and (6.1%) reported that they were undecided and disagreed on the raised issue. The last item in Table 1 showed (48.5 %) and (33.3%) of the respondents 'strongly agreed' and 'agreed' consecutively that they were confident to receive any criticism for their writing from any readers. However, (9.1%) and (9.1%) of the respondents reported 'undecided' and 'disagreed', respectively concerning the issue. So, majority of the students did show very positive attitude towards common and effective corrective feedback measure such as peer correction and group/pair work. The use of peer and self-assessment showed to be reliable and valid tools in EFL writing. These tools encourage a reflective attitude towards students' writing skills, enabling them to detect writing strengths and weaknesses and correct the errors, thus improving their writing skills.

In general, when looking at the results of these category (*Students' perception of the writing in English*) we find out that the overall mean score was



4.35 on a 5 point likert scale descending from strongly agree '5' to strongly disagree '1'. The overall mean indicated that students had positive perceptions about the importance of English writing skill for their academic study and their future career. This particular result asserted that English department undergraduate students were aware of their needs to improve their writing proficiency in English. This result was in accordance with a study

carried out by Mazdayasna and Tahririan (2008) about the EFL needs of Iranian undergraduate students in both the College of Nursing and the College of Midwifery. Their findings indicated that the EFL students' perceptions of writing in English were all positive and they were also aware of the needs and the requirements to improve their general language proficiency.

4.2 Students' Perception of their Writing Ability in English

Table2. Students' Perception of their Writing Ability in English

No	Items	Responses														Mean
		SA		A		UD		DA		SD		Total				
		F	%	F	%	F	%	F	%	F	%	F	%			
7	Writing is very important skill for me	21	63.6	5	15.2	6	18.2	1	3	-	-	33	100	4.39		
8	I enjoy writing in English because it is very easy skill for me	4	12.1	1	45.5	9	27.3	3	9.1	2	6.1	33	100	3.48		
9	I can write because my English is very good	12	36.4	1	30.3	8	24.2	3	9.1	-	-	33	100	3.94		
10	I don't get lost when I start writing in English	7	21.	1	33.3	10	30.3	1	3	4	12.1	33	100	3.48		
11	I practice writing in English because it is very important for my academic study	20	60.6	6	18.2	5	15.2	2	6.1	-	-	33	100	4.27		
12	I feel comfortable during a writing activity.	2	6.1	1	3	2	6.1	11	33.3	1	51.5	33	100	1.79		

Keys : (SA)(5)=Strongly agree, (A)(4)= Agree, (UD)(3)= (UD)Undecided, (DA)(2)=Disagree, (SD)(1)=Strongly disagree, (F)=Frequency,(%)=Percent



The second category (*How do students perceive their writing ability in English?*) dealt with students' perceptions and beliefs about their EFL writing skill. As it's seen from Table 2, the majority of the respondents reported their strong agreement (63.6%) and agreement (15.2%) that writing was very important skill for them. The rest (18.2%), and (3%), however, didn't decide and disagreed, respectively. From this, it is possible to learn that majority of the students agreed as writing is very important skill for them. It's true that writing has a vital role in academic institutions especially in higher education. "Student writing is at the center of teaching and learning in higher education, fulfilling a range of purposes according to the various contexts in which it occurs."(Coffin et al., 2003:2).

The same is true to item 8, that a considerable number of the respondents reflected their agreement (45.5%) and (12.1%) strongly agreed as they enjoy writing in English because it is very easy skill for them. However, (9.1%), (6.1%) and (27.3%) of the respondents reported that they disagreed, strongly disagreed and undecided with the statement. The results of this empirical study contradicted with the research conducted by Zeleke Arficho (2017) at Hawassa University. He found out that the University students are very poor on each of the aspects of writing and it's not easy skill for them. Many other studies as well revealed that Writing is the most difficult skill of the four macro language skills (Hickey, 2010; Alsamadani, 2010).

Similarly, more than half of the respondents (78.8%) expressed that they practice writing in

English because it is very important skill for their academic study; whereas the rest (15.2%) and (6.1%) of the respondents reported 'undecided' and 'disagree.' Jordan (1997) also supports this view, saying that writing skills are a prerequisite for the completion of academic writing tasks and university study more generally.

In table 2, it is also indicated that (66.7%) of the respondents reflected their agreement that they write because their English was very good. However, (24.2%) and (9.2%) of the respondents reported 'undecided' and 'disagreed' respectively. In addition, only (21.2%) and (33.3%) of the respondents 'strongly agreed' and 'agreed' that they did not get lost when they start writing in English, but more than half of the respondents, (30.3%), (3%) and (12.1%) reported 'undecided', 'disagreed' and 'strongly disagreed.' In addition, the data in Table also indicated that, the majority of the respondents reported their strong disagreement (51.5%) and disagreement (33.3%) to the statement 'they feel comfortable during a writing activity.' The rest (6.1%), (6.1%), and (3%) however, undecided, strongly agreed, and agreed respectively. These findings were not in line with the recommendation of their instructors where they stated students had critical EFL writing problems.

In general, the above figure and statements imply that a great majority of the students with a total mean value of 3.26 have positive perception of their writing ability in English while a small minority of them has negative view of the concept.

**4.3 Student's Perception of their Writing Habits***Table3. Students' Perception of their Writing Habits*

No	Items	Responses												Mean
		SA		A		UD		DA		SD		Total		
		F	%	F	%	F	%	F	%	F	%	F	%	
13	It is easy to get ideas.	11	33.3	10	30.3	7	21.3	5	15.2	-	-	33	100	3.82
14	I often plan before writing.	12	36.4	8	24.2	12	36.4	1	3.0	-	-	33	100	3.94
15	I often write and edit drafts.	12	36.4	13	39.4	4	12.1	4	12.1	-	-	33	100	4.00
16	I know how to organize ideas.	9	27.3	12	36.4	9	27.3	3	9.1	-	-	33	100	3.82
17	I know the strategies to write a complete piece of writing by myself.	8	24.2	16	48.5	6	18.2	2	6.1	1	3.0	33	100	3.85

Keys : (SA)(5)=Strongly agree, (A)(4)= Agree, (UD)(3)= (UD)Undecided, (DA)(2)=Disagree, (SD)(1)=Strongly disagree, (F)=Frequency,(%)=Percent

In Table 3, item 13 shows that (33.3%) of the respondents strongly agreed and (30.3%) agreed that it is easy to get ideas to write. Whereas, the rest (21.3%) were undecided and (15.2%) disagreed. The majority (36.4%) strongly agreed and (24.2%) agreed that they often plan before writing. Applying prewriting stage was essential for students because it encourages them to write by stimulating their thoughts for getting started (Richards & Renandya, 2002). On the other hand, (36.4%) of the respondents

followed by (3%) of the respondents indicated 'undecided' and 'disagreed', respectively. Thus, a good number of respondents believed that they often plan before writing. Similarly, (36.4%) and (39.4%) of the respondents 'strongly agreed' and 'agreed' that they often write and edit drafts. On the other hand, (12.1%) and (12.1%) of the respondents 'undecided' and 'disagreed', respectively. Concerning their knowledge of how to organize ideas, large number of the respondents (27.3%) reported their



strong agreement that they know how to organize ideas. The data in the same item also showed that (36.4 %) of the respondents agreed. However, (27.3%) and (9.1%) of respondents reported undecided and disagree on the issue raised. From this, it can be seen that majority of the students had no difficulty of applying some writing techniques such as planning and editing.

From Table 3, it is also possible to see that a large number of the respondents (24.2%) and (48.5%)

strongly agreed and agreed respectively that they knew the strategies to write a complete piece of writing by themselves. The rest (18.2%), (6.1%) and (3%) of the respondents reported that they were undecided, disagreed and strongly disagreed, respectively. Almost quarter of them did not know about common strategies of writing skills.

4.4 Students' Perception of their Favorite Learning Styles

Table4. Students' Perception of their Favorite Learning Styles

No	Items	Responses												Mean
		SA		A		UD		DA		SD		Total		
		F	%	F	%	F	%	F	%	F	%	F	%	
18	I always need help when I write in English	11	33.	10	30.	7	21.	4	12.	1	3	33	100	3.79
			3		3		2		1					
19	I prefer to work with the teacher during a writing activity	16	48.	11	33.	4	12.	2	6.1	-	-	33	100	4.24
			5		3		1							
20	I can write better when I work with other students	13	39.	14	42.	3	9.1	2	6.1	1	3	33	100	4.09
			4		4									

Keys : (SA)(5)=Strongly agree, (A)(4)= Agree, (UD)(3)= (UD)Undecided, (DA)(2)=Disagree, (SD)(1)=Strongly disagree, (F)=Frequency,(%)=Percent

The fourth category (*How do students view their favorite learning styles?*) investigated the students' perceptions and awareness of their learning styles. The mean scores for the variable related to students' demand for writing assistance were 3.79. As can be seen from Table 4, among 33 respondents (33.3%) and (30.3%) of the respondents

strongly agreed and agreed that they always needed help when they wrote in English. Whereas, (21.2%), (12.1%) and (3%) of the respondents responded 'undecided', 'disagree' and 'strongly disagree', respectively.



Regarding item 19, (48.5%) strongly agreed, (33.3%) agreed, on the issue that they prefer to work with the instructor during a writing activity. This is because many of the students felt more secure and comfortable when working with the instructor. But, (12.1%) and (6.1%) of the respondents were 'undecided' and 'disagreed' respectively about the issue.

Concerning item 20, (39.4%) and (42.4%) of the respondents consecutively strongly agreed and agreed that they can write better when they work with other students. However, (9.1%), (6.1%) and (3%) of respondents reported 'undecided' and 'disagreed' and 'strongly disagreed'. This means they

could mostly enjoy a writing task if they had to do it together. This result was similar to Storch's (2005) findings about collaborative writing. When students were given the choice to work either in pairs or individually, a number of them chose to work in pairs and produced shorter and better pieces of writing. All students were found to have positive attitude toward pair-work, group-work and collaborative writing in general. She also stated that when students work together there is a clear benefit for their writing. They are able to discuss and gain direct feedback on their work. This has been proven to boost students' confidence knowing that they will have several eyes looking at their work before submitting to their instructor.

4.5 Students' Perception of the Relevance of Writing Tasks

Table 5. Students' perception of the relevance of writing tasks

No	Items	Responses												Mea n
		SA		A		UD		DA		SD		Total		
		F	%	F	%	F	%	F	%	F	%	F	%	
21	The writing tasks in the module are appropriate to develop writing skill	13	39.4	13	39.4	3	9.1	3	9.1	1	3.0	33	100	4.03
22	When I work to solve difficult tasks in pairs, it helps me think more about my writing.	11	33.3	12	36.4	9	27.3	1	3	-	-	33	100	4.00
23	Writing activities of the module are relevant and sufficient to practice	8	24.2	12	36.4	5	15.2	5	15.2	3	9.1	33	100	3.52

Keys : (SA)(5)=Strongly agree, (A)(4)= Agree, (UD)(3)= (UD)Undecided, (DA)(2)=Disagree, (SD)(1)=Strongly disagree, (F)=Frequency,(%)=Percent



In Table 5, item 21 shows that (39.4%) of the students strongly agreed and (39.4%) of them agreed that the writing tasks in the module were appropriate to develop writing skill; whereas, (9.1%) and (9.1%) of the students remained undecided and disagreed. In addition, only (3%) of them strongly disagreed that writing tasks in the module are appropriate to develop writing skill. With regard to item 22, large students' populations (27.3%) and (3%) were undecided and disagreed consecutively to the point that when they work to solve difficult tasks in pairs, it helps them think more about their writing. But, (33.3%) and (36.4%) of students strongly agreed and agreed that when they worked to solve difficult tasks in pairs, it helped them think more about their writing.

Majority of the students also agreed (36.4%) and strongly agreed (24.2%), to the statement writing activities of the module were relevant and sufficient to practice. Whereas, (15.2%), (15.2%) and (9.1%) of the respondents reported 'undecided', 'disagreed' and 'strongly disagreed', respectively.

5 CONCLUSION

The results showed that although, the instructor's perceptions about themselves as writing skills course instructor was high, the teaching of writing skills in MWU undergraduate English language and literature department was found to be insufficient and thus hampered the enhancement of the students writing ability. According to the instructors', the majority of their students had positive perceptions about writing skills and they heavily relied on writing as integral skill to language learning. They also noted that, most of the students

viewed writing skills as of main importance to them at all levels of the education system.

Even though the majority of the students reported their strong agreement that they enjoyed writing in English, this contradicted with the result from instructor's interview. The instructors stated that, students were very weak in writing skills and committed lots of errors in their academic writings.

6 RECOMMENDATION

On the basis the findings, the following recommendations can be forwarded. Firstly, since the students' levels in academic writing at university are weak, it would be better to integrate the techniques that seem efficient. Instructors also need to focus more on the practical parts when teaching writing rather than giving definitions and examples. Secondly, policy makers should consider the effective teaching and learning of writing in lower grades.

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