A DIDACTIC INVESTIGATION OF THE TEACHING OF WRITING AND THE DEVELOPMENT OF STUDENTS' COMPETENCES IN SOME SELECTED SCHOOLS IN YAOUNDE

A dissertation submitted in partial fulfillment of the requirements for the award of a Master's Degree in Science of Education
Speciality: Didactics of Disciplines
Option: English Language

By

EDITH AMABU BELL
Masters in **Didactics of Disciplines**
14Z3053

MEMBERS OF THE JURY :

President **: Pr. BENABE MBALA ZE**

Supervisor*:* **Pr. NKEMLEKE DANIEL**

Examiner : **Dr. NKECK BIDIAS RENEE SOLANGE**

SEPTEMBER 2017

TABLE OF CONTENT

DEDICATION

This dissertation is dedicated to the Bell Family.

ACKNOWLEDGEMENT

 I wish to acknowledge the support of those individuals who made it possible for a successful completion of this work. Special thanks go to my supervisor Prof. Daniel Nkemeleke for the support, guidance and encouragement he accorded to me through the entire process of proposal and research writing. Thanks also go to my lecturers who taught me various courses during my course work: Dr Nkeck Bidias, Dr Mbanga and Mr Mbeh. You definitely provided me with tools that are needed to choose the right direction and successfully complete my dissertation. Your professionalism, integrity, dedication to our field is a model to all of us. You have contributed greatly to this dissertation and to my growth as a scholar. I would also like to thank my classmates; Vivian, Clovis, Tina. We were not only to support each other by deliberating over our problems and findings, but also for your helpful suggestions. Thank you so much

 Further my sincere gratitude goes to my friends: Honorine, Nira, Relindis, Camarica, Melanie and my colleague teachers who spent off time for this research and for their encouragement and support as I went through my studies.

To the participants of this study, I feel honoured to have worked with you all on this work and I sincerely thank you for time and effort you sacrificed for me with data collection. I am also deeply indebted to my siblings: Alufor, Cromwell, Suzan, Miranda, Victorine and Fedelis For their moral support and goodwill to take up this programme. Thanks also go to Jean Mapppe for typing and arranging this work. Finally, I sincerely wish to thank my sweetheart Njichop Richard for his moral and financial support and our children Bih, Pamela, Ryan, Darlvine and Denzel who have been a constant source of inspiration and joy.

I cannot thank everyone by name because it would take a lifetime but, I just want you to know that you count so much. Had it not been for your prayers and benedictions were it not for your sincere love and help, I would never have completed this dissertation.

To all, I say thank you!

LISTS OF ABBREVIATION

AACU: Association of American Colleges or Universities

A/L: Advanced Levels

CBA-RSL: Competence- Based-Approach through Real Life Situation

CLT: Communicative Language Teaching

E SA: Engage -Study -Activate

ELLS: English Language Learners Strategies

ELT: English Language Teaching

ESL: English as a Second Language

GCE: Cameroon General Certificate of Education

L2: Second Language

OECD: Organization for Economic Cooperation and Development

PCK: Pedagogical Content Knowledge

SBA: Skilled Based Approach

SLA: Second Language Acquisition

SPSS: Statistical Package for Social Sciences

TSL: Teaching Second Language

LISTS OF FIGURES

LISTISTS OF TABLES

LISTS OF APPENDICES

ABSTRACT

This study aims to reveal methods, problems, techniques teachers and learners put in place in their classroom practices, to assess learners' competences in writing and to explore some of the background knowledge and beliefs that can be a reference for teachers to understand the great usefulness of teaching methodology (didactics) in the teaching of writing. This work is meant to engage education stakeholders in a critical reflection on matters that can bring teachers' current practices into the heart of what teaching methodology, strategies and techniques of English writing postulates. The research is based on the hypothesis that there is a relationship between teacher knowledge, teacher classroom practices and the development competences to write different texts. Our reflection rests on two learning theories; socio-cultural and cognitive, three didactic concepts; the Didactic Action theory, didactic triangle, didactic transposition and one language theory; the Krashen Input Hypothesis as frameworks of the study. The study employs a mixed research method. The researcher uses a purposive sampling technique to select 4 Government High Schools made up of 30 teachers and 76 students.

Data are collected with questionnaires for both teachers and students, interview guide for only teachers and written texts for only students. The data obtained is classified, tallied and analyzed using descriptive statistic with the help of SPSS.

The results reveal that instructional process and quality is uniquely related to students' writing competences. Some of the problems they faced include among others, content mastery problems, inappropriate teaching methods and classroom preparation and practices, inappropriate teaching and learning strategies which leads to low writing competences. The study recommends that teacher educators should conceive things in a manner by and through which teachers' practices can be made theoretically-grounded and operationally-systematic and hence makes teaching very effective.

Keywords: **Teaching - Learning, Writing, Writing Compitence, Investigation, Didiatics, Assesment**

RESUME

La présente étude vise à révéler les méthodes, les problèmes, les techniques mis en place par les enseignants et les apprenants dans leurs pratiques en classe, afin d'évaluer les compétences des apprenants en rédaction et explorer certaines connaissances et fondements qui peuvent être une référence aux enseignants et leur permettre de comprennent l'utilité de la méthodologie pédagogique (didactique) dans l'enseignement de la rédaction. Ce travail est destiné à engager les acteurs de l'éducation dans une réflexion critique sur des questions fondamentales qui peuvent considérablement améliorer les pratiques actuelles des enseignants afin de répondre aux exigences de la méthodologie, des stratégies et des techniques de l'enseignement de la rédaction en anglais. La recherche repose sur l'hypothèse d'une relation entre la connaissance des enseignants, les pratiques en classe des enseignants et le développement des compétences dans la rédaction de différents textes. Notre réflexion repose sur deux théories d'apprentissage ; socioculturel et cognitive, trois concepts didactiques; la théorie de l'action didactique, le triangle didactique, la transposition didactique et une théorie linguistique; l'hypothèse d'entrée de Krashen comme cadre de l'étude. L'étude utilise une méthode de recherche mixte. Le chercheur utilise une technique d'échantillonnage intentionnel pour sélectionner 4 lycées composés de 30 enseignants et 76 élèves.

Les données sont recueillies à travers des questionnaires pour les enseignants et les élèves, le guide d'entrevue pour les enseignants seulement et les tests écrits pour les élèves seulement. Les données obtenues sont classées, comptées et analysées suivant la méthode de statistique descriptive à l'aide du logiciel SPSS.

Les résultats révèlent que le processus pédagogique et la qualité sont uniquement liés aux compétences rédactionnelles des élèves. Parmi les problèmes auxquels ils se heurtent, nous pouvons énumérer, les problèmes de maîtrise du contenu, les méthodes de préparation de cours et d'enseignement inappropriées, les stratégies d'enseignement et d'apprentissage inadéquates, qui aboutissent à de faibles compétences en rédaction. L'étude recommande aux éducateurs d'enseignants de concevoir les choses de manière à ce que les pratiques des enseignants puissent être théoriquement fondées et opérationnellement systématiques afin de rendre l'enseignement très efficace.

Mots Clés : **Expresion ecrite, Ensiegnement/apprentisage Ecrit Competence Investigation Didiatique, Evaluaion**

GENERAL INTRODUCTION

The present state of the art in English Writing didactics is characterized by a proliferation of possibilities, contents, and methods, as well as by a prevailing ideology that favours non-directive, student-oriented, creative approaches. This openness, still strongly embraced by the school curricula, academic contributions, and as an underlying principle of methods of teaching in the ESL classroom in Cameroon bears a lot of potential and linking points for a transfer of academic subject knowledge to didactics and to the development of students' competences. The role of the subject of didactics in second language teaching in general and English language in particular is becoming a primary concern for both theoreticians and practitioners. This growing interest has taken different dimension because of the introduction of the commonly known new reforms in SecondAry Education in Cameroon. (Bologna, 2010). This new situation is merely justified by a strong need to search for an effective, ideal, and more importantly a generalizable teaching methodology across widely varying audiences, which would successfully teach students a second language in the classroom. In short, teaching methodology, problems, techniques and strategies is no more than an issue of providing simple approaches, methods or techniques to name all these. But still, it is a way to provide systematic operation that deeply seeks to improve the quality of language teaching and learning through addressing the key matters that shape the design and delivery of language teaching in general and the studying and learning of writing in particular.

These issues generally turn around :understanding learners and their roles, needs, motivations, strategies ,and the process they employ in teaching and learning ; understanding the nature of language teaching and learning and the roles teachers, teaching methods play in facilitating successful learning; the particular difficulties English Language writing poses for second language learners, and how learners can best achieve their goals in learning English writing; and finally, understanding how schools, classrooms and the language teaching profession can best support the teaching and learning of English language writing.

The researcher's interest in this field of study has been based on the fact that teachers' observation of students' written work across the curriculum has revealed that improvement is needed in the areas of organization, planning content mastery and students' lack strategies for revisiting their work. Also, the introduction of the subject recently in the High schools ((Ayuk and Nkwelle 2016) and investigation and assessment of students' perception of Advanced

Levels English (Biyeh. 2016) in some schools in Yaounde and the poor performances recorded in official exams motivated us to take up a research in this domain.

This study aims to reveal methods, problems, techniques teachers and learners use to manage problems and assess learners' competences in writing and to explore some of the background knowledge and beliefs that can be a reference for us to understand the great usefulness of teaching methodology (didactics) in the teaching of writing. In its very narrow scope of study, this work is meant to engage us in a critical reflection on matters that can bring our current practices into the heart of what teaching methodology, strategies and techniques of English writing postulates. Such a way of conceiving things is the solely manner by and through which teachers' practices can be made theoretically-grounded and operationally-systematic and hence make teaching very effective.

The research is based on the hypothesis that there is a relationship between teacher knowledge, teacher classroom practices and the development competences to write different texts. Teaching writing is not a simple activity that comes up as a result of someone who knows or gets from teaching experience; rather teachers have to strive very hard to look for appropriate theoretical foundations on which their practices should rely on.

This work is made up of five chapters with a general introduction and a general conclusion. The general Introduction focuses on preliminary information on the topic, the position of the topic in relation to the teaching and learning of writing. Chapter one deals with background of the study, the context and justification of study, the objectives of the study, the research questions, and motivation of the study, significance of the study, the scope and limitation of the work. Chapter two focuses on key concepts, theoretical issues and reviews of some related literature. Chapter three describes the methodology used in carrying out the research work. Chapter four deals with the presentation and interpretation of results findings. Chapter five is the analyses and discussion of the results which is done in relation to our research hypotheses. The last part of the work is the general conclusion which is an overview of the findings, the pedagogic and sociolinguistic implication of the work and recommendation for further research.

CHAPTER ONE: PROBLEM OF THE STUDY

1.2. Background of the study

Education continues to face a number of reform efforts as the movement towards increased accountability and performance become the norm. To meet the call for increased accountability and performance, many have decreed that on-going educator learning and development should be the focus of current reform efforts. (Commissioner's Task Force on Quality Teaching and Learning, 2005). As this occurs, schools, work to meet the increasing calls for accountability while assisting educators in structuring meaningful professional development for the ultimate benefit and success of students. This is the case with the teaching and learning of English Language writing skills in Cameroon**.** It has been observed that from GCE A/Levels results in Cameroon secondary schools that the performance of students in English language examination has fallen below standards. As statistics indicate, candidates' performances in English Language have remained consistently low when compared with their performances in another subject (GCE Syllabus Review and Syllabus modification, 2015). As a medium of instruction, English becomes even more important to students who must acquire the ability to listen, understand, speak, read and write fluently to be able to excel in other subjects. The national Syllabus for teaching clearly spells out with is expected from students after the completion of secondary schools.

The English Language Teaching (ELT) Industry in Cameroon has specific goals which are in line with Order No 264/14/MINESEC/IGE OF 13/09/2014. These aims are;

- To enable learners to act competently in real life situation that require them to communicate in English;
- To enable learners to use English Language as a medium of instruction and learning for all subjects;
- To encourage learners to set their own learning goals and evaluate their own progress;
- To help learners to use language to acquire knowledge and thinking skills and to make rational judgments;
- To prepare learners to communicate in English in an international context;
- To develop the learners' ability to apply knowledge systems and develop behavioural strategies and skills necessary for social adaption.

Teachers use multiple methods to ensure that the above aims are achieved. Some of these methods are the Skilled Based Approach (SBA), the Communicative Language Teaching Approach (CLT) and the recent being the Competence-Based Approach through Real Life Situation (CBA-RLS). Each of these methods is used to effectively teach English Language. Despite all these English Language teaching and learning in general and writing in particular still remains a problem. These poor standards of English are considered to be improved by the implementation of English Language in High schools. What can account for these falling standards and all the efforts by education stakeholders?

To begin with, the linguistic complexity of Cameroon makes it complicated for the acquisition of the language. This is due to the many ethnic group and indigenous languages and the two official languages found in the country (Tamanji 2008:75-76). The linguistic situation changed by virtue of the 1961 constitution where Cameroon implemented an exoglossic language policy based on the exclusive use of English and French as the languages of teaching and learning (Chumbow, 1990; Chiatoh, 2012). In adopting this policy, politicians preoccupied with the desire to consolidate national unity, completely ignored the eventual consequences of such an educational option on the critical question of educational quality. Today, 50 years afterwards, these consequences are surfacing with concerns being intensified about the falling standards of English language in particular and the decline in academic performance across the curriculum in general.

A closer look at the present situation reveals that even though concerns about quality decline are genuine, their causes have not been properly diagnosed. Arguments tend to centre almost exclusively on peripheral areas such as linguistic interference, the training of teachers (Fontem & Oyetade, 2005) choice of pedagogic materials and teaching methods. Research on teachers' classroom practices have revealed to be the most fundamental factor in establishing the quality of educational provision. As such, half a century since the adoption of this policy, its application has still not been adapted to the realities of the Cameroonian classroom. What is relevant to this study is not the number of languages used in Cameroon but the fact that each and every Cameroonian speaks natively at least one variant of these languages, which partly explains the difficulties second language learners of English particularly Anglophone students in Cameroon encounter in writing. That notwithstanding, the Ministry of Secondary Education through the Cameroon General Certificate of Education Board (G.C.E) has setup plans for the teaching and learning of English Language.

The implementation of English Language in High schools

The poor performance recorded in English Language at the G.C.E Ordinary Levels for the past years has raised a lot of eye brows and all of these led to introduction of the 730 Advanced Level English during the Syllabus Review held in Limbe in 2011. (Ayuk and Nkwelle 2016). This subject was tested for the first time in the June 2015 session. The implementation of English in High schools is hoped that it would improve the standard of English Language in Cameroon. It came at a time when there was a general cry in the falling standards of English Language and the academic communities are deeply worried about the low proficiency in English Language of students who enrol in the university. The introduction of this subject is therefore timely and many students, teachers look forward to improvement in the mastery and improvement in the mastery and expression of English by young Cameroonian. The syllabus has been designed to take into account the needs of different groups of students, institutions of higher learning, professions and employers. This growing interest is taking such a dimension because of the introduction of the commonly known new reforms in higher education in Cameroon. This new situation is merely justified by a strong need to search for an effective, ideal, and more importantly a generalizable teaching methodology across widely varying audiences that would successfully teach students effective writing skills in the classroom. Based on the principles of Didctic Transposition Chevqllqerd (1985) and Didactic Situation Brousseau (1998), teaching is an art that should follow some conditions.The aim of these changes in the educationql system is to improve the standard of education in Cameroon in general and to help learners acquaint themselves with a variety of written modes and be creative.however; a lot of disparity exit in classroom, practices:

The Advanced Level English language is divided into two papers; Paper One comprises three sections; Section A Reading Comprehension, Section B Grammar, Section C Vocabulary. Paper Two comprises Section A Summary writing and text reconstruction, Section B is composition and Section C is prescribed text. Our area of interest is Paper Two; section A and B. Writing requires the mastery and concurrent use of a complex array of language skills, ability to organize and convey ideas. Given the indisputable significance of writing in the social world, its successful acquisition requires systematic instruction. Like reading, writing occupies an important place in human life. The clear and concise writing of feelings, thoughts and information requires the development of a variety of mental capabilities. Students learn to rank, limit, regulate and write about their thoughts. This can only be possible when education stake holders, teacher trainers make theoretical and practical

realities in the teaching-studying learning process (MEB, 2009). Moreover, the development of writing competences, which can be a long process, is only possible through a variety of writing practices and encouragement by teachers (MEB, 2006; MEB, 2009). Writing ability should improve as the educational level progresses, as should the complexity of texts which students are required to compose as is the case with Writing in the High Schools.

To this effect, teachers' observation of students' written work across the curriculum has revealed that improvement is needed in the areas of organization, preparation. Another concern is that students lack strategies for revisiting their work. All of these are attributed to the methodologies, strategies that teachers used. It is against this background that this study sets out to describe, analyse and interprets High school language teachers' and students' conceptions and methods of teaching writing to students and the development of their competences in some selected High schools in Mfoundi Division, Centre Region of Cameroon. One way of enhancing writing competence is by effective teaching of composition, summary writing and text reconstruction. The justification of their teaching methods, their classroom practices and how they scaffold their students' study process is of prime importance. This study sets out to determine the methods, challenges, techniques that teachers and students used to enhance the development of learners' competences and to see if all these are reflected in the output in writing in some secondary schools in Mfoundi, Centre Region in a bid to suggest ways of addressing these challenges.

1.3. Statement of the Problem

English Language teachers have a unique practice of English. As teachers, they have to "engineer" knowledge in order to teach it i.e. to make accessible to students. Usually, they do not directly use the knowledge created by the researcher, but rather an immediate knowledge which has already been reformulated. This knowledge has been the object of transposition made under various constraints of teaching e.g. the conditions of teaching, the objectives of teaching (which depends on the choices of the society in which they live). Teachers make assumptions about the teaching-studying-learning process which is not theoretically and conceptually grounded. Due to this, teachers and students have difficulties in mastering writing. Studies point out that secondary school students lack basic competences of writing. Their performances in writing continue to be unsatisfactory as evidenced by school leavers' lack of communicative competence. Teachers may, consciously or unconsciously, still be clinging to the traditional approach to the teaching of writing, do not conceive things

by and through which teachers' practices can be made theoretically-grounded and operationally-systematic and hence make teaching very effective. We thus wonder about the didactic transpositions (s) which are put in place in the classroom.

Hall (2014) point out that" writing is often neglected in the early grades, even though data consistently show that many students struggle in the area. This is because writing involves great integrated activities and process such as cognitive effort, attention and self-regulation to make it become coherent and meaningful" (Graham & Harris 2005). Lesteri (2008) says "The stereotype pattern of teaching writing that the teacher gives a topic and the students write paper on it" is more than traditional activity. The teacher cannot just collect the students writing and give a mark on it; in so doing he neglects the most important aspect which is the process. That is why the teachers nowadays often find in students writing that they cannot determine what is the message that the students are trying to convey is. This study is a step to point out the hindering elements which affect the teaching and learning of English writing skills and to what extent teachers' practices allow students to use language in meaningful communication situations. Although much effective teaching of writing competences goes on in schools, the following facts remain

- − Teaching writing is mere accumulation of individual practices and personal initiatives that do not rely on any sort of valid theoretical basis.
- − Only small minorities of schools provide more – able learners with writing task that enhance and challenge them in varied context.
- − There are missed opportunities for developing learners' communicative competences during their study across the whole curriculum.

As a teacher in the field and from classroom observation and interview from teachers, I realize that teaching writing in High school is a crucial aspect of teaching language arts. Unless schematic and conventional aspects of writing are made explicit to our teachers and learners, they will continue to struggle to translate their ideas onto the page. This study is a step to point out the hindering elements which affect the teaching and learning of English writing and the development of students' competences. There is therefore the need to investigate whether the, methods, strategies teachers and students used are, most appropriate to learners' outcomes.

1.4. Research Questions

Teaching methods are related to learners' academic achievement, especially in the case of learners with writing problems. Therefore, there is need to study whether there are differences in the way these learners have access to classroom transpositions, didactic actions activities in classroom focusing on how they take part on the activities, how engaged they are and what kind of support are offered to them. The main research question to be addressed in the study is:

1.4.1. Main Research Question

− What methods, techniques and strategies do teachers employ to enhance the development of students' competences in a writing class?

From the main question, a number of other specific questions include:

1.4.2. Specific Research Questions

1. What methods do teachers use to teach writing in High Schools?
2. What are the problems that teachers and students face in the teaching and learning writing skills to improve learners' competences?
3. What techniques and strategies do teachers and learners employ in the teaching and learning of Writing?
4. How is teachers' input a reflection of learners output in the development of students' competences?

1.5. Research Objectives

Bachelard (1937) demonstrated that in order to get valid results for a particular research, the researcher must move from the ready-made explanations on a specific idea to rely on a defined theory or approach. Knowing how to write is a basic act of literacy and a long-standing goal of education. The purpose of this study is to investigate the efficiency in the teaching of writing in improving written expressions (composition, summary writing and text reconstruction) and the development of learners' competences to High schools' students in Cameroon. The objective of this research work is to do the following;

1.5.1. General Research Objective

To reveal methods, problems, techniques teachers and learners use to manage their problems and to assess learners' competences in writing.

1.5.2. Specific research objectives

1. To investigate the methods teachers, employ to offer support for the development of students' competence in writing.
2. To investigate problems face by teachers and students in relation to teaching preparations, in the learning of writing,
3. To establish strategies used by teachers and students to overcome problems face in teaching and learning writing.
4. To assess students writing competences in a bid to evaluate if teachers input reflect learners' output.

1.6. Significance of the Study

Like all professionals, teachers need to keep abreast of the latest developments in their field. Otherwise, they run the risk of being rendered ineffective and irrelevant to the changing educational needs and challenges. While the average teacher may not be able to fully comprehend and articulate all the dynamics which impact on his/her given didactic situation, teachers, nonetheless are better poised to identify some of the problems and possible solutions thereof. It would be naive and presumptuous for any researcher to pretend to have all solutions to teachers' problems regarding a given didactic situation, especially because some problems may be so context-embedded that they preclude anyone outside that contextual framework. It is against this background that the present study seeks to elicit possible solutions from respondents. The significance of this work would be;

− To make innovation in classroom practices and didactic actions from adoption of a new technique or text book to the implementation of a new curriculum which has to be accompanied by teachers' own framework of teaching principles.
− To provide theoretical and practical materials those instructors across the disciplines will need to help students build strong writing skills.
  It offers suggestions on how to develop effective writing assessments, and it evaluates various methods of assessing students.

- It serves as basis for assisting English language teachers to adopt teaching strategies that will enhance learning of writing competences among students.
- It is hoped that information, conclusion and recommendations drawn from this research would be of some importance to teachers, schools, future researchers, relevant stakeholders and indirectly to High school students studying English Language.

1.7. Scope and Delimitations of the Study

This section provided information on the scope and limitations of the study. The scope puts forward information concerning the extent and range that was dealt with in this study with regard to the variables under investigation. The limitations provide information on the boundaries of the data, findings and conclusions of the study. Further, it provides information concerning the challenges and restrictions that the researcher faced during the entire research period.

The study focuses on methods used by teachers, problems teachers and students face in teaching and learning writing and the assessment of the development of students' competences in writing in English language in High schools in Mfoundi. The study further sought to establish the most commonly used teaching methods and learning strategies used by both teachers and students and how these influence the learning of writing skills among students. Respondents for the study were 76 High school students and 30 teachers of English language who were drawn from 4 High schools in the Mfoundi Division, Centre Region. This study is a didactic investigation into the teaching of English writing and the development of students' competences in High schools' students in Yaounde.

To provide a clear demarcation of the study field, the following terms - as used in this study - have to be clarified:

- The present study is a didactic investigation in the sense that it represents an attempt at systematically examining facets of English writing teaching in High schools in Yaounde. As an inquiry which is intricately bound with reality in the teaching and learning realm, the present study is didactic in nature. Fraser et aL (1 993) define didactics as "... the science which studies teaching and learning." In this sense, the present study will use well-established and coherent didactic principles and concepts (e.g. didactic actions, didactic situation, didactic transposition, and epistemology,

didactic triangle) to evaluate and justify the efficacy of methods, approaches and techniques of teaching writing. The interrelatedness of teaching and learning is acknowledged; thus, the present study will investigate teaching writing from the teachers' and students' perspective: learning from the students' perspective. The emphasis will be on how writing is taught and how this practice could be enhanced in a didactically-justifiable manner

- In this study, writing is a task which requires students to compose in English. It encompasses a form of extended writing which is sometimes called essay writing, summary writing and text reconstruction.

- The present project will not investigate *essay* writing in the context of other Subjects. It will be confined to composition writing, text reconstruction and summary writing as it is taught within the context of teaching English as a subject in High school. Therefore, only English teachers teaching advanced levels English and students who offer this subject in High schools in some selected schools in Yaoundé will be surveyed.

- The writing skill will be limited to the methods, techniques, strategies and assessment of the students' competences.

- The findings obtained were limited to the responses which were obtained from teachers' interview, teachers' questionnaire, and students' questionnaire and writing tests. The study was limited to 4 Government secondary schools since it did not target private schools. The sample size of the 4 secondary schools in the area under study, however, reduces the generalization of the findings to all secondary schools in Mfoundi. The study also investigated only one area of language learning. Despite all these delimitations, it is hoped that the results of this study would significantly contribute to the study of the pedagogy of second language writing.

- A major limitation of this work is time. It will take place over a one-year period due to the time constraints of the project.

CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Definitions

In language didactics, we use a great number of terms. Each one of these terms bears a particular meaning. This variety in terminology may pose some difficulties for both researchers and practitioners. Such a difficulty is generally manifested in the presence of ambiguity or confusion that can lead to misunderstanding. In order to minimize this intricate problem, it is crucial for us to clear up the ground and explain the concepts we use in this research work. At this point, this can be done by illustrating the differences in meaning for each one of these terms. These concepts include; teaching, writing, teaching writing in high school, learning, learning writing, didactic investigation, didactic strategies, didactic teaching, and language didactics language teaching methods, language teaching methodology and development of competences.

❖ Didactics

According to Vergnaud, Didactics (la Didactique) may be defined as a study of the process of instruction and teaching related to a particular area: A Discipline or an occupation/ trade. It is by pedagogy and of course the bulk of knowledge of the apprenticeship in question. It may not however, be reduced to it. (Plaisance and (Vergnaud, 1993, p.56). It refers to pedagogy, psychology (epistemology) and of course, the discipline studied. Relying on psychology, pedagogy and epistemology, didactics as a field is still striving to develop its own concepts and theoretical frameworks. (Vergnuad, 1990). Didactics is an important domain of knowledge to teacher formation and practice concerning the relations established to teach and learn. Didactics knowledge, which is oriented to teaching and, therefore, learning, goes beyond the simplifying comprehension of teaching methods and techniques. As we have advocated, didactics has a knowledge of its own which derives from theorization about what is known and done in relation with the process of teaching and learning. Its knowledge is present in disciplines of teacher preparation courses and in pedagogical practices developed in various spaces of creation and recreation of knowledge, languages, identities, cultures, thus underpinning the relationship between the teacher, the student and school knowledge in a situated context, taking into account students' necessities, potentialities, interests, and difficulties.

❖ **Didactic Investigation**

According to Merriam Webster Dictionary (1982) "**Didactic"** as an adjective is something designed or intended to teach, intended to coney instruction and information as well as pleasure and entertainment.

According to the Cambridge Dictionary, "**Investigation"** as a noun is the act of examining a crime, problem, etc, carefully to discover the truth. From the above definitions, we can adopt our definition for this study.

Didactic Investigation is an attempt at systematically examining facets of English writing teaching which is intricately bound with reality in the teaching and learning realm. This is possible with well-established and coherent didactic principles to evaluate and justify the efficacy of methods, approaches and techniques of writing teaching. There is the interrelatedness of teaching and learning, between the teacher and learner. When we talk of Didactic Investigation, we think of "scripts" that reveal how the specific objectives can be achieved: how knowledge can be obtained, how concepts can be shaped, how a knowledge system can be constructed, how the applicable knowledge can be moulded, how skills, proficiencies and abilities can be developed. Thus, didactic investigation is to investigate teaching from the teachers'' and students' perspective: learning with emphasis being on how writing is taught and how this practice could be enhanced in a didactically-justifiable manner. The role of *interaction* between the teacher and the students, that is, the type of communication which takes place in the classroom, the use of learning *strategies,* Cognitive *styles*, Efficiency of *evaluation* techniques.

Theoretically speaking, from the assumption that the act of teaching involves the teacher's specialized action to promote students' learning and beecause this action is specialized, those who conduct it must mobilize specific knowledge which is academically recognized as a basis of professional teacher knowledge (SHULMAN, 2004) or teacher knowledge (*saber docente*) (TARDIF; LESSARD; LAHAYE, 1991). Assuming that teaching is not restricted to the deep-rooted notion of transmitting, exposing or presenting certain contents means to recognize that the process that constitutes it can also involve the student's work, rather than only the teacher's, in a perspective of mediation, dialogue, problematization, and investigation. Therefore, didactic strategies should be seen as: on purpose organization of the teaching and learning process structure to achieve goals, in which the student is able to construct his/her fundamental thinking-learning operations and arrives at a stage where she/he

will be able to efficiently apply the same in different situations. Thus, the teaching-learning strategy becomes the student's learning strategy (Nagy, 1993, 46)

❖ . **The Teaching writing in High school**

The term teaching writing in High school is consisting of 4 (four) main words; teaching, writing, High and School. Based on Oxford Advanced Learner 's Dictionary, teaching (as a gerund form of 'teach' which definition is to help somebody learn something by giving information about it) is the work of a teacher. And writing is the activity of writing. It is the gerund from of "write" whose meaning is producing something or putting information in written form so that people can read, perform or use it, etc. While high, (when it is combined with noun as adjective and only before noun) is a group of people who go somewhere first, before the main group. So, teaching writing in High schools etymologically is the act of helping students who place a higher level learn how to write. Teaching is not (just) training. It is a whole constellation of guidance skills. But mostly it has to be about getting students to think well. The more the teacher gives in to her demands and reveals whatever the student wants, and the more she tells her precisely what she must do, the more she risks losing her chance of obtaining the learning which she is in fact aiming for." (Brousseau, 1997, p. 41).

Teaching writing, as Harmer stated in his book, is more than just dealing with matters of hand-writing, orthography (the spelling system) and punctuation, but it is about helping students to communicate real messages in an appropriate manner. It is about how teacher, help students to communicate real messages in appropriate manner. So, we can conclude that teaching writing in High School is the act of teaching and guiding high school students who are expert in language for writing, especially for specific and academic writing.

Competences

Perrenoud (1999) defines competence as the ability to mobilise a set of cognitive resources (knowledge, skills, information. Etc) to address the appropriateness and effectiveness of variety of situations. In this way, the skills are linked to cultural, professional and social conditions. From the above, we can easily see the relationship between the concept of competence, and skills (know-how), knowledge and attitudes. A competence is best described as 'a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular

domain' (Deakin Crick, 2008). Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision and adaptability.

It is also useful to distinguish between teaching competences and teacher competences (OECD, 2009). Teaching competences are focused on the role of the teacher in the classroom, directly linked with the 'craft' of teaching - with professional knowledge and skills mobilised for action (Hagger & McIntyre, 2006). Teacher competences imply a wider, systemic view of teacher professionalism, on multiple levels – the individual, the school, the local community, professional networks. Although dispositions are fundamental for both competence sets, they play a decisive role for teacher competences, embracing attitudes to constant professional development, innovation and collaboration. Descriptions of the two sets of competences overlap and interweave, as they often do in theory and practice, since they are concerned with the professional lives and experiences of teachers. Teachers need a deep knowledge of how to teach their specific subject (Pedagogical Content Knowledge/PCK) (Krauss et al., 2008; Shulman, 1987).

Development of Students' competencies

Development of students' competencies involves meaningful learning, which involves students in relating learning content to their own personal interests and goals. That is, meaningful learning (Ausubel 1968; Trigwell & Prosser 1991) involves the conscious integration of new knowledge into the knowledge which the learner already possesses (Novak 2002).Such integration surpasses rote learning which merely involves the more or less arbitrary incorporation of unchanged new information into existing cognitive structures (Novak 2002). In contrast to rote learning, meaningful learning can promote the further development of knowledge (Novak 2002; Pintrich et al. 19. The construction of knowledge involves concepts being related to each other and new concepts being integrated into existing knowledge structures in a conscious and logical manner. In this study, however, attention is paid to the development of the quality and structure of students' knowledge of writing and producing various text types. Regarding the quality and structure of knowledge, the elaborateness of student knowledge and the way in which this knowledge is organised are what guides us (Liu 2004; Sweller and Sweller 2006; Vosniadou 2007). The development of knowledge is essential for a student to become a competent beginning professional, and it is expected that meaningful learning and the development of knowledge are effectively promoted by competence-based education.

Students' Competences

The Law No 98/004 0f 14th April 1998 to Lay down Guidelines Form Education in Cameroon and The National Forum for Education (1995) outline the goals and standards applicable to the provision of education in Cameroon. The eight competencies listed above capture the intent and essence of the Ministerial Order and are supported by national and international educational research. As students develop and apply these eight competencies, they will achieve the competency outcomes identified in the Ministerial Order. They accentuate aspects of learning that apply across all subject areas. The National Syllabuses for English in the Anglophone sub system of education promotes development of the following competencies:

- Critical Thinking
- Problem Solving
- Managing Information
- Creativity and Innovation

- Communication
- Collaboration
- Cultural and Global Citizenship
- Personal Growth and Well-being

Teachers' competencies

These are practical strategies, practices, and rules to guide teachers in ways to improve instruction that improves student performance and the qyality of work of work experience.Common ground across different cultures on the nature of teaching, teacher learning and teachers' competences can be outlined in six broad paradigms, which should be seen as integrated, complementary aspects of the profession (Paquay & Wagner, 2001):

- the teacher as a reflective agent
- the teacher as a skilful expert
- the teacher as a social agent

- the teacher as a knowledgeable expert
- the teacher as a classroom actor
- the teacher as a lifelong learner.

Writing Competence

The concept of competency in writing can be understood as practical intelligence for situations that rely on knowledge and mobilises, transforms them according to the complexity of situation. In this case, knowledge and skills (know-how) are part of the concept of competence. Writing competence is about composing an effective piece of written works to fulfil a specific purpose. For example, when writing an entertaining and engaging story, students adopt a narrative style and rhetorical, moves on order to fulfil the requirements of

specialised context (e.g. classroom practice, take home assignments, or class examination. Once the students are aware of the importance of purpose, audience, and context of writing, they can employ the following basic academic discourse skills to achieve effective implementation:

- record events, through log books, diaries etc.;
- work out ideas and shape emerging thoughts, through jottings, drawings and notes and wikis;
- order and extend thinking, as in planning for action or developing an argument;
- reflect on experiences, ideas or learning, through journals, logs and diaries;
- create aesthetically satisfying works, such as stories, poems and plays;
- communicate with others, both known and unknown, in a range of formal and informal ways, through texting, e-mails, letters, work reports etc. These purposes are not all mutually exclusive: some writing may be for the writer alone, but most writing has a communicative function, an audience in mind. In addition, Dombey engaging in the act of writing builds a cultural identity for the writer, an authorial persona.

What writing Competencies Do students Need after completion of High school?

As mentioned above, the law of Orientation provides the basic competences that every learners of English Language needs to have after the completion of secondary schools in Cameroon. Also, in competency-based Approach to language teaching and learning (CBA), students must demonstrate that they are able to use language to complete a real-world task. The shift in focus from knowing about to doing with the language requires important changes from traditional classrooms if CBA is to be successful. Defining such competencies can improve assessments of how well-prepared young people and adults are for life's challenges, as well as identify overarching goals for education systems and lifelong learning. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating.

There are some key writing competencies which are those of particular value, that have multiple areas of usefulness and that are needed by everyone and is expected to be achieved by learners after th completion of High school.

The first of these conditions, is that competencies should be valued, applies in relation to measurable benefits for both economic and social purposes. For e.g being able to write and respond to business lettersm official documents. e.t.c

The second condition, that competencies should bring benefits in a wide spectrum of contexts, means that they should apply to multiple areas of life. Thus, certain areas of competence are needed not only in the labour market but also in private relationships, in political engagement and so on, and it is these transversal competencies that are defined as key.

The third condition, that key competencies should be important for all individuals, deemphasises those competencies that are of use only in a specific trade, occupation or walk of life. Emphasis is given to transversal competencies that everyone should aspire to develop and maintain.

What the teacher must do to develop competencies in learners?

According to Wenger (1998)   for competence to be developed, teaching and learning has to involve participation in a community of practice. This is to say that there should be a more encompassing process of bieng an active participant in the practices of social communities (p.4). To effectively develop competencies in learners, teachers need to take the following into consideration:

- assumptions about learning; the purposes of education;
- society's expectations of, and demands on, the teacher;
- available resources, priorities and political will;
- the status of the profession;
- Perceived external or international pressures
- Existing traditions and culture ;

Teachers need to understand competences as 'dynamic combinations of cognitive and meta-cognitive skills' (González & Wagenaar, 2005) implies that there are four fundamental aspects: learning to think, know, feel and act as teachers Feiman-Nemser, 2008).

 Learning to think as teachers implies a critical examination of one's beliefs and the development of pedagogical thinking, i.e. linking objectives and means in teaching-learning processes. It implies not only analytical and conceptual thinking, but also the development of

metacognitive awareness, i.e. thinking and deciding in teaching; reflecting and adapting practices (Anderson, 2004; Hay McBer, 2000).

Learning to know as teachers concerns the several aspects of knowledge required - including knowledge generated by one's own practices. Competences are dependent on sound frameworks of knowledge, supported by metacognitive skills and management strategies for swift retrieval and use (Feiman-Nemser, 2008). Deep subject knowledge and pedagogical content knowledge (PCK) are both needed; the knowledge of new technologies applied to subject teaching (PTCK-Pedagogical Technical Content Knowledge) is also fundamental in the digital age (Mishra & Koehler, 2006). Epistemological awareness is also necessary: the knowledge and understanding of historical, cultural and structural features of the subject area, linked with others across the curriculum. Knowledge of school curricula, class management, methodologies, education theories and assessment ought to be embedded in a wider awareness of the impact of educational aims (Darling-Hammond & Bransford, 2005).

Learning to feel as teachers is linked with professional identity: intellectual and emotional aspects (Hagger & McIntyre, 2006). It includes attitudes (commitment, confidence, trustworthiness, respect), expectations (initiative, drive for improvement, information seeking) and leadership (flexibility, accountability, passion for learning). It has to do with self-efficacy, selfawareness, and mediation between ideals, aims and school realities (Geijsel et al., 2009). Fundamental attitudes, which link skills and intentions, guiding teachers to courses of action, include teachers' dispositions towards democratic values, towards collaboration with colleagues for shared educational aims, and towards maximising the learning potential of every student (through individualized teaching, high expectations, etc.) (Feiman-Nemser, 2008; Council of Europe, 2008).

Learning to act as teachers entails integrating thoughts, knowledge and dispositions in practices that are informed by consistent principles. Effective teaching revolves around these variables: curriculum dimension, classroom management, teaching strategies, climate and evaluation/ feedback (Scheerens, 2007). Teachers need to deploy extensive repertoires of skills, strategies and action patterns eclectically, with the ability to judge and act in situation. Quality teaching requires adaptive skills and a systematic assessment of professional knowledge and actions - against a range of criteria coming from theories, research, professional experience and evidence - for improvement and innovation (Hagger & McIntyre, 2006).

Teachers must design learning activities for students to apply and develop competencies in relevant situations. Competency descriptions and indicators assist educators in identifying aspects of a competency that are evident within learning outcomes, learning activities or assessments.

Designing Competence Based Assessment tools; In order to apply and assess competence in teaching, teachers need to design competence-based assessment tools. The process of designing competence-based assessment tools should be based on the following steps (Thuy et al. 2015):

Define the competence which will be assessed and performance areas of the competence.

Define signs or characteristic features of the competence.

Identify specific assessment criteria.

Build the score scale.

Consolidate the assessment tool.

Ex: Designing a tool to assess problem solving competence

We designed an assessment tool for problem solving competence based on Polya's Problem Solving Techniques (Polya) and Problem-solving rubric (Association of American colleges and universities - AACU). The performance areas, signs and specific criteria of the problem-solving competence are described in a table below:

Table 1: The description of the problem-solving competence

Performance areas	Signs/characteristic features	Specific criteria
Define the problem	Define the problem	• State the problem clearly • Identify underlying issues • Transform practical problem into cognitive problem to discover or solve.
Develop a plan to solve the problem	Develop a plan to solve the problem.	• Develop a specific and concise plan for collecting and classifying information associated with the problem. • Develop a specific plan for applying selected information to solve the problem. • Develop a specific plan to solve the problem and evaluate outcomes.
Collect and analyze information	• Collect information associated with the problem • Analyze information.	• Collect information from different sources • Classify information. • Select appropriate information to solve the problem. • Propose solutions to solve the problem. • Evaluate potential solutions. • Select the best solution.
Implement solution	Implement solution	• Apply the appropriate information to solve the problem. • Provide a logical interpretation or evidences to solve the problem. • Combine the solved problem with similar problems in practical context. • Generalize major outcomes.
Evaluate outcomes	• Evaluate outcomes • Revise as needed	• Review results relative to the problem. • Define advantages and disadvantages of the outcomes. • Propose new solutions and revise as needed. • Give the final conclusion associated with the problem.

Source: Adapted from from George Polya's book: "*How to solve it*"

Process of Developing Learner's competences

The process of developing competences in learners begin with what Bransford and colleageus have proposed

- A shift from the perspective that the teacher is in charge of leraning to one that teachers and students are the pozer of learning

- Teachers and students in a leraner- centred classroom use content to conmstruct knozl edge. As a result, students prior knozledge come into the fore, students utilise different forms of knowledge and knowledge construction becomes a social venture

Hayes & Flower (1980) proposed that the experienced writer engages in three different kinds of activity: planning, creating text and reviewing. In their view, this is not a simple three-stage sequence but a process in which the writer weaves back and forth between all three activities in the course of writing a single text. For children learning to write, any piece of writing involves, of course, a further kind of activity, in that spelling, punctuation and handwriting – skills that experienced writers use almost automatically – require conscious attention, at least in the early years of primary school. So, to become independent writers, children have to learn to orchestrate many different kinds of skill, knowledge and understanding, bringing them into harmony to create a satisfying and effective text. Building on the work of Hayes and Flower cited above, Bereiter & Scardamalia (1982) see that to become effective writers, children not only have to learn to write for known and unknown readers, they also need to move from 'knowledge-telling' to 'knowledge-transforming' (Bereiter & Scardamalia, 1982).

- In short, students need to learn to exploit the opportunity offered by writing to develop their thinking and understanding, through using the act of writing to order, explore, extend, clarify and revise their view of the world and their place in it. What follows is based on this view of writing as a cognitive, social and cultural act, focused on the making of meaning, much more than the sum of its technical parts.

Because teaching is characterised by uncertainty, teachers require 'adaptive expertise': the ability to adapt their plans and practices to meet students' learning needs (Hatano & Oura, 2003; Vogt & Rogalla, 2009). Whatever their level of competences, teachers' actions and effectiveness are bounded by the social, cultural, institutional opportunities and constraints of their professional settings (Putnam & Borko, 2000).

The process of implementing and developing competences in learners needs to be carefully planned and agreed by all actors, and adequately supported throughout the education system in Cameroon. The implementation process needs to be coherent with the stated purpose of the undertaking. The choice of developing an all-encompassing framework or separate frameworks according to education levels, as well as the degree of detail in descriptions, should thus be viewed as embedded in the cultural context of each country, and dependent on specific needs.

- The teacher plans lessons based on the competences described in the National Syllabus Course. This provides the learning objectives to be used for developing their skill for e.g
- It involves tacit and explicit knowledge, cognitive and practical skills, as well as dispositions (motivation, beliefs, value orientations and emotions).

2.2. Literature Review on ELT Approaches to writing

2.2.1. Traditional Approaches to Writing

In the middle of 1960s, when writing instructors still used which was called "Traditional Paradigm" to teach the high school and college students, they mostly focused on the essay writing evaluation of the students which included many steps such as:

- Share rules of writing which are the principles of rhetoric and organization
- Provide a text for discussion and analysis
- Ask the students to do writing assignment following by an outline
- Read and give comment on the students' papers.

Writing proficiency develops over time. It begins as a kind of free association of ideas that a reader may find difficult to follow. From this come a growing knowledge of stylistic conventions and more sophisticated uses of processes for planning, evaluating, and revising. Development continues with compositions marked by awareness of an audience and writing as a more unified and productive craft. Finally, at the most advanced stage, writing becomes a personal tool for transforming one's own experiences and knowledge. As people become more proficient writers, students move gradually from "knowledge-telling" to "knowledge-transformation" (Bereiter & Scardamalia, 1987, p.5-6). Knowledge telling is most typical of less proficient writers and involves writing content that could in principle also be conveyed

orally. Knowledge-transformation is more complex; the writing process is used as a way to extend ideas and reasoning and as a vehicle for the development of knowledge, philosophical ideas, and personal awareness. Effective writing instruction acknowledges that the smooth deployment of the higher-level writing strategies needed to plan, generate and revise text depends on easy use of lower-level skills such as handwriting, keyboarding, spelling, grammar and punctuation, and access to appropriate vocabulary. It will be harder for students to utilize strategies to write a coherent summary or persuasive essay if they are not fluent in the lower-level skills. At the same lime, students who have difficulty with either lower-level writing skills or higher-level writing strategies will find it difficult to write to learn.

To Raimes (1991) traditionally, the teaching of writing 'was characterized by an approach that focused on linguistic and rhetorical form'. Writing was seen primarily as a way to test the application of grammatical rules. Teachers assumed that grammar rules had to be correct before any meaningful idea could be expressed. (p. 407).

2.2.2 Modern Approach to Writing

The recent decades have seen significant changes in writing pedagogy, with a shift away from the strictly product focused concerns of correctness in grammar, usage, and mechanics (sometimes using either controlled composition or guided composition approaches in ESL teaching) and toward more process-focused concerns where writing is a meaningful activity for thinking and problem-solving.

The modern approach to the methodology of teaching writing is based on the fact that writing as a linguistic activity is based in several linguistic disciplines: orthography, grammar, lexicology, stylistics, and text linguistics, while it uses the knowledge provided by psychology, logic, theory of creation and communication studies. Given that text linguistics deals with the production and reception of the text, and its description, interpretation and evaluation, it is necessary to establish the theory of text methodology on the same basis. The knowledge of the text theories, both previous and current, and the attitude of scientists, especially linguists, towards the creation and function of the text, can be of great help to teachers in designing the process of teaching writing, as well as in assessing the value and correctness of texts that students produce. It is necessary also to acquaint the learners with the basic principles of text creation and train them in self-evaluation and independent improvement of the text using a methodology which is designed in accordance with their age.

❖ **Product approach**

According to Silva (1990), the product approach to teaching writing skills highlights form and syntax and it emphasizes rhetorical drills. The product approach mainly focuses on the written product rather than the process the learner should undergo to produce a good written text. In this approach, writing concerns the knowledge about the structure of a language, and writing development is a result of the imitation of input, in the form of texts provided by the teacher (Badger & White, 2000, p 153.). Similarly, Myles (2002) confirms that if students are not exposed to written model texts, their errors in writing are more likely to persist. In addition, they indicate that the students are required to focus on a model, form, and duplication. In other words, the students study model texts and attempt various exercises that enable them to draw attention to relevant features of a text, and then rewrite them in their own writing.

However, there are also weaknesses associated with the use of the product-based writing. Badger and White (2000) point out that this approach gives little attention to audience and the writing purpose since learners and instructors tend to overemphasize on the importance of grammar, syntax, and mechanics. Process skills such as pre-writing, drafting, evaluating and revising are given relatively minimal role, and the knowledge and skills that learners bring to the classroom are undervalued. Thus, students may lack motivation in learning and have high pressure in creating their writing tasks, as their instructors mostly focus on the accuracy of the language structures. It is against this background that the study sought to investigate challenges students face in learning writing. (p. 153)

Process approach

Hyland (2002) indicates that the process approach focuses on how a text is written instead of the final outcome. He adds that the process approach has a major influence on understanding the nature of writing and the way writing is taught. Therefore, the process approach emphasizes on the importance of certain procedures such as pre-writing, drafting, evaluating and revising. He points out that the process approach involves introducing techniques that help the students identify and engage in a topic. Students are required to produce multiple drafts of a work. After discussion and feedback from evaluators, the students would revise the drafts. Rewriting, revision and editing are essential parts to writing in this approach.

Tribble (1996) explains that when using the process-based approach to teaching academic writing, students should first brainstorm in small groups the topic to be discussed in writing; this helps them to generate ideas before starting to write. This is followed by making an outline of the essay. At this stage students also revise their first drafts and give them to other students for pre-reviewing and commenting on. The final stage is editing the essay by the writer himself or herself to eliminate any language errors. Thus, this approach focuses on process rather than product. Boughey (1997) points out that process approach is one of the best methods for teachers to use in teaching L2 writing skills. He notes that students are able to improve their writing abilities step by step since teachers will guide them through the whole process of their writing tasks by giving them feedback and enough time and opportunity through peer and teacher review. Similarly, Myles (2002) observe that process approach enables the students to understand the steps involved in writing and recognizes learners' efforts towards the development of their writing abilities and input brought to the writing classroom contributes to the development of their writing abilities. It also helps students develop their critical thinking and learn not to depend only on teacher's feedback. Although, there are many benefits of using this method in teaching writing skills, the process-based approach has been criticized on various grounds. Badger and White (2000) argue that learners have to spend quite a long time to complete one particular piece of writing in the classroom. They also point out that this may decrease students' learning motivation and impede them from learning other types of writing. In critiquing the process approach to teaching writing

In order to alleviate the weaknesses associated with this approach, Badger & White (2000) suggest that teachers should provide learners with some examples of the text type that they have to write so as to allow them have a clear understanding about the aim and framework of a particular writing type. In addition, teachers should not spend too much time on one piece of writing in the class and should train students to develop a concept of audience by taking turns giving comments on their classmates' writing. Therefore, it is important that language teachers should adopt this method to improve students' writing abilities. Dana Ferris and John Hedgcock (2005) set out to provide a comprehensive discussion of, as well as practical classroom strategies for teaching ESL composition that emphasizes the process writing method. They used Second Language Acquisition (SLA) and the Process Writing Approach in teaching ESL Composition: Purpose, Process, and Practice. Drawing on the work of SLA scholar, with process writing methods for the ELL environment, Ferris and Hedgcock provide

in-depth strategies for teaching ESL composition such as syllabus design, lesson planning, text and materials selections, teacher response to student writing, peer review strategies, teaching grammar and error correction, assessment and using technology in the writing classroom. The binding principles underlying their design for a typical writing course is that the writing class, quoting from Kroll (2001), "is perhaps best seen as a workshop for students to learn to produce academic essays through mastering techniques for getting started and generating ideas" (p. 73). They brought of a methodological approach to a typical writing course which includes process writing activities, as well as SLA methods such as whole language instruction, and critical literacy. Blaauw-Hara's pedagogy in writing is that there are numerous process writing activities, peer review sessions, and whole language instruction. In addition, as with Blaauw-Hara, they note that error correction does not significantly improve student's writing, nor does whole class grammar instruction. Therefore, their approach to grammar instruction includes teaching students explicit but relevant instruction in grammar rules, focusing on error correction during the final revision stages, teaching editing and proofreading skills, and focusing on patterns of errors that are frequent and stigmatizing rather than on all errors in a student's Paper. This and other recent studies in SLA suggest that the process writing approach can be effectively used with ELL students at all skill levels. They also reveal the continued need for formal instruction in grammar for all students, but combining two counter-intuitive practices such as grammar instruction with its discrete skills**.**

❖ The genre approaches

According to Badger and White (2000), the genre or eclectic approach is considered as the most effective and successive in the teaching of writing skills. The genre approach combines process theories with genre knowledge and also emphasizes on the social context in which writing is produced. In other words, this approach provides the learner with opportunities for developing their individual creativity as well as helping them fully understand the features of the target genres. Giving the knowledge of form and language at the same time, it helps the student to understand how a particular form functions in a specific context; in this way, learners' writing proficiency can be enhanced. In addition, Tangpermpoon (2008) explains that the focus of writing in this approach aims to integrate the knowledge of a particular genre and its communicative purpose. Thus, helping learners to produce their written products to communicate to others in the same discourse community is successful.

Nunan (1999) notes that the genre approach to writing emphasizes the need for studying different types of texts. This is so as he explains that different genres of writing are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre. Similarly, by studying different genres, students can perceive the differences in structure and form and apply what they learn to their own writing. They further suggest that, for instance, in the academic writing context, writing tasks can be introduced that are based on different genres such as genres of essays, editorials and business letters for students to achieve similar communicative purposes.

Tompkins (2004) says that writing process resembles a road map, through this the students, actions and thoughts can be monitored right from the beginning till the end. He further says that a stage from this process can be skipped and reached to later on but cannot be skipped altogether. In order to make the students think creatively, they should be given opportunity to see world through windows and observe it and they can write creatively without any fear.

Therefore, effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments.

Brown" (2001:335) connects writing and thinking in a very basic way:" Written products are often the result of thinking. In his chapter on teaching writing he found out that it is evident that it is this specific view-point that forms the basis for his principles for designing writing techniques. To mention a few, he brings up that it is important to "balance process and product", "account for cultural/literary backgrounds" and "provide as much authentic writing as possible" (2001:347)

Cushing Weigle (2002:14) looks at the writing ability from several perspectives. For instance, she views it as a social and cultural phenomenon and as a cognitive activity.

- – Writing as a social and cultural phenomenon. "Writing is also social because it is a social artefact and is carried out in a social setting. What we write, how we write and who we write to is shaped by social convention and social interaction" (2002:19). Something to bear in mind regarding the cultural aspect of teaching writing in the ESL classroom is that there could be cultural differences when it comes to structure and discourse. As an example of this, Brown brings up Kaplan's study, which he sums up by claiming that learners of English have predispositions that come from their native languages, when it comes to structuring their writing (2001:338). Cushing Weigle

brings up the same study as an example of writing as a cultural phenomenon (2002:20-21).

− The cognitive aspect: Cushing asked questions to find out the models for writing as processes of cognitive activities. What is going on mentally when a writer creates a piece of text, a paragraph? What are the thoughts? (2002:22). Moreover, Cushing Weigle writes that this line of research shows that writers spend a lot of time planning and editing their work for both organization and content, as well as taking the audience into consideration (2002:22-23).

From the foregoing, it is realized that teaching writing competences to students is a challenging task. In addition, using a single teaching approach may not achieve the desired learning outcome since the weaknesses of each approach tend to impede students' writing development. Thus, teachers need to incorporate the insights of the three approaches; product, process, and genre approaches into the teaching of writing skills in order to develop students' writing competence. Therefore, this study sought to establish teaching methods teachers use in writing lessons and their implications for effective learning of writing among High school students.

2.3. Literature Review on Didactic Investigation into The Teaching and Learning of Writing

Bernard Wcheneuwly (2013) examined didactic investigation of writing as corresponding to the three poles of the didactic triangle: the subject of teaching, the teachers and the learner.

The subject of teaching

The starting point was the consciousness about the fact that the diversity of texts to be taught and learned constitutes a fundamental question. They agree that texts had to be studied as examples of genres. The school writing situation is obvious as learners are expected to write to show that they can (learn to) write, they write the same thing at the same time as their fellow pupils, and that their compositions correspond to a situational fiction to which they can more or less identify. The school genre is the result of *didactical transposition*, i.e. the complex process by which socially useful concepts, notions, and genres that are used in specific social situation outside school, are transformed by the didactical system and turned into teaching subjects.

Teachers' practices and ways of doing

This entry is devoted to the analysis of the contexts favourable to writing and learning to write, the observation of teaching approaches and the understanding of their raison d'être. The pole "teachers", just like the pole "subject of teaching", is also subjected to internal and external factors. This determination, internal to the didactical system, is the object of strong external influences, as testified by many contributions: professional teaching practices are overdetermined by social representations of writing. These are the representations that prevail outside the school system, in society as a whole concerning what writing is and what it should be. Therefore, the analysis of a student's text should be considered the result of the intervention of a professional who defined a situation in a certain way at a given time, expectations towards students, types of regulation and thus contributed to the composition of the text – the outcome and the reflection of the writing activity.

Learning

Students cannot be requested to compose texts without mentioning the purpose, the addressee, the writing style, in other words without defining specific communication problems. On the other hand, what Vourzay refers to the "distancing from writing activity through theoretically grounded tools". To learn to write, semiotic tools necessary to students to change their relationship to writing, to their own processes of text production. To put it differently, the prevailing conception is to argue that you learn to write by appropriating writing tools and not just by writing, as Freinet would put it strikingly (see Vourzay's description of Freinet's approach). The appropriation of writing tools is precisely what is needed to transform the relation to one's own psychic process of language production to put it in Vygotsky's terms.

Researchers like Ur (1996), Harmer (1998),) have indicated that when planning a language lesson, there are at least eight areas a language teacher needs to think about:

a) the objectives of the lesson to identify what the students will learn: The objectives must focus on language areas such as vocabulary, grammar, pronunciation, language function, and language skills such as listening, speaking, reading and writing;

b) the activities or tasks carried out during the class: They must be planned in accordance with the students"abilities and language needs to achieve the objectives;

d) the time allocation to each part or activity of the lesson must be divided equally and relevantly for each activity;

e) classroom management methods: The teacher has to think about how to organise each activity;

f) solutions to unexpected situations during the class: For example, what a teacher should do if the students find the lesson is too difficult; g) the resources and technology used during the lesson including material, cassette, tape or CD, poster or pictures and so on; and

h) the methods to assess the objectives of the lesson: That means at the end of the class the teacher must check whether the students have achieved the set objectives. Overall, the above factors decide teaching effectiveness, teachers should take them into account when they plan a lesson in order to meet students" needs and the curriculum goals.

Uljens (1997), explain the concept of didactic teaching in second language in particular and writing in general. His focus is on the teaching–studying–learning process and whose aim is to help to understand this pedagogical process and the complex teaching reality connected to it. The pedagogical reality is represented in the model by the different forms and aspects of pedagogical activity (Figure 1) and by the levels of curriculum, school, teacher and student. The forms of pedagogical activity consist of planning, teaching and evaluation or evaluative reflection, while teaching covers the whole teaching–studying–learning process. All pedagogical activity is characterised by intentionality, which contains the cycle of pre-understanding, intention (aim, target), activity and reflection. Furthermore, planning, implementing and evaluating the teaching of a second language must be reflected on, so that we could understand their pedagogical appropriateness, which again is conducive to the subsequent intentions (cf. Harjanne 2004a).

Another central aspect related to this English Language teaching–studying–learning process is the context. A pedagogical process is always tied to time, place and some cultural context (Uljens 1997). Certain contexts of the second language teaching–studying–learning process are, among other things, society, school, classroom and the curriculum. The students represent the local cultural context and their home background, and they bring these contexts with them into the classroom. Values belonging to purposive, intentional teaching as well as to the roles of the teachers and the students are culturally-bound as well.

Figure 1: Pedagogical realities of the teaching –studying-learning of writing
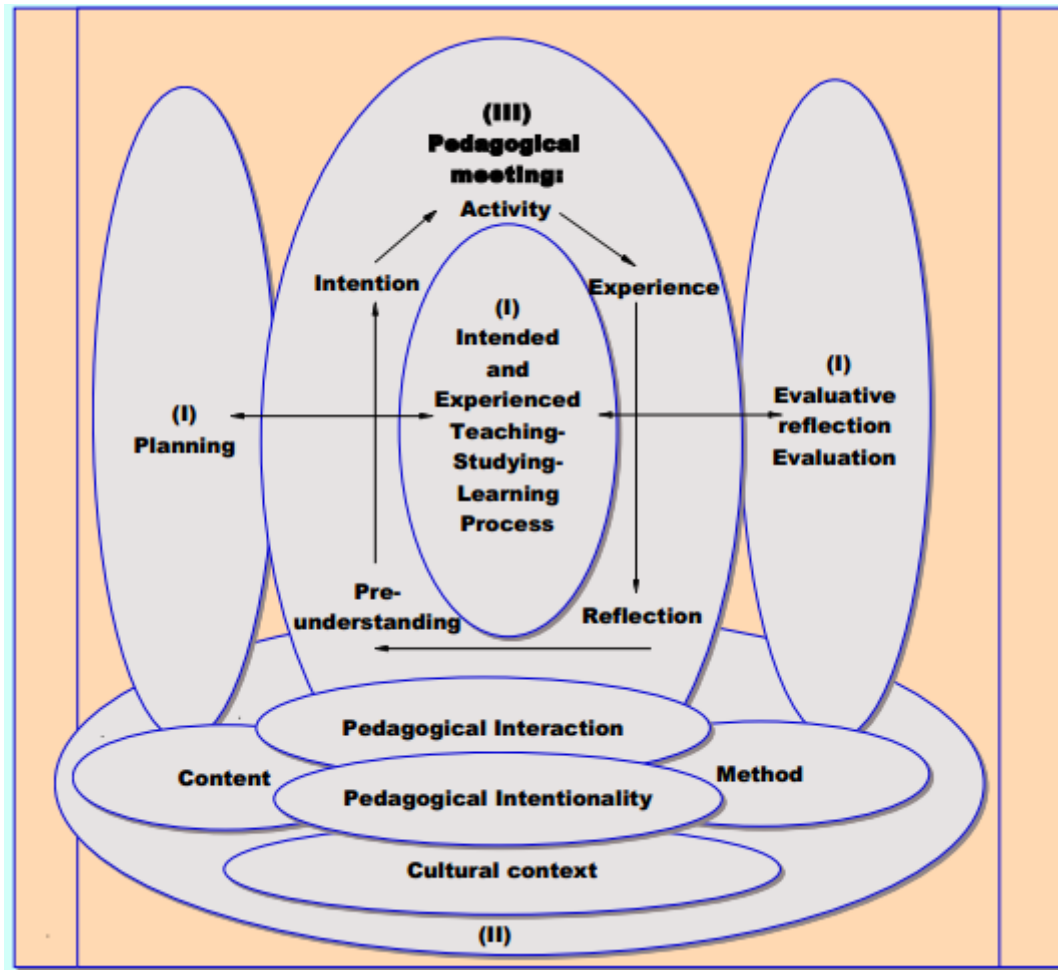
Source: Uljen's reflectivemodel of school didactics (1997, p 65): in Finnish, 2006, p.63: modified and visualised by Harjanne)

The forms (I) and aspects (II) of pedagogical activity and the pedagogical meeting (III) in the framework of the didactic teaching–studying–learning process includes a number of other aspects of pedagogical activity, namely pedagogical interaction, content and method. In pedagogical reality, the interaction between the teacher and the students is always asymmetrical; the student's status and role always differ from those of the teacher. The curriculum is the starting point when content matter is being selected. This selection is also influenced by the teacher's own conceptions of epistemology, ontology and learning theories. An important question should also deal with the ways the reality that exists outside the school itself is manifested in the classroom. The teaching method consists of actions needed to support an individual's study processes and learning. (Uljens 1997: 70–74, 78–79) From the point of view of communicative language teaching, certain other issues are not to be

neglected. These concerns, among other things, the asymmetricity of teacher–student interaction.

Furthermore, studies (Gomes-Santos and Abreu, 2007; Gomes-Santos and Almeida, 2009) illustrate the efforts to reflect upon the teaching of writing. Revisiting part of the data analyzed in those studies, we intend to point out the implications of the description and analysis of teaching practices for the field of language studies and for the field of education. These are seen below;

In the present case, the interest resides in investigating and analysing the methods, techniques and strategies of the work of the teacher in its depth, without neglecting the discussions of the didactic dimensions that constitute it such as it comes forth, for example, In other words, the point is assessing, based on a conception of the school as a "hybrid form" (see Tardif; Lessard, 2009), how the linguistic shapes the teaching work whilst being shaped by it. Some of the theoretical elements put forward by Gomes-Santos; Almeida (2009) and Chaves; Gomes-Santos (2008) allow us to make this problem more precise:

i. the teaching activity is conceived as labour – grounded on the concept of labour as developed in historic materialism –, whose realization is mediated by instruments, and leads to the voluntary modification of the object. This implies the presence of three components of the work: human action, the object modified/to be modified, and instruments;

ii. the peculiarity of the teaching work resides in the fact that it does not act upon inert matter; it has as its object of transformation the ways of thinking, doing and speaking of the pupils and, as its instruments, the semiotic signs and instruments. It is a "matter" that offers various kinds of resistance to the action of the worker – it does not simply act, but also reacts (Tardif; Lessard, 2009);

iii. such peculiarity of the teacher's work stems largely from the fact that it is a process of double semiotization through which a given object of knowledge is unfolded into the didactic situation: first, it is presented as an object of teaching in its unity, entire, finished; then, as object of study in its topics, decomposed, broken down, punctuated. There are here two complementary movements of the teaching activity – respectively, the presentification and the elementarization;

iv. in close articulation to these two global movements, other *didactic movements* appear, such as those described by Aeby Daghé and Dolz (2007):

- resorting to didactic memory and anticipation: consists in bringing up previous or future works on a given object, the latter works in the form of anticipation, with the purpose of establishing coherence between the work to be developed in that class and the whole sequence of the work;
- formulation of tasks: consists in the cause of and the entrance into a didactic device; the task is the instrument that institutes the object of teaching and creates the conditions that allow the teacher to present it in the classroom, and to the students to appropriate it;
- use of didactic devices: consists in making use of an apparatus of teaching instruments (material support, instructions and modes of working) to show the different dimensions of the object within the processes of presentification and elementarization/topicalization;
- regulation and evaluation: consists at times in "obtaining information on the status of pupils' knowledge, being positioned either at the beginning of, in the course of, or at the end of a learning cycle" (Aeby Daghé and Dolz, op. cit., p. 2), in which case it is the *internal regulation*; at other times it consists in conducting the very construction of the object, operating inside the school activities, stimulating an exchange with the pupil, in which case it is the *local regulation*. Evaluation is a particular type of regulation;
- Institutionalization: consists in making explicit, and conventionalizing, the status of a knowledge to be learned and employed by the pupil, and checked up on by the teacher, if he or she so chooses (Sensevy, 2001 apud Aeby Daghé and Dolz, op. cit.). In other words, it consists in conferring concept to a knowledge, endowing it with a generality that can be mobilized in other contexts, different from those in which the object was personified and elementarized/tropicalize.

For Chervel (1998) the investigation of effective teaching/learning practices, in its relation to the historically valued pedagogical conceptions and to the public policies for the regulation and increment of education, consists in an investment distinct from, and complementary to, that implied in the study of the macro-objectives of teaching. It represents the sphere of pedagogical reality :

L'étude des finalités ne peut donc en aucun cas faire abstraction des enseignements réels. Elle doit être menée simultanément sur deux plans, et faire intervenir une double documentation, celle des objectifs affichés, et celle de la réalité pédagogique. (p. 24)

The author's perception is fruitful as an initial working hypothesis insofar as it implies in the recognition of school practice – and of the practice of teaching writing at school -, going beyond at least three more or less complementary perspectives:

i) the perspective of that which it lacks;

ii) the deterministic perspective, according to which everything touched by the school turns necessarily into something smaller, inferior: that is to say, the school lessens everything that comes into it;

iii) the reproductivist perspective, according to which the school is nothing more than the space of the reproduction of ideological structures and values produced outside it, and imposed upon it.

Forsaking these three modes of dealing with the school is a requisite to avoid the risk of considering the practices of the teaching of writing as an endless process of substituting supposedly novel practices/conceptions for those regarded as old, regarding them instead as a process of interweaving or sedimentation (Schneuwly; Cordeiro; Dolz, 2006) of multiple practices. Some of the signs of the multiplicity of these teaching practices can be reassembled by the same terms that historically attempted to establish them in the school practice, namely:

i. writing as "composition": associated to the notion of creativity, the act of writing as aesthetic expression and effect of inspiration. A recurring task consists in the composition in view of a figure;

ii. writing as "redaction": associated to the idea of clarity, of precision, the act of writing as the act of exposing/arguing. The recurring task consists in the production of a dissertation, the writing genre par excellence of the textual tradition of the school in Brazil and in other cultural contexts;

iii. writing as "textual production": associated to the idea of process, of work. The task in this case emphasizes the conditions implicated in the production of the written text, namely, the objectives, the statute of the interlocutors (I and you) as spatiotemporal coordinates, the material support and the textual organization, which presupposes a focus on the process of construction of signification, and also a concept of text as "the very locus of the interaction,

and the interlocutors as active subjects who – dialogically – construct themselves and are constructed in it" (Koch, 2002, p. 17).

Although in the denominations above there exist not just conceptions about writing and its learning, but also certain modi operandi of the teaching of writing, these modes in which writing is taught, as I mentioned above, were only partly investigated. In the metaphor by Margonilinas and Perrin-Glorian (1998), the place of the teaching work in the investigation of teaching/learning practices remained between brackets until de 1980s. The focus was on the relation of the pupil with the objects of knowledge:

> *L'enseignant, dans un premier temps inclus dans la situation, doit se retirer de ces situations quasi-isolées pour permettre l'interaction de l'élève avec une situation qui sera bientôt qualifiée de "adidactique" (Brousseau, 1986); il ne fait pas partie de l'objet d'étude. (p. 8)*

Within the wide field of studies about the relations between language and education in Brazil, the work of the teacher has been historically diluted in the figure of the method, both that dedicated to literacy, to the teaching of the code, and that dedicated to the exercise of the writing by means of the writing techniques during basic schooling. Beneath the figure of the method lies a discourse about the teacher, about how she represents her practice and about what it would have been like if she had occupied other positions as subject. It is not unusual for it to be a discourse about the deficit. It seldom is a discourse with the teacher, based on following, recording, describing, and interpreting the actual practices in which he takes part within school life. When it is taken into account, the work of the teacher often constitutes a place in which one searches for – and many times supposes to find – the justifications for the so-called pupils' reading and writing learning difficulties.

2.2.3. Review of Literature in second Language Writing

A number of studies in ESL writing have been carried out by different researchers. Research into the teaching of writing skills has revealed that there are certain teaching approaches that enhance students' proficiency in L2 writing.

2.2.3.1. The Teaching of Writing in Cameroon

The act of writing is very important. To this effect, there has been a vast contribution to this skill by various scholars. Some scholars have carried out some inquiries to explore the role of language in High schools, but much research has not yet been done in the teaching of wring in High schools. This might be due to the fact that it is a new domain. Nevertheless, some works were found and would be reviewed alongside other works that have focused on the teaching of writing as a whole. In this light, we examined some related works notably, those of: Nkemleke, Mbongeh, Mmene, Asoh, Ndakaw, Fru, Egbe, Lopti.

Nkemleke (2006) carried out an analysis of the structural configuration and some syntactic features that characterized students' essays in a formal academic situation in Cameroon. The corpus of his study composed of 104 essays written by two batches of teacher trainees. (2002/2003, 2003/2004 academic years) in the Department of English in of the Higher Teachers' Training collage in Yaounde. His findings revealed that the structure of most essays examined do not follow the strict logical sequence that characterize the typical English essay, and that there is a general tendency of register "mixing" in most of the essays. He recommends that expository writing in Cameroon might contribute a fruitful area of research into the aspect of "nativization" of cohesion and rhetorical strategies of English in the "outer cycles".

Fru (1995) carried out an analysis on spelling errors in the 1991 G.C.E A/L Literature scripts. He focused on fifty marked scripts with deviant spellings. These spellings were identified, analysed and classified under error connected with joining of words, spellings of words, omission of letters, and insertion of letters. It was realized that this is one of the numerous problem's students encounter which leads to their poor performance in the English Language. In like manner, Egbe (2014) probed into some of the problems of English. He scrutinized the effects of writing skills on students' performances in English as a second Language in High schools. His findings revealed that the causes of students' poor performance in English is due to the fact that teaching of writing skills was not given due attention. This was as a result of the fact that English Language was not taught in High schools to enable students acquire the necessary skills. The researcher therefore recommended the institution of the teaching of English Language in High schools and a syllabus of English Language to reinforce the teaching and learning of writing skills.

Ndakaw (1995) investigated on the problems involved in paragraphing in the composition of form five students in the Anglophone sub-system of education. Her findings reveal that 90% of students constantly violate some of the grammatical rules in paragraph development such as logical presentation of ideas, identification and development of the topic sentence, using paragraph linkers and others. She recommends that the course book planners should provide enough paragraph writing exercises to enable students understand what paragraphing is all about. She equally urges teachers to introduce lessons on paragraph writing to students more often.

Lopti (2000) worked on the performance of form five students in composition writing and the causes of their poor performances. His inquires showed that students are more interested in meeting the number of words asked for rather than organizing their sentences and ideas chronologically. He goes further to say that teachers do not give students ample exercises that involve the use of linking devices, not enough drill in sentence structure, thus sentences are fraught with run-on sentences and sentence fragments.

Mumene (2005) investigated the need for a harmonized programme beyond general English and the assessment of the Language at the G.C.E. A/L Examination. She summed up her study by saying that there is no syllabus for English Language in the High schools, thereby leading to the students 'low proficiency in English. She recommended that there should be a syllabus for English Language in High schools at all levels, and that it should be evaluated at the G.C.E examination.

Mbongeh (2006) set out to investigate the importance of teaching and learning of English Language in Lower and Upper sixth arts classes. The work was based on the neglect of English Language in Government High Schools in Yaounde with regards to the performance of English results in the G.C.E O/L examination. The study was based on the fact that Anglophone High school students have problems in expressing themselves spoken and written English. The work was limited to the importance of teaching and learning of English Language in High schools and the significance of the study was to create awareness in High schools' students of the invaluable use of English in their academic career. The findings revealed students acknowledged their weaknesses in English Language and recommendations were that English Language should be a compulsory subject in the High schools.

Asoh (2012) made a comparative study of methods used in Language Centres and secondary schools in enhancing the acquisition and learning of English Language. The focus of the work was to find out why most people attend extra language lessons in big towns, the qualification of teachers and whether those teaching the English Language are more qualified that secondary schools' teachers. The findings revealed that the low acquisition of English Language in Secondary schools is due to the fact that more emphasis is being placed on writing and reading to the disadvantage of the other skills. She recommended that evaluation of students should be done in two phases; oral and written evaluation.

2.2.3.2. Literature Review on the Problems of Writing

Sukandi (2013) tries to stress out what the teacher must do if he or she wants to have the students' writing developed. First of all, the students must pay attention on the topic given in writing. In this part, the students need to free their idea or argument in writing, so it will make the writing belong to them.

Provision of feedback on students' written essays has also been a subject of considerable amount in second language writing research. Findings from a study by Ferris (1997) on the effects of feedback on students' writing indicated that changes made by students in responses to the teacher comments did not have a positive effect on the overall quality of students' written essays. Nthiga (2010) carried out a research on second language pedagogy: teachers' feedback practices in Kenya secondary school classroom. The findings showed that error feedback plus teacher written comments were the most commonly used feedback provision methods. In addition, the teacher feedback was largely in form of directives generally highlighting weaknesses in the learners' compositions and that it laid more emphasis on aspects of grammar and spelling compared to other features such as content and coherence. The findings also revealed that workload, teachers' attitudes, examination culture and lack of training knowledge in responding to learner writing are factors that influenced teachers' feedback practices. It was recommended that there is need for better preparation of teachers with regard to provision of feedback on students' written compositions.

Okwara (2010) investigated factors related to achievement in written English composition among secondary school students. The study revealed that certain factors affected achievement in written English composition. Some of these factors were the linguistic environment of students, lack of adequate preparation of students for examinations,

lack of adequate reading materials, the poor quality of students, lack of a proper foundation in primary schools, lack of concerted efforts by teachers, limited time for learning English, poor interpretation of questions and shortage of trained English teachers. It was also found out that certain selected factors had strong relationship with achievement in written English composition while others did not because performance was relatively high or low depending on these factors. Some of the factors which indicated strong relationship with achievement were the professional training of English teachers, availability of learning resources such as class textbooks, class readers and school libraries, school type, education of older siblings and the performance of students in the Kenya Certificate of Primary Education Examination. The academic qualification of English teachers, teaching experience, teaching load, availability of English textbooks and student sex did not appear to have any particular relationship with achievement of students in written composition. The findings made important implications for the teaching of written composition which should be taken seriously by English teachers, curriculum developers and policy makers if achievement has to be improved.

Hussein & Mohammad (2012) argue that topic familiarity and cultural appropriateness are important factors affecting negative L1 transfer into L2 writing. But, despite this argument, when students wrote on topics that were both familiar and culturally appropriate to them, negative L1 transfer was not prevented. Cognition plays a role where writing is learnt through a process of instruction and comprehension of the written form of the language. According to Byrne (1988), difficulty in writing arises from psychological, linguistic and cognitive issues. In contrast to the native speaker, the L2 learner must consider meta-language and the pragmatic values of grammar, vocabulary, rhetorical patterns, and mechanics which can increase levels of writing apprehension and anxiety.

Furthermore, Cheng (2002) investigated the relationships among students' perceptions of their second language (L2) writing anxiety and various learner differences. The findings suggest that enhancing students' motives and perception of their own writing competence are equally relevant to the development of students' writing skills. In the researcher's pilot study, about 10 foundation year Saudi students' volunteers were interviewed about the common writing problems faced in the classroom. Half of the students studied in private institutes and the other half studied in public ones. They were asked 2 questions regarding their common problems in writing and about their needs in the classroom. Students experienced writing difficulties in using appropriate vocabulary, writing in correct spelling, following accurate grammatical rules and establishing cohesion in writing. Many students claim to have "the

ideas" but have neither the L2 skills nor the pragmatic understanding to express them. Most students are self-conscious of making mistakes and this is a contributing factor to why few students are able to initiate a writing task without the assurances of explicit step by step instruction. This dependency is relative to their rote learning background, where 'knowledge banking" is teacher and subject centred.

Many studies reveal the complexity of the writing skills of English language learners. According to Kroll (1990), for those engaged in learning to write in a second language, the complexity of mastering writing skills is compounded by the difficulties apparent in learning a second language and the effect of first language literacy skills. In their study on the Writing Ability of Arab Learners, Khuwaileh and Al Shoumali (2000) note common problems in the participants" L1 and L2 performance. Problems arose in the areas of subject and verb agreement, emphasis on certain tenses, irregular past tense forms, paragraph unity, and, coherence and cohesion. Fifty-five per cent of students wrote compositions in their L1 with no appropriate logical linking of ideas, and lacked the skills to organise their ideas. Even L1 sentences posed to be major obstacles.

Similarly, Ahmed (2010) investigates cohesion and coherence problems in EFL essay writing in the Egyptian context. In his study, Ahmed (2010) reports that the students faced difficulties writing thesis statements, topic sentences, transitioning of ideas, and the sequencing of ideas.

In a different context, Wang (1999) investigates the use of references in Chinese (L1) and their effect on cohesion in English (L2). He figures out that EFL learners commit errors because they think in their native language and that they translate their thoughts into L2 or foreign language. Thus, it may be critical to comprehend the learners' cultural background and how it affects their writing in the first and second language.

Hyland (2003) explains that cultural factors are reasons for writing differences, and that there are numerous ways to form meanings. With those who are inexperienced, and lack experience about other cultures, there is a danger of ethnocentrism about learning to write, or regarding other writers as deficient. He emphasizes that an appreciation for writing differences, can facilitate cross cultural understandings that can help us perceive that writing difficulties are not problems inherent in students themselves. By openly addressing students' L1 writing experiences, rhetorical styles and contrasting them with the expectations of target writing communities, teachers can make both instruction and genres applicable to context.

Indeed, such awareness would increase the comprehension of the Arab learner in the classroom. ESL teachers employ L2 cultural activities to demonstrate different cultural contexts in order to help students develop a degree of pragmatic literacy that will guide language construction and decision-making competence.

Research studies suggested that there exist cross-cultural differences in students' writings. In the field of contrastive rhetoric, the investigations have shown that multicultural and multilingual students tend to write differently from the native writers. In analyzing compositions written by second language students of English, Kaplan concluded that the differences he found were not simply grammatical or surface matters, but underlying rhetorical differences, including "paragraph order and structure" (Kaplan, 1987, p. 277).

These problematic areas can be overcome through effective planning and guided writing. From the reviewed literature, it is evident that writing is an important skill that students require for their academic advancement. However, it has been noted that learning to master writing competences is a problem most teachers and students face at all levels of the education system. Research in L2 writing has revealed various methodologies for effective teaching of writing competences, whereby process oriented approaches to teaching writing competences have been revealed to be more successful than product-oriented approaches.

2.2.4. Review of Literature on Learning Strategies

[2]**Positive Outcomes Strategy.** In subject areas outside of L2 learning, the use of learning strategies is demonstrably related to student achievement and proficiency (Pressley & Associates, 1990). Research has repeatedly shown this relationship in content fields ranging from physics to reading and from social studies to science. In light of this remarkable association between learning strategy use and positive learning outcomes, it is not surprising that students who frequently employ learning strategies enjoy a high level of self-efficacy, which is a perception of being effective as learners (Zimmerman & Pons, 1986).

According to Dreyer and Oxford (1996) Social strategies (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) help the learner work with others and understand the target culture as well as the language.

Purpura (1999) found that meta cognitive strategies (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 and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. Among native English speakers learning foreign languages, he found out that meta cognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that meta cognitive strategy use has an executive function over cognitive strategy use in task completion.

To Kroll (2001) the most important aspect among those various theories of teaching and learning process of writing is the existence of feedback. It needs a good cooperation from both sides, the teacher and the student, where the student need to ask questions for things they are confused about and do what the teacher asks them to do. He explains that there are two aspects which are the most central in writing. The first is writing assignments that the students are asked to do by the teacher. The writing assignment is aimed to make the ability of the students' writing improve. The second is feedback provided by the teacher to the students to make sure they develop. Without feedback in any writing course, the classroom is of no reasoned use for the students.

2.2.5. Literature Review of Assessment of Writing Competence

Different forms of assessment give a backwash effect on different ways of learning. The present section takes a closer look at the relevant research done and which the present study can be related to. It starts by looking at formative assessment. It goes on to present previous research done on the assessment of writing. As stated by Gipps (1994) assessment has undergone a paradigm shift during the last couple of decades "from a testing and examination culture to an assessment culture" (p. 1). One reason, she claims, is that the traditional psychometric model dominated by discrete point items was found inadequate in dealing with additional purposes of assessment, other than that of comparing individual performance or knowledge with that of others. Tests designed for purposes other than to support learning may, as maintained by Gipps (1994), result in unwanted effects for the individual and for the educational system as such.

According to Brookes and Marshall (2004) imagination and originality are valued more than the standardization of thought and truthfulness while characterizing creative writing. While assessing the student for creative writing, they are given space to fabricate the

content. The main purpose is always to evaluate their creative writing and cognitive skills. In order for the students to write creatively, it is essential that their thoughts should not be restricted in any way. Planning, organization and discovery of thought are prerequisites for creative writing. If the students are restrained, they will not be able to maintain the originality of their work and the creativity might be compromised as well (Richards, 1990).

2.2.6. Gabs and Contribution of the Literature Review

The works reviewed above have shown interest on a wide range of aspects such as writing strategies in the different areas of writing, approaches in teaching writing in secondary schools but very little has been carried out so far as teaching of English in High schools in general and writing in particular is concerned. Most studies relating to research in High schools are of the opinion that there is still much to be done.

However, with the implementation of English Language in High schools, we think that an assessment of the language is imperative to know the difficulties and make necessary adjustments. Specifically, an assessment of writing is important as it carries the highest marks in the overall grading of English.

Also, the originality of our study lies in the fact that unlike other works which focused on writing in general (for example) , investigating the problems involved in paragraphing in composition (Ndakaw, 1995), students' performance in composition writing (Lopti 2000),assessment of English Language at the G.C.E Examination(Mumene), the importance of teaching and learning writing (Mbongeh, 2006), methods used in teaching writing (Asoh 2012) and others which focused on investigating and evaluating difficulties faced by Second language learners. This present study measures/assesses the teaching-studying-learning process of English Language writing in High Schools teachers and students from a didactic point. It also evaluates how knowledge is shared from an epistemological, didactical position. We intend to see how successful teachers and students are in the teaching-studying-learning process and what guides their actions.

2.3. Theoretical Frameworks

Linguist has postulated many theories to provide an insight how writing skills are acquired by native and non-native speakers of English. Cognitive science and linguistic theory have played an important role in providing empirical research for the writing process and

writing pedagogy. The currently dominant learning theories maybe characterized as mentalist in the sense that they focus on what the learner brings into the teaching and learning process, how knowledge is shared in the process, how knowledge is developed and use and the continuous restructuring in learning of already existing knowledge structure and the conception of the learner as active, constructive and planful in the learning process. All these factors are taken into consideration in choosing a theory.

2.3.1Didactic Theorires

2.3.1. The Theory of Didactic Situation

The Didactic Situation by Brousseau (1980) focuses on the interqction btzeen the three poles of the teaching learing situations. Research activity over didactic of English has not studied the teaching-learning using this theory within the triangle teacher-knowledge-learner (scheme of existing relations between subjects involved in the Theory of the Didactical situations).

Figure 2 Application of Didactic Situation in English Language
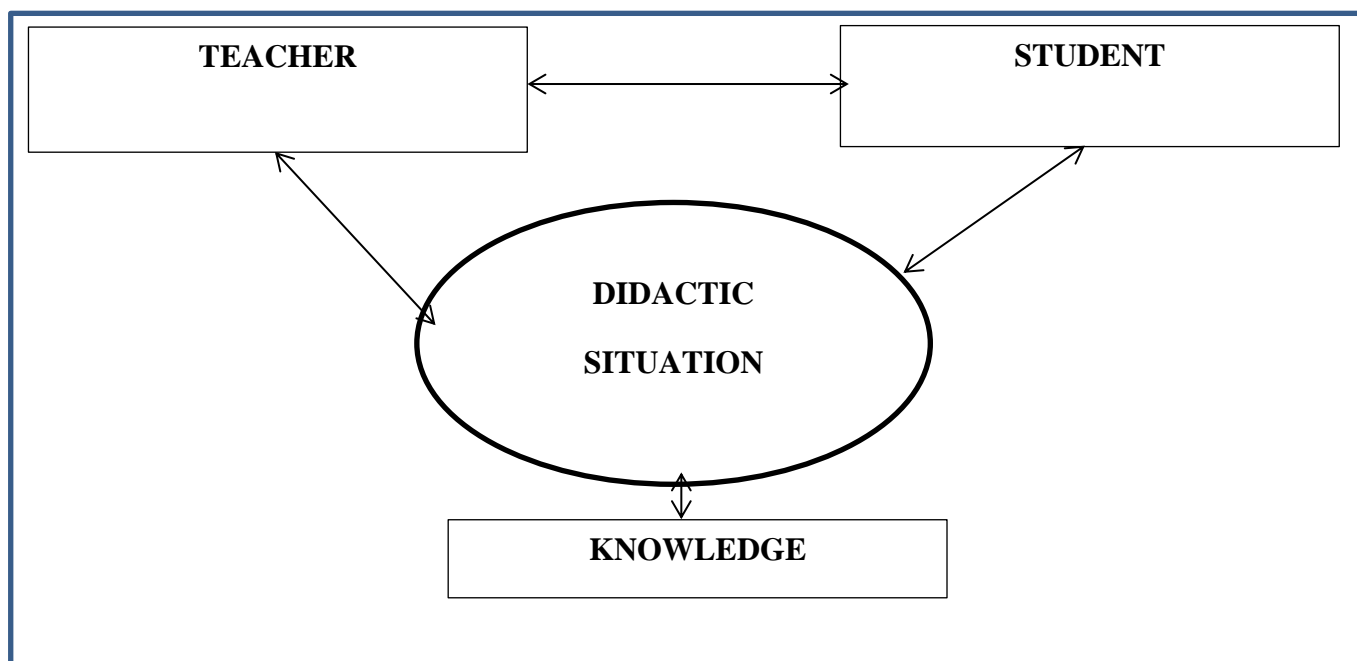
SOURCE: ADAPTED FROM BROUSSEAU (1980)

The first step in this theoretical approach is the analysis of this triangle, known since 1982 when it firstly appeared in Yves Chevallard works, where the word "knowledge" would mean the academic and standard knowledge, object of the English Languge research. The teacher role is to make possible a didactical transposition; in other words, teachers have to change the "knowledge" that comes from the research world into a "knowledge taught"

world into a "knowledge taught" (the one of the daily classroom practice) thanks to another intermediate step that is the "knowledge that has to be taught".

The double implication of this triangle suggests that we are facing a complex interaction that works back and forward in the classroomù context. When analysing the triangle, it is important that no one of the members takes a main role, every study of the topic teaching-learning has to consider the three members at the same level.

Cornu & Vergnioux (1992), say the same thing and also specify that the three subjects analysis is not a matter of didactical science but something that didactical experts have to do, students are studied from four different approaches: as biological entities, epistemic entities (learning psychology), affective entities and social entities, moreover teachers can be regarded as a social, institutional, pedagogical or affective entities. We also have to say that the triangle-scheme is not isolated from the rest of the world; it acts and reacts to the didactical world, social and cultural environment (noosphere). The teacher has to consider the noosphere and its didactical activity too, because this is what we find between school system and foreign environment. Noosphpere is a privileged place of observation because not only teachers (the first line involved in teaching act) but also researchers and society members are inside it and they keep asking answers and improvements from the school system.

The didactical contract
Brousseau writes:

> *"students tend to make any information or limitation clear using what the teacher, whether consciously or unconsciously, produces in his teaching activity. We think about the most common habits in teaching, and we define a didactical contract as the specific behaviour that students expect from teachers and teachers expect from students too"*
> *(Brosseau, 1980, pp.127-128).*

The didactical contract comes out as a result of a negotiating process of relations, whether explicit or not, between a student or a group of them, an environment and an educational system with the aim of letting students get a given, or under construction, knowledge. It gives rules during the learning process; it is in fact a whole made of expectations and behaviour of students and teachers towards knowledge. It states, in a not explicit way most of the times, what students and teacher have to do, their roles and their

responsibilities one to another: The didactical contract is different from the pedagogical contract (1973/74 J. Filloux). This is because of the main role of knowledge, in fact:

1) The didactical contract is about knowledge

2) There is a didactical contract for every kind of knowledge

3) To acquire knowledge, you always have to break the contract

4) It is implicit, and never fully explained

5) A contract fully based on acting rules of teachers and students, totally explicit will lead the didactical relation to a failure

The pedagogical contract is a more general and social matter than cognitive and is about explicit

negotiation of rights and duties of teachers and students apart from knowledge. It is unique and involves both students and teachers.

Knowledge learning process needs several breaks of the contract itself, a circumstance that can be overcome by the act of "devolution". Devolution is the process that a teacher uses to make students accept (in an implicit way) the responsibility of the learning situation or a new problem, always conscious of the consequences of this transfer. Brousseau speaks about the consequences of breaking this contract:

1) The teacher might create right circumstances to make students learn and he should be able to recognise when learning happens. right circumstances to make students learn and he should be able to recognise when learning happens.

2) Students might be able to learn.

3) The didactical relation has to keep going and be alive no matter what.

4) Teachers have to be sure of previous learning and set a place where a new one is possible.

A teacher role is to be responsible of the results accomplishment and to offer students all the necessary means to learn and gain knowledge; on the other hand, it is also necessary that students accept the burden to deal with new problems no one told them how to solve and what strategies to use.

2.3.2 Didactic Actions

Classroom practices have to take into conserideartion the actions of the teacher and the learner. These practices give meaning to the teaching-learning process when they are being analysed based on their actions. The main aspects analyse include didactic and pedagogic aspects, didactic aspect include didactic styles and didactic variables, these variables are based on the parameters of the didactic action which are generally summarize as follows;

Individual characteristics of teachers — 10

Individual characteristics of learners — 9

Motivational factors — 8

Procedure of evaluation of learners — 7

Dynamic management of group relationship — 6

Objectives and expected results — 1

The procedure of teaching and learning — 2

Management of time and training resource — 3

Physical environment and pedagogic resource — 4

Management of subject knowledge (content), schemes and references — 5

Figure 3: Polygon parameters of Didactic Actions

Source: Gilles et al (2006/2007)

The Didactic Action Polygon can be diveided into three parts and each axis of the polygon represents a multitude of interactive actions possible to be carried out during a didactic sequence and are explained as follows;

Didactic variables:

- Subject content which transpose didactically from school programmes, educational laws, scientific knowledge and scheme of work by a team of educationalists such as policy makers, pedagogic inspectors and the teacher himself who transposes the subject content.

- Processes which comprises of the lesson plan or carnival of the lesson, that is the different stages involve in the lesson.
- Construction and used of didactic dispositive.

Didactic styles:

- Teacher 's authoritative style,
- mastery of subject content,
- use of didactic material
- explanation and definition of key concepts
- construction and used of didactic dispositive
- variation of teaching methods
- Variation of learner's activities.
- Methodology of lesson preparation
- Methods of transmission of the lesson or delivery methods
- Evaluation or assessment methods

Pedagogic aspect

- Interactions between the teacher and the learners,
- Management of chalk board
- Classroom control or management
- Time management.

2.3.3. Didactic Triangle

We use Develey & Astofis' (1997) didactic triangle to structure and analyse the teaching-studying-learning process of writing in High Schools in Yaounde. Students, teachers and the course content are the three entities that form the corners of the didactic triangle. The edges of the triangle represent the relationships between these three entities. The didactic triangle is a system of explanatory reference, which bases the relationship between three areas: learners, teachers and knowledge. It is a reflexive support for pedagogical situations where the learner is face to face with the teacher in the same place and at the same time (Figure 3).

Figure 4: The didactic triangle
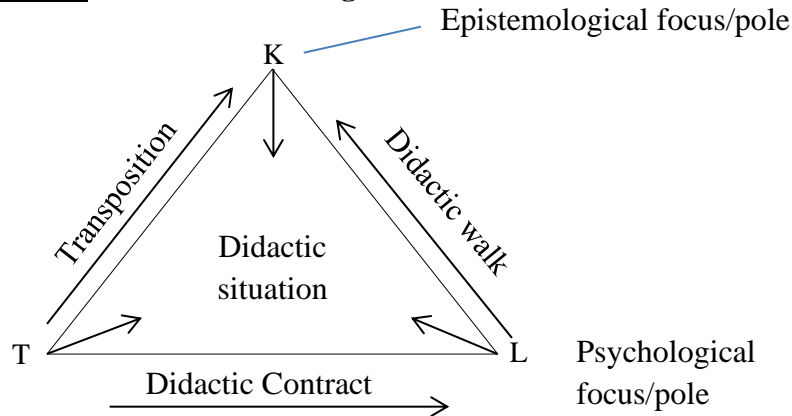
Source: Develay and Astofi (1997)

This triangle is essentially based on three pedagogic relations:

The learning process relation: It shows the direct relationship between Learner-knowledge. This relationship is favoured and the teacher is the organizer of external learning processes. He is a mediator and there is a stronger bond between the learner and knowledge. **The teaching process relation**: The relationship privileged here is the teacher-knowledge relationship. The teacher structures lessons for the learner. He looks for the content.

The training process relation: This relation is centred on the relation teacher-learner. They are constantly in interaction. The teacher presents situations for the learner to resolve and when the learner can't he turns to the teacher for remediation. When the components of the didactic triangle are remote, this representation has its limits, because some elements become more important while they weren't necessarily before. The teaching methodologies, strategies and techniques clearly relates to the concerns of the didactical triangle and the relations and interactions between its components.

2.3.4 Didactic Transposition

This theory is borrowed from Chevallard (1985). According to this theory, a concept to be transferred, transposed from one context to another, undergoes profound changes. To be taught, the whole concept keeps similarities with the idea originally present in your research context, however acquires other own meanings of the school environment in which will be inserted. This transposition process transforms knowledge, giving it a new epistemological status

Chevallard classifies the knowledge into three categories. The academic knowledge, called for him the scholar Knowledge. The knowledge contained in textbooks, the Knowledge to be Taught. And the knowledge as taught in the classroom, or the Knowledge Taught.

It is within this context that the Chevallard theory of Didactic Transposition deals with the problem to understand, classify and study how the knowledge produced in the academic spheres will be adjusting, adapting and transforming into scientific knowledge taught in the classroom.

Implication to our study

Within the current context of our study (English Language) Didactic Transposition can suggest some guidelines for how the the teaching of writing should be done.
 made.

1 – Division of knowledge: Divide into its constituent parts,

2.Articulate the "new" knowledge with the "old". When teaching a new

theory, such as special relativity, the author and/or teacher should make clear

that the old theory (in this case the classical mechanics) is still valid within their

limits of validity (at low speeds).

3 - Make a concept understandable: Teachers must rewrite or redraft a concept to

the level of students understanding.

4 - Making a model significant: To adapt and/or modify the theoretical models,

or the scientific models to the level of students understanding. Or connect it to

the resources l used by them.

5 – make knowledge use to every school level.

6 – Pedagogical knowledge must be redrafted in accordance

with a teaching methodology. For example, according to the methodology of

problem-based learning.

7 - Functional Actuality: knowledge should be drawn up according to the type of training

required for each course. For example, text to train writers, editors etc.

2.4. Theories of Language teaching

Stern (1983) proposed that theory in language teaching should satisfy some basic criteria. If realized in such a way, language didactics can avoid some inadequacies of theoretical formulations, false dichotomies, irrelevant oppositions, and the weak conceptualizations. The language teaching theories that meet these criteria is Krashen's

comprehensible input Hypothesis. Some of these suggested criteria can be identified as particularly relevant to the development of a theoretical foundation in language didactics. These criteria are; usefulness and practicality, Explicitness, Coherence and consistency, Simplicity and clarity.

2.4.1. Krashen's Comprehensible input Hypothesis to the teaching and learning of writing

The Krashen hypothesis holds that there is no fundamental difference between the way we acquire our first language and our subsequent languages, that humans have an innate ability that guides the language learning process. Infants learn their mother tongue simply by listening attentively to spoken language that is (made) meaningful to them. Foreign languages are acquired in the same way. In this work, we are going to use Krashen's comprehensible input Hypothesis to the learning of writing skills. We acquire language in one way only: when we are exposed to input (written or spoken language) that is comprehensible to us. It requires no effort on the part of the learner to learn a language. Learners acquire language when they are exposed to input at **i+1**, where **i** is the current state or stage of language proficiency. Learners use their existing acquired linguistic competence together with their general world knowledge to make sense of the messages they receive in language just beyond where they currently are (the **+1**). Given comprehensible input at i+1, acquisition will take place effortlessly and involuntarily.

Krashen draws the distinction between writing competence and writing performance. Competence is the largely sub-conscious, abstract knowledge of what constitutes good prose. Competence is acquired for the most part through reading. Performance, on the other hand, refers to the conscious application of strategies or rules that have been learned and practised. The distinction between competence and performance in writing parallels that between acquisition and learning in second language development. Krashen 's theory is important as it investigates how writing can contribute to cognitive development. The theory is important in that it shows how various writing activities, in particular note-taking and summary writing, are significant aids to learning. To Krashen however, the quality of the learner's written end product, a school composition for example, can indeed be influenced by practice and the grammar/usage rules that the student has learned. Krashen devotes much attention to the writing strategies that have been found to be effective in improving writing quality. These include flexible planning, frequent revision, and postponement of editing. Practice, i.e.,

regular writing, correlates with creativity. This theory is relevant to our work in that has clear implications for language teachers; namely, that their language instruction should be full of rich input (both spoken and written language) that is roughly tuned at the appropriate level for the learners in the class. This is in line with our hypotheses which say that Teachers have the required qualification the development of writing competences in High School learners of English.

2.5. Theories of learning

2.5.1. The Sociocultural Theory

One of the prominent psychologists and educator whose works have played a key role in teaching in the 21st century is Lev Vygotsky. In his book 'Mind and Society' (1978), he presents a theory to human development in which he describes the interplay between an individual and the society and argues for the interaction between learning and development. In other words, culture plays an important role in human development because the activities, thoughts and inventions are dependent on the past and that it is this past that shapes the future. Consequently, the younger generations depend on their experienced adults from whom they learn skills and knowledge through social interaction. Vygotsky is also known for the concept of 'zone of proximal development' (ZPD) which he says:

'It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers'

He argues that by receiving support from a more knowledgeable adult through mediation and use of signs/tools, a child is able to work beyond what he or she can do alone and thereby move from a minimal level to a higher level of performance (Vygotsky, 1978)

2.5.2. The cognitive Theory

The Cognitive Theory of Composition (The Cognitive Theory) by Lev Vygotsky (1978) stipulates 'reciprocal teaching is used in improving students' ability to learn from texts where in students and teacher collaborate in learning and practicing four key skills: summarizing, questioning, clarifying and predicting. The cognitive Approach to language teaching and learning emphasized that language learning involved active mental processes, that it is not just a process of habit formation. One approach to studying writing focuses mostly on the

individual writer and concentrates on understanding the cognitive and the motivational processes involved in composing (Graham, 2006). The cognitive approach is exemplified in an influential model of writing developed by Hayes (1996). In his model, he takes into account at least in part, the interaction between the task environment for writing and the internal capabilities of the writer. The task environment includes both a social component (e.g. the audience, other texts read while writing, and collaborators) as well as a physical component (e.g. text read so far and the writing medium such as a word processor). The internal factors are four;

  − The cognitive processes: text interpretation, reflection, and text production. These processes allow the writer to form an internal representation of the writing task that can be acted upon; devise a plan to reach one or more writing goals, draw conclusion about the audience and possible writing content, use cues for the writing plan or text produced so far to retrieve semantic information that is then turned into written sentences, and evaluate plans and modify them as needed.
  − The goals, predispositions, beliefs, and attitudes that influence the writing process
  − The long – term memory –knowledge, including task schemes that specify how to carry out particular writing task.
  − The working memory which serves as an interface between cognitive processes, motivation, and memory, providing a space for holding information and ideas for writing as well as carrying out cognitive activities that require the writer's conscious attention.

2.6. Formulation of Research Hypothesis

Teaching English writing competences involves developing linguistic and communicative competence of the students which is quite a challenging task to teachers and learners.

2.6.1. Main Hypothesis

There is a relationship between teacher knowledge, teacher classroom practices, and the development of student competence to write different text.

2.6.2. Specific Research Hypotheses

1. Teachers professional qualification and teaching experience can effectively give information on challenges teachers and students face in a writing class
2. Teaching methods and learning strategies used by both teachers and learners influence the learning of writing skill among students.
3. Students and teachers always appropriately put language learning strategies into use in order to enhance the learning of writing skills.
4. Students from effective teachers achieve a higher performance in writing.

These difficulties are attributed to teachers' methods, techniques and their relation with the learners in classroom. English Language teachers need some revamping in the teaching of writing skill to High school students.

2.7. Operationalization of Variables

Independent Variable

According to Feldman, the independent variable is a variable that is manipulated by the researcher. The independent variable is one that influences the dependent variable. The independent variable for our study is the teaching and learning of Writing in High schools.

Dependent variable

The dependent variable according to Feldman (2000) is the variable that receives the effect of the independent variable and is known as the Criterion variable. In this study, the dependent variable is the development of students' competences.

Intervening variable: An intervening variable is a variable that helps explain the relationship between two variables**.** Integrated approach (different) to the teaching and learning of writing competences.

2.8. Conceptual Framework and Writing Methods

This study is rooted within a particular framework. The UK National Ecosystem Assessment (2011) define conceptual framework as a structure that stands for the main aspects of a phenomenon at hand presenting clearly its make-up and relatedness. They add that a conceptual framework is important in that it makes it easier for users to comprehend the

scope of the phenomenon; realize the knowledge gaps in the subject as well as benefit from its use as a tool for analysis of the data.

The conceptual framework of this study was adapted from the Process Genre Approach theoretical model for teaching writing skills (Badger & White, 2000).The model holds the view that effective teaching methodology for writing should integrate the insights from product, process and genre approaches in order to develop students' writing communicative competence. By integrating the three approaches, the strengths of each approach can successfully complement each other and help teachers to develop students' writing competence by providing appropriate input of knowledge and skills in the writing process.

Drawn from this theoretical model are various aspects of the integrated approach that influence the teaching and learning of writing competence in High Schools. Badger & White (2000) point out that adopting the integrated approach to the teaching of writing skills allows for collaborative learning and effective interaction between teachers and students in L2 writing classrooms. For instance, by working in groups or pairs, learners interact freely and also develop their critical thinking. It also enables teachers to monitor students' progress at every writing stage, to determine the kind of input needed, as well as using teaching and learning resources to illustrate the organization of a particular genre. Thus, adopting the integrated approach to the teaching and learning of writing, the possible desired outcomes will be mastery of writing competency and achievement of writing among students. Based on this study, the independent variable is teaching and learning of writing, the problems which influence the teaching and learning of writing competences is the dependent variable while the intervening variable is the method which is the integrated method of teaching writing. This conceptual framework Methods and learning strategies is shown in Figure 5.

Problems	Methods	Learning of writing outcomes
- Inappropriate teaching Methods and learning strategies - Difficulty in content mastery - Learning environment - Lack of motivation - Differences in teachers and learners	- Interactive and collaborative learning - The use of teaching and learning resources - Interactive learning - Regular feedback and regular assessment -Monitoring of learners' levels	- Mastery of writing skills Better achievement in writing Competency in writing Language proficiency
Independent variable	intervening variable	Dependent Variable

Figure 5: Conceptual frameworks of teachers and students' problems, methods and strategies used in developing writing competences.

Source: Adapted from Badger & White, 2000

From Figure 3, the independent variables which are inappropriate teaching methods and learning strategies, difficulty in content mastery, learning environment lack of motivation, differences in teachers and learners. The above are likely to influence the dependent variables which are the development of students' competences. The intervening variables are Interactive and collaborative learning, regular feedback, regular assessment, strategies and techniques used by teachers and students. Therefore, if English language teachers adopt the integrated approach to teaching writing, it would enhance mastery of writing competences and also lead to better achievement in writing among students.

2.9. Summary Table

Table 2: Showing correspondence between Research topic, research questions, research Hypotheses, and questionnaire items

TOPIC	Research Questions	Research Objectives	Research Hypotheses	Research Variables	Modalities	Indicators	Indices
A didactic Investigation of the Teavhing of Writing and the Development of Students' Competences in some selected High Schools in Yaounde	**Main Research Question**	**General Research Objective**	**General Research Hypothesis**	**Independent Research Variable**	Frequently -Sometimes -rarely -Never -very satisfied -satisfied with it - Very dissatisfied -Challenging -More challenging -Most challenging -Weak Adequate -Excellent	-Teaching Methods -Problems in teaching writing -Techniques, strategies -Assessement	- Questionnaire -Interview guide -Checklist
	What methods, techniques and strategies do teachers employ to enhance the development of students' competences in a writing class?	To reveal methods, problems, techniques teachers and learners use to manage their problems and to assess learners' competences in writing.	There is a relationship between teacher knowledge, teacher classroom practices, and the development of student competence to write different text.	The teaching and learning of Writing in High schools			
				DependetResearch Variable			
				the development of students' competences			

					-Difficult		
					-Medium		
					Easy		
					-very interesting		
					-Interesting		
					-less Interesting		
	Specific Research Question 1	**Specific Research Objective 1**	**Specific Research Hypothesis 1**	**Independent Research Variable**	-Frequently	Teaching Methods	**Teachers' Questionnaire**
					-Sometimes	-Lecture	
					-rarely	-Question and answer	**Checklist**
					-Never	-Group Discussion	**Interview**
					-Very interesting		Descriptive(Frequencies, percentage)
					-Interesting	-Guided Writing	-Inferential
					-less Interesting	-Brainstorming	(khi Square)
						-Free writing	
						-Opinion	

	What methods do teachers use to teach writing in High Schools?	To investigate the methods teachers, employ to offer support for the development of students' competence in writing.	Teachers professional qualification and teaching experience can effectively give information on challenges teachers and students face in a writing class.	**IV1:** Teaching methods **Dependent Research Variable** Students' Competences			
	Specific Research Question 2	**Specific Research Objective2**	**Specific Research Hypothesis 2**	**Independent Research Variable**			**Teachers' Questionnaire** **Students' questionnaires** **Checklist Interview** Descriptive (Frequencies, percentage)

						-Inferential (khi Square
	What are the problems that teachers and students face in the teaching and learning writing skills to improve learners' competences?	To investigate problems face by teachers and students in relation to teaching preparations, in the learning of writing	Teaching methods and learning strategies used by both teachers and learners influence the learning of writing skill among students	Problems faced in teaching and learning writing	very satisfied -satisfied with it - Very dissatisfied -Yes -Very interesting -Interesting -less Interesting -Difficult -Medium -Easy Challenging -more challenging -most challenging weak -Adequate	Problems in teaching writing -Opinion concerning the teaching of writing -Composition -Summary writing -Text reconstruction **Problems faced** Don't master techniques	
				Dependent variable			
				Students' writing Competences			

					-Excellent	-Programme too	
						-lack of proper content knowledge	
						-individual differences	
						-learners	
						-Organize the content clearly in a logical manner	
						Causes of problems	
						Lack of vocabulary, grammar	
						-learning environment	
						-Teachers' problems	
						-Level	

						differences of learners	
						Grammar	
						-Vocabulary	
						-Insufficient time/inadequate practice	
						-Lack of motivation	
						-Teacher's role	
						-Fear of negative comments	
						-Level differences of Students	
	Specific Research Question 3	**Specific Research Objective 3**	**Specific Research Hypothesis 3**.	**Independent Research Variable**	-weak -Adequate -Excellent **-**always	Techniques, strategies - **Measures put in place**	**Teachers' Questionnaire** **Students' questionnair**
	What techniques and strategies do teachers	To establish strategies used by	Students and teachers always appropriatelyput	Techniques and straties used teachers			

	and learners employ in the teaching and learning of Writing?	teachers and students to overcome problems face in teaching and learning writing.	language learning strategies into use in order to enhance the learning of writing skills.	and students in learning writing	Sometimes -frequently	Regularly assign brief writing exercises	es **Checklist Interview**
						-increase writing opportunities that focus on creating the right format	Descriptive (Frequencies, percentage)
				Dependent variable			-Inferential
				Students' writing Competences		-Have students read a lot	(khi Square
						-Explicitly teach language vocabulary	
						-Provide guidance throughout the writing process	
						--Increase writing opportunities that focus on	

					creating right format of the writing task	
					-Explicitly teach English language vocabulary	
					--group discussion	
					-Making corrections to rectify mistakes on written texts	
					--Writing out extra essays and giving them out for marking	
					---Planning and organizing ideas before writing	

	Specific Research Question 4	Specific Research Objective 4	Specific Research Hypothesis 4	Independent Research Variable	-weak -Adequate -Excellent	-Frequently -sometimes -Rarely -Never Strategies	-Strategies -Kind of support teachers give to improve on learners' writing competences
	How is teachers' input a reflection of learners output in the development of students' competences	To assess students writing competences in a bid to evaluate if teachers input reflect learners' output	Students from effective teachers achieve a higher performance in writing	**IV 4:** Assessing Students performances in Writing		-Development of ideas -organize the content clearly -Link sentences to achieve coherence -Use appropriate organizational	**Teachers' Questionnaire** **Students' questionnaires** **Checklist** **Interview**
				Dependent variable			
				Students' writing Competences			

						patterns	Descriptive (Frequencies, percentage)
						-Develop sentence structure	-Inferential
						-Develop ideas in a variety of **waysTQno 10**	(khi Square
						-Develop sentence structure	
						- performances in Writing	

CHAPTER THREE: METHODOLOGY

3.2. Research Approach and Design

This study adopted a descriptive survey research design. According to Orodho (2004) a descriptive survey research design enables the researcher to collect information about people's opinions, attitude or any of the variety of educational or social issues that affect them. This research design was considered appropriate because of the following reasons: it enabled the researcher to gather information from the respondents on methods, problems, techniques that teachers and students face in developing writing competences in High schools. This was also to get as much information from the teachers and students as possible happening. Kothari (2004) states that survey design allows for the use of multiple sources of data of collection (triangulation). The design was, therefore, deemed suitable for the study because of its strengths as it enabled the researcher to gather information from the sampled respondents by use of questionnaire, interview, and written test and the researcher obtain both quantitative and qualitative data with regard to the problems teachers and students face in developing writing competences in English language.

3.2.1. Research Methods

The study employed the mixed method approach to get the answers to the research question. This approach was chosen due to the fact that its integration of the two methods would provide a better understanding of the research problem than either of each alone. Also, the choice of this method was to look at the research question from different angles, clarity of unexpected findings and/or potential contradictions. The intention was to study the phenomenon in a natural setting to get rich data. This was to get as much information from the teachers and students as possible happening.

The instruments used to collect the data were questionnaires, interviews, written tests, a checklist and field notes. The quantitative method of research was implemented as follows; for the student questionnaire, students were asked to fill the questionnaire about their opinions concerning the teaching of writing in the High schools. The questionnaire was divided into two sections. For the teacher questionnaire, participants were asked to fill in the questionnaire about their teaching methods, problems, techniques and strategies. The questionnaires were divided into three quantitative parts with the some Likert Scale questions.

The Likert Scale part provided the data on general information of the respondents. The teachers' questionnaires aimed at getting information on how teachers faced difficulties in teaching writing, describing the problems faced by teachers, their training, teaching techniques and the assessments of the students' competences.

3.3. Area of the Study

The research was carried out in Mfoundi Division of the Centre Region of Cameroon. Mfoundi Division was chosen because of the convenience and nearness to the researcher. Also, there are only four Government school in the Mfoundi Division where English is being offered in the High school.

3.4. Population of the Study

This research examined a didactic Investigation of the teaching and learning of writing and the development of students' competences in High schools in Yaounde. These are teachers and students selected from some school around Yaounde. These are schools that offer Advanced Level English. Only teachers who teach the subject were concerned and students who offer English Language in the High schools. With regards to the teachers, the informants were those who have been teaching English and specifically the writing section in the High school. Consequently, they are chosen on grounds that they are versed with the teaching methods and can determine their students' levels.

The population was drawn from four schools; Government Bilingual Practising School Yaounde (LBA), Government Bilingual High School Etoug-ebe, Government Bilingual High School Mendong and Government Bilingual High School Ekorezok. The students who constituted the population of this study were lower and upper sixth students who have passed English Language at the Ordinary Levels and who are presently offering English Language in High School in the above-mentioned schools.

3.4.1. Criteria for Selecting the School

Since this Study investigates a didactic teaching and learning of writing in High schools, its population comprises English language teachers and High school students who offer English in High schools in the Mfoundi Division, Yaounde. Although it would have been desirable to go beyond Mfoundi, time and resources dictated that the study is limited to a more accessible population such as of cluster sampling in similar geographical area.

3.4.2. The target population

The target population refers to the population in which the results of a study will be applied. As far as this study is concerned, the target population consists of all students who offer English Language in High school in Mfoundi Division of the Centre Region for the 2016/2017 academic year. The study also targets 30 teachers who teach Writing in the High school and 76 students who offer English Language in High Schools.

3.4.3. Accessible population.

The accessible populations for students were 76 while for teachers were 35. This is the population that was used in the research work.

3.5. Data Collection Instruments

The main research instruments were the questionnaire (both student and teacher questionnaire) and interview for teachers, written scripts of the students and a checklist for the researcher. Both open-ended and closed ended questionnaire were used. Both instruments were pre-tested through piloting to determine their validity and reliability. Questionnaire was selected because it enabled the researcher to collect data from a big sample of the population and also gives objective data since participants are not manipulated in whichever ways by the researcher as they fill in the questionnaire.

3.6. Sampling and Informant

A sample according to Amin (2005) is one that, within the restrictions imposed by size, will reproduce the characteristics of the parent population with the greatest accuracy. The sample population for this study comprised 76 High school students from four schools in the Mfoundi Division and 30 English Language teachers who have taught writing in the High Schools of the Mfoundi Division.

Four secondary schools were purposefully selected and sampled in Yaounde. Gall and Borg, 2007, state that the purpose of selecting a case is to get in-depth information on the phenomenon under study. Purposive and simple random sampling procedures were used to sample out English language teachers from the study area as the respondents in the study. Purposive sampling involves a deliberate selection of sampling units which conform to the determined criteria (Frankfort-Nachmians and Nachmians, 2005). In this particular study, the

English language teachers were selected on the basis that they teach English Language in High schools.

Gall and Borg, 2007, state that the purpose of selecting a case is to get in-depth information on the phenomenon under study.

Table 3: Distribution of sample for the students

No	School	Number of students	Sample	Percentage of sample
1	LBA	26	21	81%
2	GBHS Etougebe	26	26	100%
3	GBHS Mendong	23	18	78%
4	GBHS Ekorezok	11	11	100%
	Total	**85**	**76**	**89%**

Source: Field work11/03/2017

The table above shows that 76 students constitute our sample from the accessible population of 85 from our 4 high schools in the Mfoundi Division of the Centre Region. The sample is derived at using purposeful random sampling technique. The sample is found representative because it is selected in line with Morgan (1970), who advocates that, for a population of 85, the sample size should stand at 75.

Table 4: Distribution of the sample population for teachers

No	School	Population	Sample	Percentage
1	LBA	13	10	77%
2	GBHS Etougbe	12	10	83%
3	GBHS Mendong	05	05	100%
4	GBHS Ekorezok	05	05	100%
	Total	**35**	**30**	**86%**

The table above shows that a sample of 30 High school teachers is selected from an accessible population of 35 using the simple random sampling technique. We can say that the sample is representative because it is selected in line with Morgan (1970), who equally advocates that for the population 35, the sample size should stand at 30.

3.7. Sampling Procedures

Four secondary schools were purposefully selected and sampled in Yaounde. Gall and Borg, 2007, state that the purpose of selecting a case is to get in-depth information on the phenomenon under study.

3.8. Description of Research Instruments

The instruments used for the collection of data comprises two different sets of questionnaires addressed to the teachers and to the students, an interview guide for teachers, written tests for the students and a performance checklist used by the researcher. Each of this is described below.

3.8.1. The Questionnaire

A questionnaire is a research instrument that gathers data over a large sample. A questionnaire containing both open and closed ended questions is used to collect data from the teachers and the students. A questionnaire is preferred because it enables the researcher to preserve respondents' anonymity hence making it possible to elicit their responses. It also saves time and allows greater uniformity in the way questions are asked and thus greater compatibility in the responses. Similarly, Gay (1992) maintains that a questionnaire gives respondents freedom to express their views or opinions and also to make suggestions. It is used to collect data on professional background and experience, methods teachers used in teaching writing, problems faced in teaching and learning writing competences, strategies employed in teaching and learning writing and an assessment of student's competences in writing. (see Appendices 1 and 2).

3.8.2. Format of the Questionnaires

The questionnaire comprises closed ended questions intended to collect factual information from the students and teachers on the teaching methodologies, problems, techniques and strategies used to teach Writing in High school and the assessment of students' competences in writing.

3.8.2.1. The Teacher Questionnaire

The Teachers' questionnaire is divided into three parts. The questionnaires are accompanied by a covering letter which, as a standard ethical practice in research projects, served to allay the respondents' fears regarding their right of privacy in this connection, the covering letter guaranteed anonymity, confidentiality of the information and voluntary participation (see Appendix 1).

Besides allaying respondents' fears regarding their privacy, the covering letter also served to spell out the purpose of the study

The importance of brevity and attractiveness as sound criteria in the design of questionnaires is further emphasized by Cohen and Manion (1989) maintain that: the appearance of the questionnaire is vitally important. It must look easy and attractive. A compressed layout is uninviting; a larger questionnaire with plenty of space for questions and answers is more encouraging to respondents (Cohen and Manion, 1989:111). Therefore, brevity and attractiveness of layout were the important considerations in designing the questionnaire. (see Appendix 1).

3.8.2.2. The Student Questionnaire

The students' questionnaire is divided into two parts. The questionnaires are accompanied by a covering letter which, as a standard ethical practice in research projects, served to allay the respondents' fears regarding their right of privacy. In this connection, the covering letter guaranteed anonymity, confidentiality of the information and voluntary participation (see Appendix 2).

3.8.3. Questionnaire Items

3.8.3.1. The Teachers' Questionnaire

The teachers' questionnaire has 11 items which are distributed within 5 main sections with the intention of collecting factual information from teachers on their, methodologies, problems, techniques and strategies, and assessment used in teaching and assessing students writing competences in High school.

Part I (Items1-3) solicits background information, education, training and the time spent in teaching, school, and qualifications of the respondent. The respondents are asked to please mark in the appropriate box.

Part II is based on methodologies used by teachers. (Item5). The questions require respondents to indicate on a scale of 1 -4 (Frequently, sometimes, rarely, never) the frequency with which they use lecture, question and answers, group discussion, guided writing, brainstorming and free writing.

Part III is based on problems teachers faced in teaching writing (4 items). One of the questions required the respondents to indicate on a likert scale which area they find challenging teaching writing, what are the types problems teachers face, what are the causes of these difficulties they face in developing writing competences. Also, there are other supporting questions which aim to give the respondents' opinions about the problems they face. These questions are items 1, 2, 3, 6, 7, and 9. The researcher also wanted to know some of the causes of these problems' teachers face. This cause is represented in items 10 of the questionnaire.

Part IV of the questionnaire is based on strategies and techniques used and how often teachers use these techniques.

Part V is based on assessments of students' competences' in writing. The questions require the respondents to indicate on a likert scale of 1-3 (weak, adequate, excellent) different areas in assessing learners' competences.

3.8.3.2. The Student Questionnaire

The questionnaire for the students comprises four parts. The first is based on getting general information on students' opinion about the teaching of writing in High schools. It has

three questions on students' opinion on the content of writing in High school and the level proficiency of the students.

The second part of the questionnaire is based on examining students' attitudes towards writing. It has three questions to answer the second research question of the study; what are the problems students faces in learning writing? This part contains three questions (items 3-6). The aim of this part is to get an inside into the particular area's students have problems in, and to know the types of problems that learners face in developing their writing competences.

Part three of the students' questionnaire answers the third research questionnaire; what strategies do students use to enhance competences in writing? It contains three questions to it credits (items 7 -9).

Part Four (item 10) of the questionnaire is based on grading students' competences. Respondents' are asked to grade on a likert scale of 1-3 (weak, adequate, excellent) their competences in the different areas of writing.

3.8.3. Format of the Interview

An interview session is preferred because it helps the interviewer to cover all dimensions of an investigation through probing of the respondents and hence it provides in-depth information about particular cases of interest to the researcher to communicate orally than in writing and thus provide data more readily in an interview. In this study a semi-structured interview schedule is used to gather data on demographic characteristics of teachers, teaching methods, challenges students face in learning writing skills and measures put in place to improve students' writing abilities. This is done with the help of a tape recorder and the data is transcribed manually. For the sake of privacy, the respondents are coded as Teacher A, Teacher B, Teacher C and Teacher D. The four respondents are taken from the four different schools under study. The questions are presented below.

1 What methods do you use to teach writing?
2 What problems do you face teaching writing?
3 Which area of writing do you find it most challenging in teaching?
4 What are the causes of these problems?
5 What do you do to improve students writing skills?
6 Overall, how can you judge the performance of your learners in writing?

3.9. Written Tests

A writing test is used to determine students' competences in writing. Take home assignments are given to the students and are later on collected. The assignments are based on the three areas of writing; Composition, summary writing and text reconstruction.

Composition: The students are asked to write a composition on the topic "The dead of someone that affected me" Clear instructions are given to draw a plan, to underline the topic sentences in each paragraph and to write it within the number of words range.

Summary writing: Alderson (2000) suggest that when designing a summary writing task, if the summarizers are not informed of the purpose of summarization with clearly defined tasks, the subjectivity of scoring can be reduced. To this effect, the instructions on the summary writing task are clearly explained. The students had to summarize the author's position on the importance of English Language. They had a text in English (approximately 200-250 words) where are reminded of the following;

- It should not be more than 100 words,
- Be in continuous writing and written in one paragraph. For sample of text used. (See appendix 8).

Text reconstruction: The respondents are given a text to arrange sentences in a logical order, to number the sentences in the order that make sense and then write it in one paragraph. They are cautioned not to copy word for word. (see Appendix7).

Checklist for students' performance

The checklist contains areas of communicative ability assessed in writing, ranging from introduction, content, grammar (language use) and conclusion. It is based on **Before Writing, while writing and after writing. Before writing** emphasizes the fact that good writing is the result of good reading, to encourage students to list up ideas and plan before they actually start writing, Students should consider different aspects of the issue under discussion. The next item is the **While Writing** section where student are expected to write more fluently by starting with the introduction, body paragraphs. This part is also based on the importance of originality, how students are able to organize their ideas, into separate paragraphs. Another crucial point here in this section is how important are the students' main ideas. The last criteria which is the, **After Writing,** is assess how students can analyze,

evaluate, and improve their written products. This criterion is derived from the taxonomy of Components of Language Competence (Bachman, 1990).

Assessment criteria:

There are standards to assess writing and the students' writing is assessed based on these criteria. The criteria for assessment normally cover a number of areas of performance (content, understanding, organization, expression, accuracy, etc.) and set benchmarks for the level of performance achieved within each area. A scheme of assessment based on clear performance criteria, drawn up by the Cameroon General Certificate of Education (GCE) is used which gives credibility to the exercise. The G.C.E criteria are based on a realistic set of expectations as to students' performance, and are made clear to all students before marking takes place. This is with the intention to make marking fair to all students, and to make feedback (for example in the form of comments at the end of a piece of work) understandable and acceptable. Teacher graded her students' essays according to language, content and organization. Grades vary between 0 and 20. (See appendix 4).

3.10. Pilot Study

Orodho (2004) observes that piloting helps to detect deficiencies in the research instruments such as insufficient space and ambiguous questions. It also helps to reveal if the anticipated analytical techniques are appropriate. For this study, the pilot study is carried out in one private High school in Mfoundi Division, specifically in Yaounde VII. This school is randomly selected and is not included in the main study. It was carried out by administering questionnaire to 2 teachers, and 4 students and written test to 09 students. Thus, a total of 15 subjects are involved in a pilot study. The study took place in December 2016. The purpose of the pilot study was to test the validity and reliability of the research instruments. It provided some insights that made the researcher modify and make necessary amendments to the instruments.

3.11. Validation of Research Instrument

To account for my research validity, we followed the dichotomy suggested by Campbell and Stanley (196 cited in Dornyei 2007:50) who separate the internal validity of the research from the external validity. The former refers to the choice of research variables which should lead to an outcome being the function of these variables. The latter relates to

how the sampling results can be generalized to a larger population. In this research work, we have ensured that we carefully selected our variables with respect to English Language writing strategies which are used by High schools' teachers. My aim is to establish whether the strategies choice correlates to writing performance of learners.

Besides the obvious disadvantage of a questionnaire method such as the unwillingness of the respondents to provide information, questionnaires as research tools have a built-in weakness in that "they leave open the question of whether the data reflect what the respondents do, what they think they do, or what they want the researcher to think they do". The validity of this instrument was studied at length. The following were taken into consideration to ensure the reliability and validity of the information to gather; face validity, content validity and construct validity.

3.11.1. Validity

Validity establishes whether the research instrument measures what it is intended to measure (Kothari, 2004). According to Saunders (2009) validity of an instrument is improved through expert judgment. To establish the validity of the research instrument: questionnaire, interview, writing test were piloted in Genius Trilingual college so as to ascertain their validity. Opinions of experts in the area under study and researcher's supervisors were also sought where the objectives were discussed in line with objectives of the study. Their recommendations were incorporated in the final questionnaire and interview guide. The findings from the pilot study became the basis for revising the research instruments. The results obtained enabled the researcher to modify and improve questions that were ambiguous and discarded all the irrelevant items. This helped to ascertain the content validity of the instruments. Thus, information obtained from the pilot study and input of experts helped in validation, which also helped to confirm that the methodology and instruments used provided the required data.

3.12.2. Reliability of Research Instruments

Reliability is concerned with the extent to which a research instrument yields the same results or data on repeated trials (Mugenda & Mugenda, 2003). The test retest technique of reliability test was used whereby students' questionnaire was administered twice to the respondents, with a one-week interval, to allow for reliability testing. A Pearson's Product Moment formula for test-retest was employed to compute the correlation coefficient in order

to establish whether the content of the questionnaire is consistent in eliciting the same responses every time the instrument is administered.

3.12. Methods of Data Collection procedures

The questionnaires were self-administered to Departmental Heads of English. Heads of Departments were used as contact persons to avoid a situation where some potential respondents could become uninterested and therefore reluctant to respond. This strategy is upheld by Fraenkel et Al (1990) who argue that: 13 in school-based survey, a higher response rate can be obtained if a questionnaire is sent to persons in authority to administer to potential respondents rather than to respondents themselves (Fraenkel et al, 1990:336). However, although useful, this strategy may be criticized on the grounds of research ethics. Since authority figures distribute and collect questionnaires, it can reasonably be argued that respondents are compromised in two respects: confidentiality and voluntary participation. Authority figures may be tempted to peruse the questionnaires before they submit them to the researcher. They may also, by virtue of being in authority, exercise undue pressure on potential respondents. In that context participation ceases to be voluntary. Nonetheless, this strategy was used because it enhances chances of higher response rate. The interview was conducted by the researchers with the help of an interview guide and a tape recorder. The researcher had an interview guide where the questions where read to the teachers and their responses recorded. The interviewees were coded for ethical consideration and animosity. For details (see Appendix 5).

The researcher also made a contact visit to the schools. 35 questionnaires were given out to High school teachers and 30 were returned giving a percentage of 86%. This was done using a face to face delivery technique and with the help of the Heads of Departments. Some of the questionnaires were answered by the respondents on the spot and given back to the researcher. This was the case of teachers who were present on the day of the visit of the researcher. Some were given to the Heads of Departments and collected later.

On the 16/01/2017, 20/01/2017, 31/02/2017 and 10/02/2017, 13/02/17 the researcher visited the selected schools in Mfoundi and out of the 85 questionnaires given to the students, 76 were returned giving a percentage of 89 %. The numbers of scripts given to the students were 85. They were given to write in different topics. Out of the 85 scripts given out, 51 scripts were returned to their teachers. These scripts were later collected by the researcher from the

teachers. After the collection of the research instruments, the results were as shown in Table 4.

Table 5: Statistics showing the Return rate of research instruments

Respondent	No of questionnaire administered	No of questionnaire collected	Percentage
Students	85	76	89%
Teachers	35	30	86%
Teachers interview	07	07	100%
Students scripts	85	51	60%
Total	**212**	**156**	**74%**

Source: Field work, 13/02/2017

The questionnaires, interview session and writing test items which were administered to the sampled students and teachers in 4 Government High schools in Mfoundi Division were not all collected thus attaining 74% return rate. According to Saunders (2009), a return rate of 50% is adequate, 60% good and 70% and above very good. Therefore, the return rate was considered very good to produce the required information for analysis purposes. All the returned questionnaires and written works were sorted by the researcher and grouped according to the different schools before being analysed.

3.13. Data Analysis

Data analysis deals with the process of data classification, data coding, data entry and analysis in order to make interpretation possible. It is also concerned with the statistics that are used to analyse data, that is, the organization, interpretation and presentation of collected data (Oso and Onen, 2005). In this study, both qualitative and quantitative data were collected by use of both closed-ended and open-ended questionnaire, interview items and a writing test. Qualitative data was analysed using thematic analysis and quotes (participants' voices) by grouping the responses provided by respondents into various themes according to the objectives of the study. Quantitative data was tabulated, coded and processed using the Statistical Package for Social Science (SPSS Version 17.0). Then, descriptive statistical

techniques such as frequencies, percentages and the mean were used to analyse the quantitative data. Finally, data was presented by use of tables and graphs.

3.14. Logistical Ethical Consideration

Ethical considerations have to do with the researcher ensuring ethical checks. That is, a series of questions that a researcher must ask about the research and the specific procedures included safeguarding subjects. In order to attain this, the researcher ensured the respect, rights to privacy and to protection from physical and psychological harm of the respondents involved in the study. The researcher ensured that each respondent understood what the study was all about. The respondents were given clear and sufficient background information on which to base their own decisions as to whether they would take part in the study or not. It was only after their consent was obtained that the copies of questionnaires, writing test and interview session were administered to the respondents from each school. In each case a precise brief was given on the nature of information required from them by the researcher; confidentiality of the information provided was assured and they were asked not to mention their personal names but to mention their specific schools on the research instruments.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF RESULTS

4.2. Verification of Hypotheses and Reliability Tests

Reliability test

Table 6: Reliability test

Case Processing Summary

		N	%
Cases	Valid	30	58,8
	Excluded[a]	21	41,2
	Total	51	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,972	19

Source: From my Data analyses, 06/06/2017

From these results, we can observe that the reliability coefficient is equal to .972; this signifies that our instrument has a very strong consistency within the items.

Test of hypotheses

Table 7: Test of Hypotheses

Research hypothesis 1

IV: Teaching methods; DV: Student's competences

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Teaching methods * Student's competences	30	100,0%	0	,0%	30	100,0%

Teaching methods * Student's competences Crosstabulation

Count

		Student's competences												Total
		17,00	23,00	24,00	25,00	27,00	28,00	29,00	30,00	31,00	32,00	34,00	35,00	
Teaching methods	16,00	0	0	0	0	0	0	0	1	0	0	0	0	1
	17,00	0	0	0	0	0	0	0	0	0	0	2	0	2
	21,00	0	0	1	1	1	0	0	0	0	0	0	0	3
	24,00	1	0	0	0	0	0	0	0	0	1	0	0	2
	25,00	0	0	1	2	0	0	0	0	0	0	0	0	3
	27,00	0	0	0	0	0	0	2	1	0	0	0	0	3
	29,00	0	0	0	0	0	0	0	0	1	0	0	0	1
	30,00	0	0	0	0	0	1	0	0	0	0	0	0	1
	34,00	0	0	0	0	1	0	0	0	0	0	0	0	1
	36,00	0	1	0	0	0	0	0	0	0	0	0	0	1
	37,00	0	0	0	0	0	0	0	0	0	0	0	1	1
	38,00	0	0	0	0	0	1	0	1	0	0	0	0	2
	39,00	0	0	0	0	0	2	0	0	0	0	0	1	3
	44,00	0	0	0	0	0	0	0	1	0	0	0	0	1
	52,00	0	1	0	0	0	0	0	0	0	0	0	0	1
	54,00	0	0	0	0	0	1	0	0	0	0	0	0	1
	55,00	0	0	0	0	0	2	0	0	0	0	0	0	2
	56,00	0	0	0	0	0	0	0	0	0	0	0	1	1
Total		1	2	2	3	2	7	2	4	1	1	2	3	30

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	226,250[a]	187	,026
Likelihood Ratio	115,098	187	1,000
Linear-by-Linear Association	,225	1	,635
N of Valid Cases	30		

a. 216 cells (100,0%) have expected count less than 5. The minimum expected count is ,03.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	,940	,026
N of Valid Cases		30	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Research hypothesis 2

IV: Problems faced in teaching writing; DV: Student's competences

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Problems faced in teaching writing * Student's competences	30	100,0%	0	,0%	30	100,0%

Problems faced in teaching writing * Student's competences Crosstabulation

Count

		Student's competences												Total
		17,00	23,00	24,00	25,00	27,00	28,00	29,00	30,00	31,00	32,00	34,00	35,00	
Problems faced in teaching writing	40,00	0	0	0	0	0	0	0	0	0	0	0	1	1
	44,00	0	0	0	0	0	0	0	0	0	1	0	0	1
	46,00	0	0	0	0	0	0	1	0	0	0	0	0	1
	49,00	0	0	0	0	0	0	1	1	0	0	0	0	2
	51,00	0	0	0	2	0	0	0	0	0	0	0	0	2
	54,00	1	0	0	0	0	0	0	0	0	0	0	0	1
	55,00	0	1	1	0	0	3	0	1	0	0	0	0	6
	56,00	0	0	0	0	1	0	0	0	0	0	0	0	1
	57,00	0	0	0	0	1	0	0	0	0	0	0	0	1
	58,00	0	0	1	0	0	0	0	0	0	0	0	0	1
	59,00	0	0	0	0	0	1	0	0	1	0	0	1	3
	60,00	0	0	0	0	0	3	0	0	0	0	0	0	3
	61,00	0	0	0	1	0	0	0	0	0	0	2	0	3
	62,00	0	1	0	0	0	0	0	0	0	0	0	0	1
	70,00	0	0	0	0	0	0	0	2	0	0	0	0	2
	84,00	0	0	0	0	0	0	0	0	0	0	0	1	1
Total		1	2	2	3	2	7	2	4	1	1	2	3	30

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	234,881[a]	165	,000
Likelihood Ratio	110,600	165	1,000
Linear-by-Linear Association	,629	1	,428
N of Valid Cases	30		

a. 192 cells (100,0%) have expected count less than 5. The minimum expected count is ,03.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	,942	,000
N of Valid Cases		30	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Research hypothesis 3

IV: Learning strategies; DV: Student's competences

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Learning strategies techniques * Student's competences	30	100,0%	0	,0%	30	100,0%

Learning strategies techniques * Student's competences Crosstabulation

Count

		Student's competences												Total
		17,00	23,00	24,00	25,00	27,00	28,00	29,00	30,00	31,00	32,00	34,00	35,00	
Learning strategies techniques	12,00	0	0	0	2	0	0	0	0	0	0	0	0	2
	16,00	0	0	0	0	0	0	0	0	0	1	0	0	1
	18,00	0	0	0	0	0	0	0	0	0	0	0	1	1
	21,00	0	0	0	0	1	0	0	0	0	0	0	0	1
	22,00	0	1	1	0	0	0	0	0	1	0	0	0	3
	23,00	0	1	0	0	1	0	0	0	0	0	0	0	2
	24,00	1	0	0	1	0	4	0	3	0	0	0	1	10
	25,00	0	0	1	0	0	0	0	0	0	0	2	0	3
	27,00	0	0	0	0	0	0	1	0	0	0	0	0	1
	29,00	0	0	0	0	0	1	0	0	0	0	0	0	1
	30,00	0	0	0	0	0	2	1	1	0	0	0	0	4
	31,00	0	0	0	0	0	0	0	0	0	0	0	1	1
Total		1	2	2	3	2	7	2	4	1	1	2	3	30

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	162,804[a]	121	,007
Likelihood Ratio	88,822	121	,988
Linear-by-Linear Association	,912	1	,340
N of Valid Cases	30		

a. 144 cells (100,0%) have expected count less than 5. The minimum expected count is ,03.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	,919	,007
N of Valid Cases		30	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Research hypothesis 4

IV: Assessment; DV: Student's competences

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Assessments * Student's competences	30	100,0%	0	,0%	30	100,0%

Assessments * Student's competences Crosstabulation

Count

Assessments		17,00	23,00	24,00	25,00	27,00	28,00	29,00	30,00	31,00	32,00	34,00	35,00	Total
							Student's competences							
Assessments	16,00	0	0	1	0	0	0	0	0	0	0	0	0	1
	17,00	1	0	0	0	0	0	0	0	0	0	0	0	1
	18,00	0	0	0	1	1	0	0	0	0	0	0	0	2
	21,00	0	0	1	0	0	0	0	0	0	0	0	0	1
	28,00	0	0	0	0	0	0	0	0	0	0	0	1	1
	30,00	0	0	0	0	0	0	0	0	0	1	0	0	1
	32,00	0	0	0	0	0	0	0	1	0	0	0	0	1
	33,00	0	0	0	0	0	0	0	1	0	0	0	0	1
	36,00	0	2	0	0	0	0	0	0	0	0	0	0	2
	37,00	0	0	0	0	1	0	0	0	0	0	0	0	1
	41,00	0	0	0	2	0	0	0	0	0	0	0	0	2
	43,00	0	0	0	0	0	0	0	1	0	0	0	0	1
	46,00	0	0	0	0	0	0	1	0	0	0	0	0	1
	51,00	0	0	0	0	0	0	1	0	0	0	0	0	1
	59,00	0	0	0	0	0	0	0	0	0	0	0	1	1
	60,00	0	0	0	0	0	2	0	0	0	0	0	0	2
	61,00	0	0	0	0	0	1	0	1	1	0	0	0	3
	71,00	0	0	0	0	0	0	0	0	0	0	1	0	1
	76,00	0	0	0	0	0	0	0	0	0	0	1	0	1
	96,00	0	0	0	0	0	4	0	0	0	0	0	1	5
Total		1	2	2	3	2	7	2	4	1	1	2	3	30

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	278,214[a]	209	,001
Likelihood Ratio	124,324	209	1,000
Linear-by-Linear Association	5,380	1	,020
N of Valid Cases	30		

a. 240 cells (100,0%) have expected count less than 5. The minimum expected count is ,03.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	,950	,001
N of Valid Cases		30	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Source: From my Data analyses, 06/06/2017

Table 8: Summary table

Hypotheses	Chi square calculated (χ^2_{cal})	Stadard error (α)	Degree of freedom (df)	Chi suare read (χ^2_{lu})	contingency Coefficient (C)	Observations	Décisions
Hr₁	226.2	0,05	187	212.3	.940	$\chi^2_{cal} > \chi^2_{read}$	Ha is accepted and Ho is rejected
Hr₂	234.9	0,05	165	190.5	.942	$\chi^2_{cal} > \chi^2_{read}$	Ha is accepted and Ho is rejected
Hr₃	162.8	0,05	121	146.6	.919	$\chi^2_{cal} > \chi^2_{read}$	Ha is accepted and Ho is rejected
Hr₄	278	0,05	209	233.9	.950	$\chi^2_{cal} > \chi^2_{read}$	Ha is accepted and Ho is rejected

Source: From my Data analyses, 06/06/2017

4.3. Presentation and Analysis of Results

4.3.1. Presentation and Analysis of Teachers' Responses

4.3.1.1. Professional qualifications and experience of teachers

The researcher seeks to establish the professional qualification of the English language teachers. Professional qualification is an important factor in determining content mastery and delivery of the subject matter to students. The information obtained is presented in table 8 below:

Table 9: Distribution of sample according to Response

Professional qualifications of teachers

Professional qualifications		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	DIPES II + Master's degree	6	20,0	20,0	20,0
	DIPESI + Master's degree	2	6,7	6,7	26,7
	DIPES I + Bachelor's degree	5	16,7	16,7	43,3
	DIPES II	14	46,7	46,7	90,0
	DIPES I	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Professional qualifications
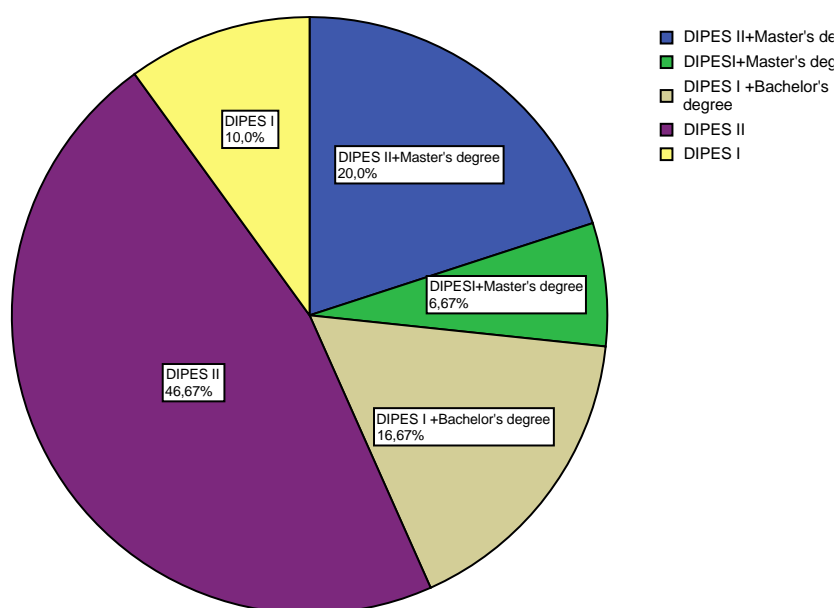
Source: From my Data analyses, 06/06/2017

The table above indicates that the majority of teachers (46.7%) who participated in the study had DIPES II Diploma in education while another 20% of teachers had DIPES II and master's degree, 6.7 % of respondents had DIPES I and Master' degree, 16.7% of teachers had DIPES I and a degree, whereas 10% of teachers had DEPES I. This implies that all the teachers who participated in the study are professionally qualified to handle writing and could

therefore provide important insights into problems they as teachers faced and thereby help students to overcome their difficulties in achieving writing competences.

4.3.1 2. Professional Experience of teachers

The study also seeks to find out teachers' experience in teaching English. It is considered an important variable for this study due to the assumption that experienced teachers have a clear understanding of their students which enable them to select appropriate teaching methods to meet their learning needs. The findings are displayed in Table 9.

Table 10: Distribution of sample according to Response

Your experience as an English Language teacher

Your experience as an English Language teacher		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	15 years and above	4	13,3	13,3	13,3
	1-14 years	6	20,0	20,0	33,3
	6-9 years	11	36,7	36,7	70,0
	1-5 years	9	30,0	30,0	100,0
	Total	30	100,0	100,0	

Your experience as an English Language teacher

■	15 years and abov
■	1-14 years
■	6-9 years
■	1-5 years
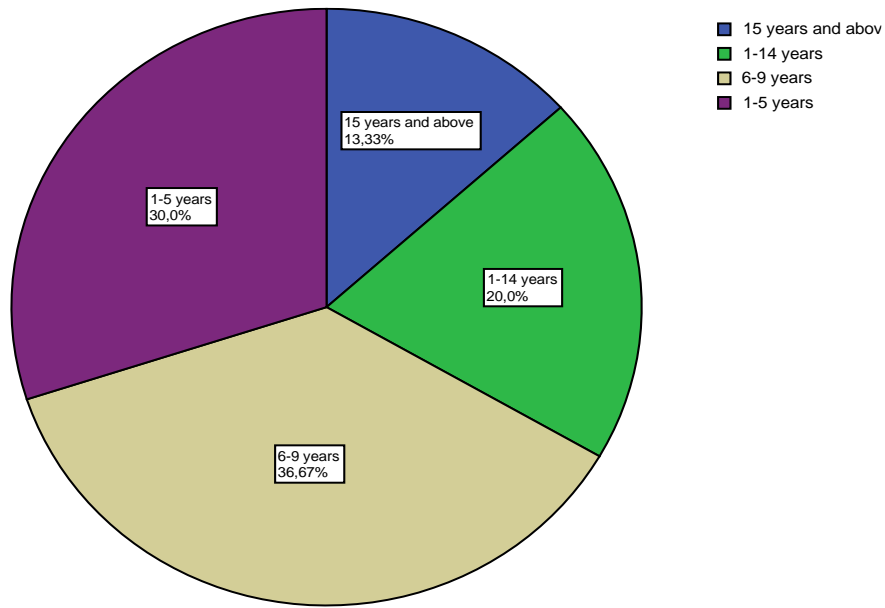
Source: From my Data analyses, 06/06/2017

Table 9 reveals that 4 (13.3%) teachers have a teaching experience of 15 years and above, 6 (20.0%) had a teaching experience of 11-14 years. It is also revealed that 11 (36.7%) of the teachers have a teaching experience of 6- 9 years whereas 9 (30.0%) teachers have a teaching experience of 1-5 years. This implies that the majority of the teachers have teaching experience of more than 5 years, therefore, they are in a position to master writing methods and techniques and to give information on challenges students face in learning writing in High schools. This period is considered sufficient for one to gain experience in adequately handling the subject matter since long period of teaching a particular subject enables one to have a good mastery of the content.

Still on the same variables, teachers are asked to indicate how long they have been teaching writing in High school. The results are presented in Table 10.

Table 11: Distribution of sample according to Response

How long have you been teaching high school English?

How long have you been teaching high school English?		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Three years and above	25	83,3	83,3	83,3

	Two years	3	10,0	10,0	93,3
	1 year	1	3,3	3,3	96,7
	Less than one year	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

How long have you been teaching high school English?
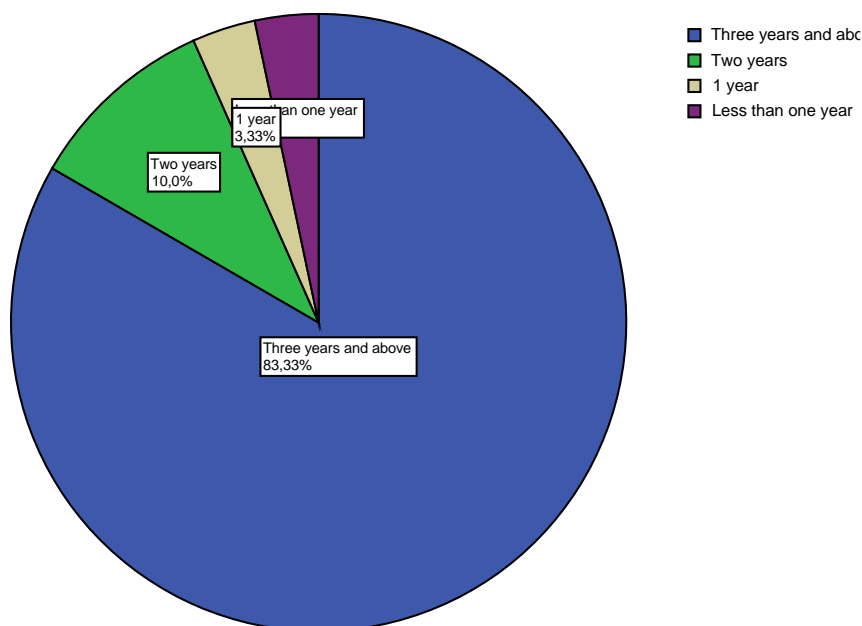
Source: From my Data analyses, 06/06/2017

From the table above, we realize that a majority of the teachers involved in this research has been teaching in the High school for more than three years. 25 (83.3%) of teachers has been teaching High school English for three year and above, 3 (10.0%) of the teachers have taught for two year, while only 1 (3.3%) of the teachers have taught for one year and less than one year. What this implies is that a majority of the teachers have a mastery of techniques, methods and strategies to handle their difficulties and that of the students.

PART I: Teachers' Views; Methods Teachers used in Teaching Writing Skills

The first objective of the study is to determine methods teachers use in teaching writing skills. Only the teachers are used to verify this objective. The findings are presented in Table 11

Table 12: Distribution of sample according to Response

Which of the following methods do you use in teaching writing to your students?

Methods		Frequently	Sometimes	Rarely	Total
Lecture	n	17	10	03	30
	%	56.7	33.3	10	100
Question and answer	n	21	09		30
	%	70	30		100
Group discussion	n	17	11	02	30
	%	56.7	36.7	6.7	100
Guided writing	n	14	16		
	%	46.7	53.3		
	n	11	17	02	30
Brainstorming	%	36.7	56.7	6.7	100
Free writing	n	14	11	05	30
	%	46.7	36.7	16.7	100

Source: From my Data analyses, 06/06/2017

Results from the table above reveal that English language teachers use some teaching methods more frequently than others. Majority of the teachers 21 (70%) of them indicate that they use Questions and answers method frequently, 17 (56.7%) teachers use lecture and group discussion, 14 (46.7%) teachers use free writing and guided writing while 11 (36.7%) teachers frequently use brainstorming. A considerable number of teachers 11 (36.7 %) indicate that they sometimes use free writing and group discussion as a method of teaching writing, 9 (30%) teachers indicate that they use questions and answers. Another 10 (33.3%) teachers say that they sometimes use lecture, 16 (53.7%) teachers use guided writing and 17 (56.7%)

teachers use brainstorming. In addition, 2 (6.7%) of the teachers rarely use brainstorming and group discussion while 5 (17%) teachers rarely use free writing.

To reinforcing this result in an interview with the teachers, they commented that:

Teacher A: *"I make student gather idea***", "***I sometimes give them homework"*

Teacher B: *"I guide students to come out with their own ideas, form group, give them individual work* "*Students don't like writing and to make oral presentation in class becomes a problem. To ensure that all students participate in writing exercises, we form groups/give assignments in groups and delegate a leader. If I don't do so they won't understand anything because their language is weak*".

Teacher C: "*Lecture method is preferred because most of the students remain passive during the lesson and can only contribute when asked questions to respond to in class and this makes us to resort to lecturing and after I give them some notes.''*

Teacher D: "b*y asking by putting the topic on the board, give the students the possibilities to develop their ideas and I control"*

Teacher A uses brainstorming, Teacher B uses scaffolding, Teacher C uses lecture and Teacher D uses brainstorming. What the above results imply are that teachers use a variety of methods in teaching writing.

PART II: Teachers' Views; Problems Faced by Teachers in Teaching Writing

The second objective of the study is to investigate challenges teachers and students face in teaching and learning writing skills. The causes of some of these problems would also be presented in this section. The information on this variable is obtained from both teachers and students. This research objective has 5 questions answer the objective.

The first research question answering the second objective of the study seeks to get teachers' opinion about the teaching of writing in High schools. The results are presented below in Table 12.

Table 13: Distribution of sample according to Response

What is your opinion concerning the teaching of writing in High schools?

What is your opinion concerning the teaching of writing in High schools?		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	I am very satisfied with it	7	23,3	23,3	23,3
	I am satisfied with it	3	10,0	10,0	33,3
	I am dissatisfied with it	7	23,3	23,3	56,7
	I am very dissatisfied with it	13	43,3	43,3	100,0
	Total	30	100,0	100,0	

What is your opinion concerning the teaching of writing in High schools?
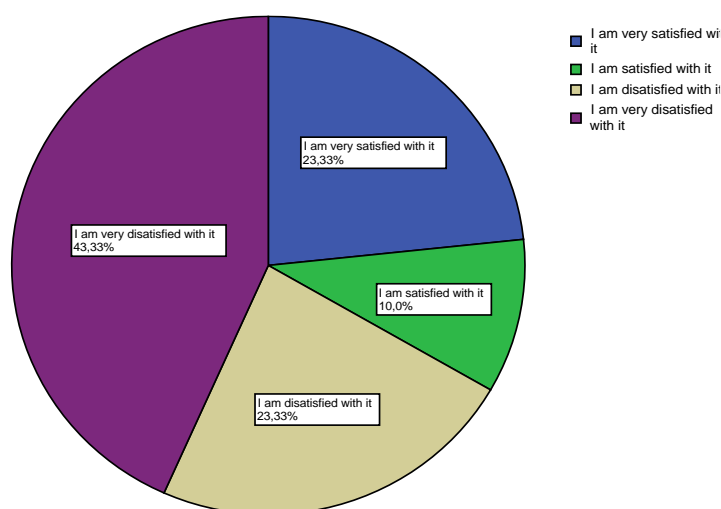
Source: From my Data analyses, 06/06/2017

The study goes further to get teachers' opinion about the teaching of writing skills in High Schools. The results indicate that 07 (23.3%) teachers are very satisfied with the teaching of writing, 03 (10.3%) teacher are satisfied, 07 (23.3 %) teachers are dissatisfied while a majority of teachers 13 (43.3%) are very dissatisfied. Why are a majority of teachers dissatisfied with the teaching of writing in High school? What this implies is that teaching is not a favourite subject for High school teachers.

The second question answering the research questions on problems demanded teachers to give information concerning the areas in writing they find most challenging and to indicate the problems the face in the different areas. These areas are composition, summary writing and text reconstruction. The responses are presented in table 13.

Table 14: Distribution of sample according to Response

Which area of writing do you find most challenging to teach?

Areas		Challenging	More challenging	Most challenging	Total
Composition	n	11	03	16	30
	%	36.7	10	53.3	100
Summary writing	n	21	06	03	30
	%	70	20	10	100
Text reconstruction	n	02	09	19	30
	%	6.7	30	63.3	100

Source: From my Data analyses, 06/06/2017

The results from the table above reveal that 11 (36,7%) teachers find composition challenging, 3 (10%) teachers find it more challenging while 16 (53%) teachers find it more challenging. For summary writing, 21 (70%) teachers sees it as challenging,6 (20%) teachers see it as more challenging while only 3 (10 %) see it as most challenging**.** With text reconstruction, only 2 (6.7%) teachers attest that it is challenging, 9 (30%) teachers see it as more challenging while a majority of teachers, 19 of them (63,3%) see it as most challenging. Base on the interview with the teachers, they commented that:

Teacher A: *"I think its text reconstruction. There are a lot of exercises that make even the teacher to confuse".*

Teacher B: *"I find text reconstruction and composition most challenging but text reconstruction is more than the others."*

Teacher C*: "Most teachers find free writing most challenging and can either ignore it or do not teach it well. I think text reconstruction is difficult especially at the level of changing the text into different forms".*

Teacher D: *"The most difficult part, section in high school English is text reconstruction and composition writing. You know its new and most teachers are not versed with it. I try my best to ensure that students are well taught"*. The results imply that teachers have problems in the different area in high school but this problem is more prominent in text reconstruction.

Still on the same variable the respondents are asked to indicate the kind of problems they have in teaching writing. The findings are presented in Table 14 below.

Table 15: Distribution of sample according to Response

What problems do you have teaching writing?

What problems do you have teaching writing?		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Don't master techniques	5	16,7	16,7	16,7
	Programme too cumbersome	4	13,3	13,3	30,0
	Difficulty in pedagogy instructions	2	6,7	6,7	36,7
	Lack of proper content knowledge	4	13,3	13,3	50,0
	Individual differences	6	20,0	20,0	70,0
	Learners	7	23,3	23,3	93,3
	Students don't do homework	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

What problems do you have teaching writing?
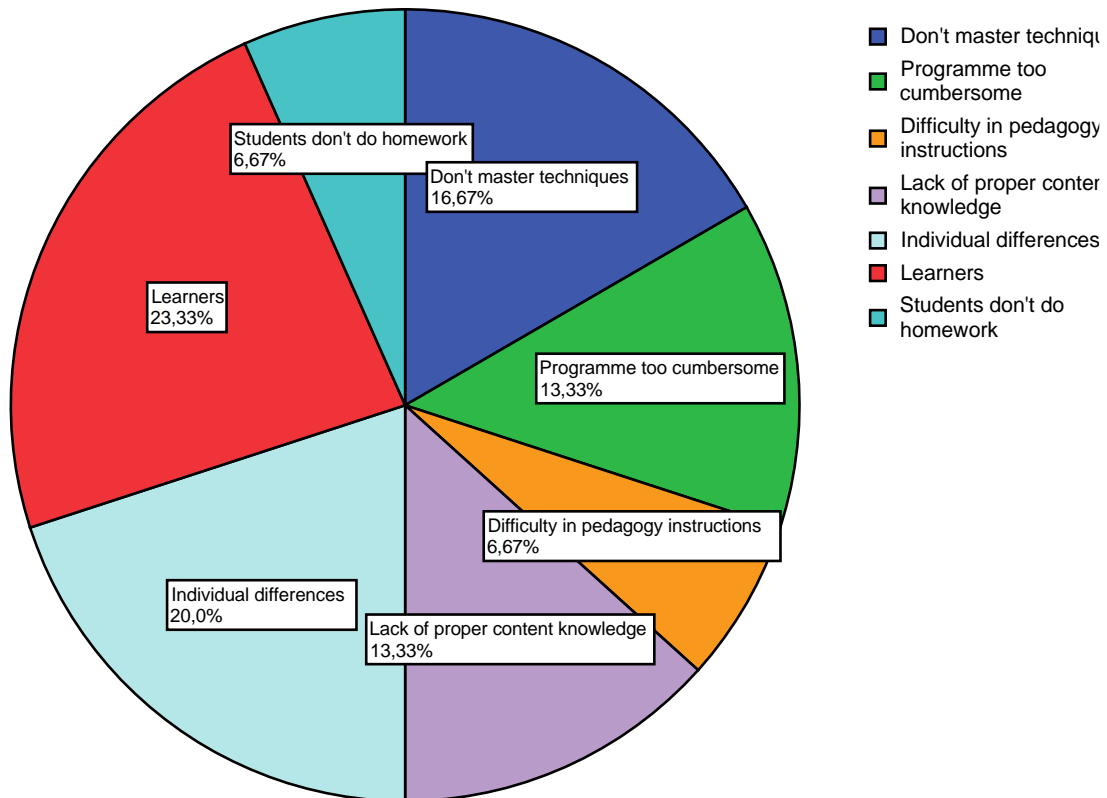
Source: From my Data analyses, 06/06/2017

Based on the results from Table 14 above, a majority of the teachers 7 (23.3%) state that learners are the greatest challenge they face in teaching writing. Another 6 (20.0%) of the respondents indicate that the individual differences of teachers are the cause of these problems. 4 (13.3%) teachers acknowledge that the programme for High school is cumbersome and they lack proper knowledge to teach writing. 2 (7%) of the respondents indicate that difficulty in pedagogy instructions is part of the cause while 2 (6.7%) teachers put the case on other factors like inadequate teaching and learning resources and students not doing their homework. To confirm these results these are what the teachers said in an interview session with them.

Teacher A: *"I have problems to develop ideas in a number of ways. There are many writing activities. It is not easy to really show students how to write effectively."*

Teacher B: *"Really, I have some difficulty teaching writing. The instructions are many and to really master what goes with what is a problem."*

Teacher C: "*I have so many problems on content, organization, accuracy. In short to write logically and chronologically is a problem and to develop ideas. That notwithstanding, I try to do my best.*"

Teacher D: *"To me, the most difficult part of writing is how to start, how to outline ideas into a clear essay. Even to organize the essay is a problem. Sometimes I don't know the right way to tell learners to begin their compositions since there are different types of composition with different formats of writing".*

The above findings imply that teachers acknowledge the fact that there are core problems and causes which affect the teaching of writing in High schools.

Still on the same variable, teachers are asked to indicate some of the problems that their students may have. The results are presented in the table 15 below.

Table 16: Distribution of sample according to Response
What challenges do your students face in the process of learning writing?

What challenges do your students face in the process of learning writing?		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Develop ideas	7	23,3	23,3	23,3
	Expressing ideas	13	43,3	43,3	66,7
	Organize the content clearly in a logical manner	5	16,7	16,7	83,3
	Use appropriate sentence structure correctly	3	10,0	10,0	93,3
	Poor word choice	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

What challenges do your students face in the process of learning writing?

Legend:
- Develop ideas
- Expressing ideas
- Organize the content clearly in a logical manner
- Use appropriate sentence structure correctly
- Poor word choice

Chart labels:
- Develop ideas 23,33%
- Expressing ideas 43,33%
- Organize the content clearly in a logical manner 16,67%
- Use appropriate sentence structure correctly 10,0%
- Poor word choice 6,67%
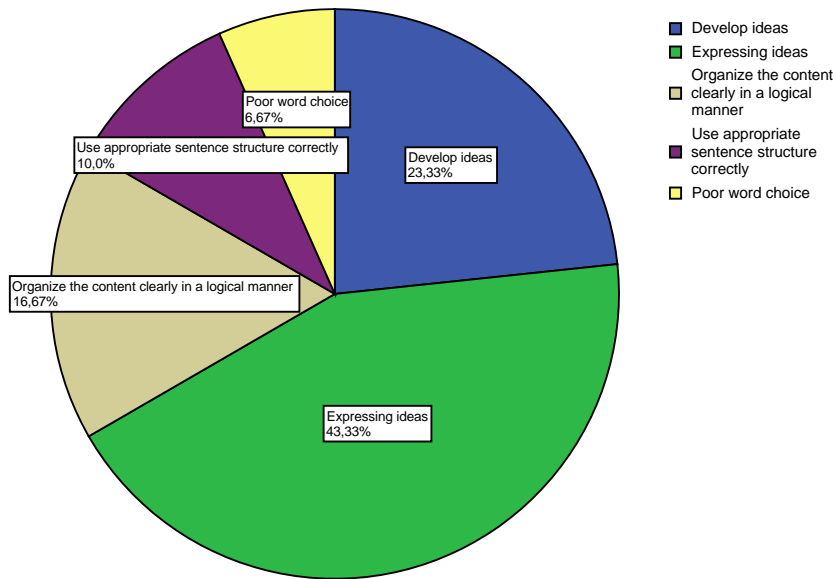
Source: From my Data analyses, 06/06/2017

Based on the results above, 7 (23.3%) teachers indicate that their students have problems in developing ideas in composition.14 (43.3 5%) teachers indicate that students have problems in expressing ideas. 5 (16.7%) acknowledge that students can not organize the content of writing in a logical manner. 3 (10. %) teachers indicate that students cannot use appropriate sentence structure correctly while 2 (6.7%) teachers attest to the fact that students have problems in word choice. The above findings imply that teachers acknowledge the fact that writing is a problem to both the teachers and the learners.

Still on the problems, teachers are asked to indicate the causes of the problems they face in teaching writing. The results are presented in table 16 below.

Table 17: Distribution of sample according to Response

What account for these difficulties that you face in teaching writing? What account for these difficulties that you face in teaching writing?		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Lack of vocabulary, grammar	2	6,7	6,7	6,7
	Learning environment	19	63,3	63,3	70,0
	Teachers problems	4	13,3	13,3	83,3
	Level differences of learners	5	16,7	16,7	100,0
	Total	30	100,0	100,0	

What account for these difficulties that you face in teaching writing?
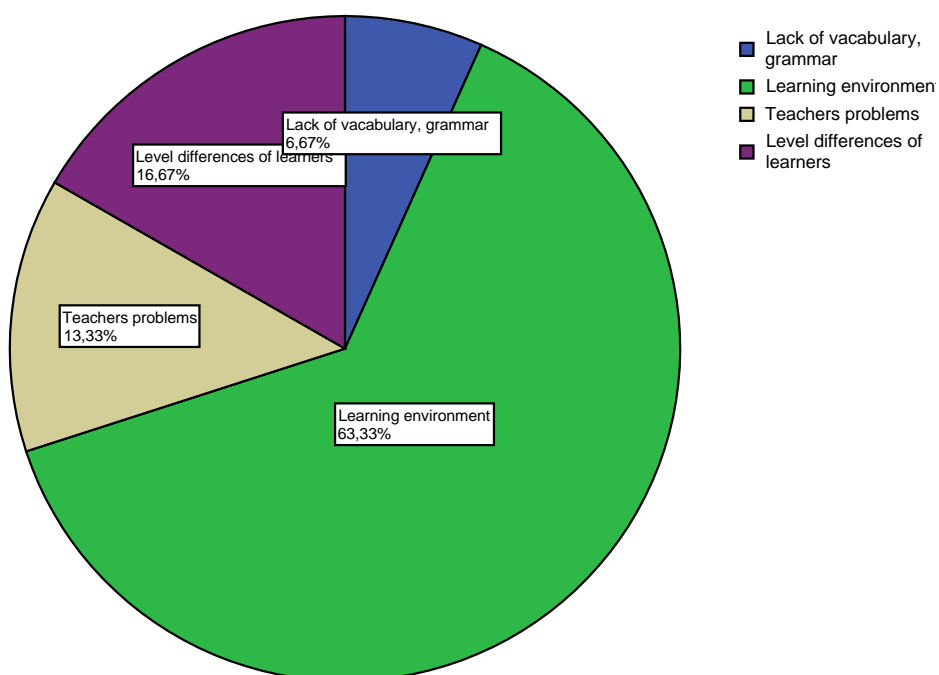
From the table above, results indicate that the causes of the problems teachers face in teaching writing are linked to the learning environment, differences of the learners, lack of vocabulary and grammar. 19 (63, 3%) teachers indicate that their problem is due to the environment. 5 (16 7%) teachers attribute the cause to the level differences of learners. 2 (13.3%) teachers see it as being part of the teachers problem while 2 (6.7%) teachers attribute it to lack of vocabulary and grammar. On the contrary all the teachers did not see lack of motivation as a cause to the problems face in writing. From the interview session the teachers commented that:

Teacher A: "*I share the blame into three, students, teachers and the educational system. Most of our students are francophone and have weak background*"

Teacher B: *"The students themselves are part of the problems; the task in especially writing is a problem. We have three areas and we are not well or given referential causes on them"*

Teacher C: *The problem is too wide, teachers are lazy and no effective teaching is done. Though the students are a problem but the blame goes to teachers"*

Teacher D: "*Sometimes we put the blame on the students when we as teachers we have not properly taught the students how to write the types of essay we ask them in questions. To know this it's when you give your students a writing task, they skip the planning or drafting of their essay before writing"* What the above results imply is that the teachers' problem are related to the students problem and vice-versa.

PART III: Teachers' Views; Strategies Employed by Teachers in Enhancing Writing Competences.

The third objective of the study is to establish strategies teachers employ in teaching writing. The study seeks to find out measures teachers put in place in order to help students improve on their learning of writing skills. The findings are presented in Table 17

Table 18: Distribution of samples according to responses

What measures do you put in place to help learners meet their needs in writing?

What measures do you put in place to help learners meet their needs in writing?		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Regularly assign brief writing exercises	12	40,0	40,0	40,0
	Scaffolding	3	10,0	10,0	50,0
	Repeated practice and reinforcement	4	13,3	13,3	63,3
	Increase writing opportunities that focus on creating	5	16,7	16,7	80,0
	Have students read a lot	4	13,3	13,3	93,3
	Explicitly teach language vocabulary	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

What measures do you put in place to help learners meet their needs in writing?
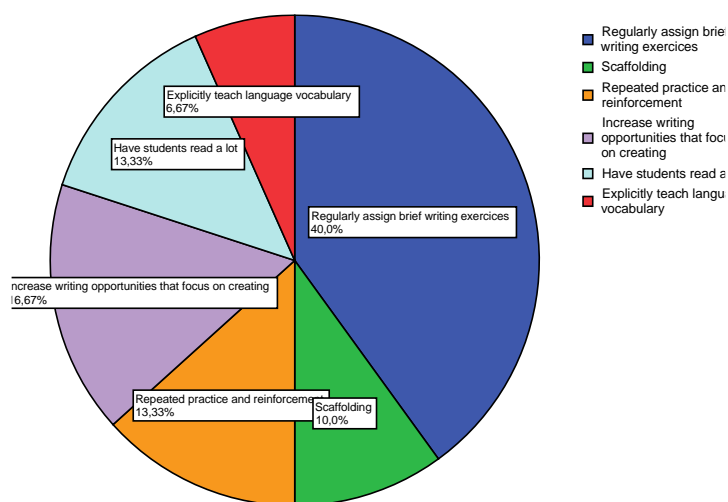
Source: From my Data analyses, 06/06/2017

According to the findings of the study as shown in Table 17, common measures that teachers put in place to help improve students in learning writing are regularly assigning brief writing

exercises 12 (40.0%) teachers hold the view that regularly assign brief writing exercises, 50 (16.7%) teachers indicate that they increase writing opportunities that focus on creating the right format, 4 (13.3%) teachers indicate that they have students read a lot and give repeated practices and reinforcement. 3 (10.0%) teachers attest that teachers use scaffolding as a measure to help teachers meet their needs. 2 (6.7%) teachers explicitly teach language vocabulary. For example, during an interview session the teacher, they asserted that:

Teacher A: *"feedback with detailed error correction as well as suggestions of better constructions would be enough."*

Teacher B: *''I teach them how to correct errors. Any error a student commits should be followed by a comment explanation. I ask students to write especially at home. That is discussions, conversation and grammatical exercises especially exercises which are focused on developing more advanced vocabulary that can enrich students vocabulary."*

Teacher C: *'I prefer to focus on mistakes made by students should be given ways on how to correct them. Teachers can not correct every mistakes made by students but what they should do is to make the students aware of their mistakes".*

Teacher D: *"As a teacher, I give a lot of comments about their essays. I think it's very important to make the students aware of their mistakes. I think I should work more on the students' grammar and spelling because these are the aspects of English that pose problems to students in writing exercises."* The above results imply that students have problems in learning writing.

PART IV: Teachers' Views; Assessment of students' competences

The fourth objective of this study is to verify if teachers input reflect learners output. The rationale is to see what the students are able to do in the following skills in developing, producing a coherent text. The overall assessment is based on organization, cohesion, coherence and topic development. The teachers judge the performance rate of the students. The researcher marked and graded the written works according to the checklist. The checklist consists of twelve (12) items. The emphasis is to verify how well the learners were able to perform the following task in a written production. The results are presented in table 18 below.

Table 19: **Distribution of samples according to Responses**

Areas		Weak	Adequate	Excellent	Total
Development of ideas	n	21	07	02	30
	%	70	23.3	6.7	100
Organize the content clearly	n	22	06	02	30
	%	73.3	20.0	6.7	100
Get the grammar	n	14	11	05	30
	%	46.7	36.7	16.7	100
Linking sentences to achieve coherence	n	17	09	04	30
	%	56.7	30.0	13.3	100
Use appropriate organizational patterns	n	24	05	01	30
	%	80.0	16.7	3.3	100
Develop sentence structure	n	18	08	04	30
	%	60.0	26.7	13.3	100
Develop ideas in variety ways	n	21	06	03	30
	%	70.0	20.0	10.0	100

Source: Field work, 06/06/2017

From the table above, results indicate that the students are generally weak in all the sub skills of writing. The results reveal that 21 (70%) teachers indicate that students are weak in the development of idea, 7 (23.5%) teachers indicate that students are adequate in developing ideas while only 2 (6.7%) attest that student are excellent in developing ideas. As far as organization of content is concerned, 22 (72.3%) teachers are of the opinion that student are weak, 6 (20.0%) teachers see student as being adequate while 2 (6.7%) teachers see students to be excellent. Assessing the number of students who could get the grammar correct, 14 (46.7%) teachers rate students as weak. 11 (36.7%) teachers rate students as adequate while 5 (16. 7) teachers rate student as being excellent. To know students' performance in linking sentences to achieve coherence, 17 (56.7%) teachers indicate that students are weak, 9 (30.0%) teachers acknowledge that students are adequate while 4 (13.3%) teachers are of the

opinion that students are excellent. For students who could use appropriate organizational patterns, 24 (80%) teachers see the students as weak, 5 (16.7%) teachers see students as adequate while 1 (3.3%) teacher sees students as excellent. For students who could develop sentence structure, 18 (60%) teachers find them weak, 8 (26.7%) teachers find them adequate while 4 (13.3%) teachers find students to be adequate. Results for students who could develop ideas in a variety of way reveal that 21 (70%) teachers are of the opinion that students are weak, 6 (20.0%) teachers see students to be adequate while 3 (10 %) teachers see students to be excellent. To confirm the results with the interview, the teachers commented that:

 Teacher A: "*They are weak but not too weak. 45*"

Teacher B: "*They have low level but not too bad though few are bad 40*"

Teacher C: 30. "*They have no level .They are weak*"

Teacher D: 35. "*They are manageable and they need just a little effort to cross the line.*"

(Discussion)

The above results imply that learners have problems in writing.

Still on the same variable, the researcher graded the written works of students according to the GCE performance standards and the results are presented in table 19 below.

Table 20: Distribution of samples according to Responses

Checklist for students' performance in writing

Areas		Weak	Adequate	Excellent	Total
Development of ideas	n	37	11	03	51
	%	72.5	21.6	5.9	100
Organise the content clearly	n	41	07	03	51
	%	80.4	13.7	5.9	100
Get the grammar right	n	30	16	05	51
	%	58.8	31.4	9.8	100
	n	33	12	06	51
Linking sentences to achieve coherence	%	64.7	23.5	06	100
Use appropriate organizational patterns	n	39	08	04	51
	%	76.5	15.7	7.8	51
Develop sentence structure	n	33	13	05	51
	%	64.7	25.5	9.8	100
Develop ideas in	n	41	07	03	51

variety of ways	%	80.4	13.7	5.9	100

Source: Field work, 06/06/2017

The table above is based on the assessment of student written production. It is graded according to the different grading in the different writing skills. We notice that a majority of the students could not come up with the conventional structure of the different forms of writing**.** They also indicate that performance in the written test in the four schools were below average. Findings also reveal that the overall performance in the writing test is below average. From these results, it implies that there are no significant differences with regard to challenges students face in learning of writing skills in the four schools irrespective of the environment of the schools.

4.3.2. Presentation and Analysis of Students' Results

PART II: Students' Views; Problems Faced by Students in Learning Writing

The second research objective is to find out problems students face in learning writing. The results are presented in table 20 below.

Table 21: **Distribution of sample according to Response**

Do you feel relax expressing your thoughts in writing

Do you feel relax expressing your thoughts in writing		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	37	48,7	48,7	48,7
	No	39	51,3	51,3	100,0
	Total	76	100,0	100,0	

Do you feel relax expressing your thoughts in writing

Legend:
- Yes
- No

No 51,32%

Yes 48,68%
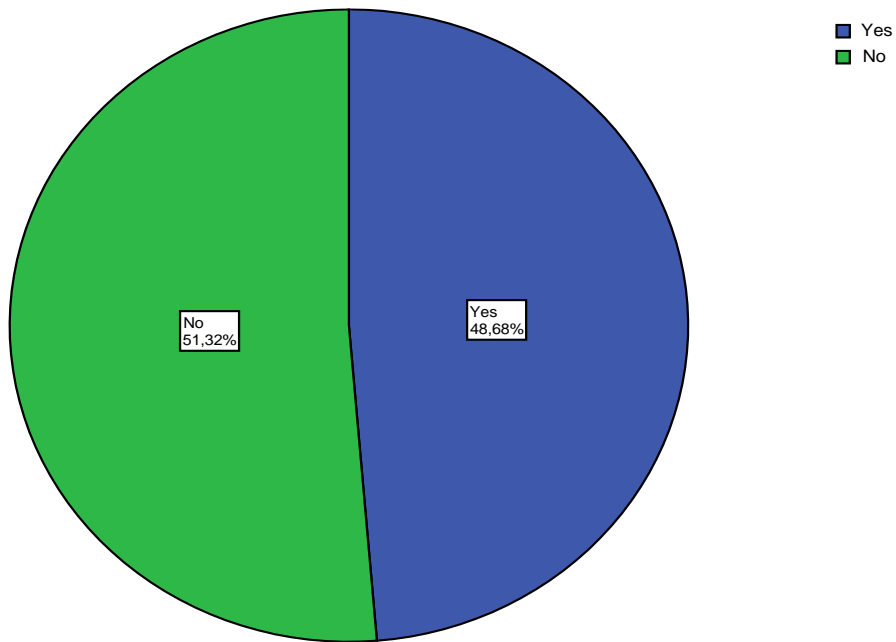
Source: Field work, 06/06/2017

From the table above, we realize that a majority of students do not feel relax expressing their thoughts in writing. 37 (48.7%) students attest that the feel relax expressing their thoughts while 9 (51, 3%) students do not feel relax expressing their thoughts in writing. What this implies is that students have problems in writing.

Still on the same variable, students are asked to give their opinion on the content of writing in High school. The results are presented in table 21 below.

Table 22: Distribution of sample according to Response

In your opinion, the content of writing in high school is

In your opinion, the content of writing in high school is		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Very interesting	18	23,7	23,7	23,7
	Interesting	27	35,5	35,5	59,2
	Less interesting	31	40,8	40,8	100,0
	Total	76	100,0	100,0	

In your opinion, the content of writing in high school is
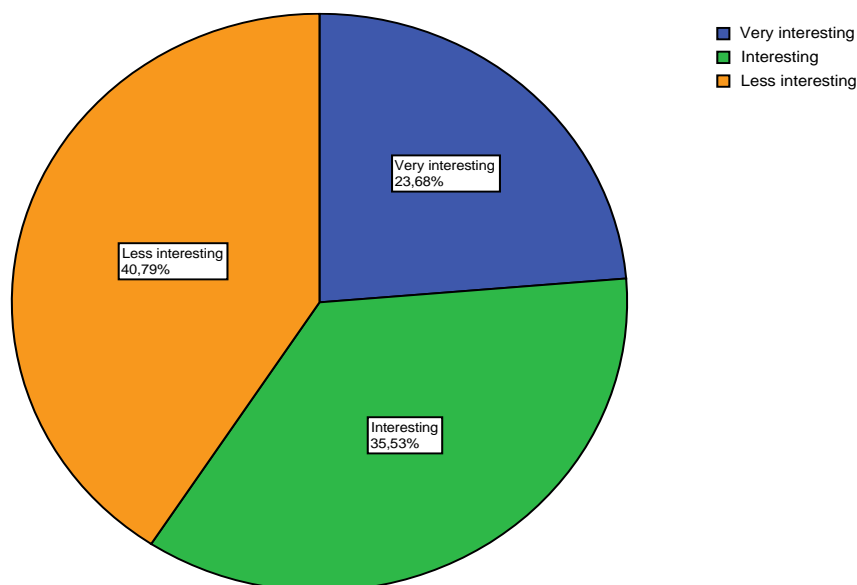
Source: Field work, 06/06/2017

According to the table above, a small number of students like to learn writing skill. Only 18 (23.7%) students are interested in writing and see the content of writing as interesting. This indicates that writing is not a favourite subject to most of students. Observing two periods of writing, the researcher recognized that not many students took part in writing tasks actively. It can be inferred that students' attention to writing skill will be less than the others.

Another question which sets to test problems related to writing demands the students to evaluate their writing competences. The results are presented in table 22 below.

Table 23: Distribution of sample according to Response

How do you evaluate your writing competency?

How do you evaluate your writing competency?		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Low	**37**	**48,7**	**48,7**	**48,7**
	Good	**28**	**36,8**	**36,8**	**85,5**
	Excellent	**11**	**14,5**	**14,5**	**100,0**
	Total	**76**	**100,0**	**100,0**	

How do you evaluate your writing competency?

Legend:
- Low
- Good
- Excellent

Excellent
14,47%

Low
48,68%
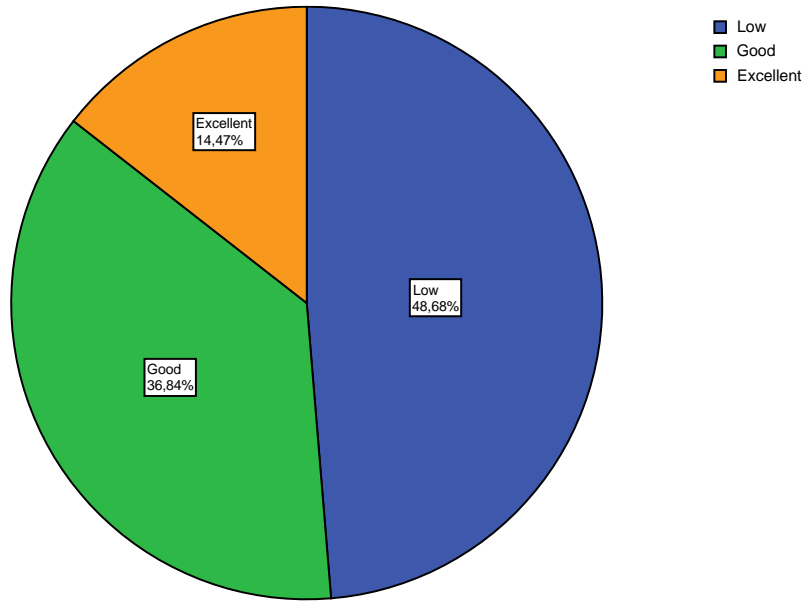
Good
36,84%

Source: Field work, 06/06/2017

The results from the table reveal that a majority of students rate their performance as low.37 (48.7%) students indicate their writing competence as low, 28 (36.8%) students attest they are good in writing while 11 (11.%) students judge their performances as being excellent.

The results imply that the student performance is poor signifying that English is not a favourite subject to them and they pay little attention to it.

Still on the same variable, students are asked to rank their level of difficulties in the different writing areas in High schools. The results are presented in table 23 below.

Table 24: Distribution of samples according to Responses

Rank the following writing skills in term of difficulty according to you

Skills		Difficult	Medium	Easy	Total
Composition	n	37	23	16	76
	%	48.7	30.3	21.1	100
Summary writing	n	14	25	37	76
	%	18.4	32.9	48.7	100
Text reconstruction	n	46	22	08	76
	%	60.5	28.9	10.5	100

Source: Field work, 06/06/2017

From the findings above, 46 (60.5%) students find text reconstruction to be difficult, 37 (48.7%) students think that composition is difficult while 14 (18.4%) students think summary writing is difficult.Meanwhile,23 (30.3%) sees composition as medium, 25 (32.9%) students see summary writing as medium, 22 (28.9%) see text reconstruction as medium. However, 37 (48.7%) students view summary writing as easy, 16 (26.1 %) students view composition as easy, while only 8(10.5%) students view text reconstruction as easy. All these indicate that writing is not a favourite subject to them. We can imply that many students do not pay attention to writing skill particularly to text reconstruction and they see writing to be a difficult task.

Still on the same variable students are asked to indicate particular problems they have in the different writing areas.

Table 25: Distribution of samples according to ResponsesWhat challenges do you often face in the different writing area?

Problems		Composition	Summary writing	Text reconstruction	Total
Expressing ideas	n	**21**	**09**	**46**	**76**
	%	**27.6**	**11.8**	**60.5**	**100**
Organizing paragraphs	n	**17**	**10**	**49**	**76**
	%	**22.4**	**13.2**	**64.5**	**100**
Sentence structure	n	**23**	**21**	**32**	**76**
	%	**30.3**	**27.6**	**42.1**	**100**
Question interpretation	n	**26**	**07**	**43**	
	%	**34.2**	**9.2**	**56.6**	
Difficulty text type in content mastery of different	n	**26**	**11**	**39**	**76**
	%	**34.2**	**14.5**	**51.3**	**100**
Wrong interpretation of question	n	**18**	**12**	**46**	**76**
	%	**23.7**	**15.8**	**60.5**	**100**

Source: Field work, 06/06/2017

Findings from Table 24 reveal that most of the students have problems in writing. 21 (27.6%) students indicate that they face challenges in expressing ideas, 17 (22.4%) students have problems in organizing paragraph, 23 (20.3%) students have problems sentence structure,18 (23.7%) students indicate that they face problem as wrong interpretation of question, 26 (34.2%) students indicate for difficulty of content mastery of the different text types, 26 (34.2%) students indicate limited attention to learners' differences as a problem. This implies that students face various challenges that affect their learning of writing skills. 21 (27.6%) students indicate that they have problems expressing ideas in composition, 9 (11.8%) students

in summary writing while 46 (60.5%) students in text reconstruction. Concerning organizing of ideas, 17 (22.4%) students indicate in composition, 10 (13.2%) students in summary writing while 49 (64.6%) students in text reconstruction. As for sentence structure, 23 (20.2%) students indicate in composition, 21 (27.7%) students indicate in summary writing and 32 (42.1%) students in text reconstruction. Concerning limited attention to learners' differences, 26 (34.2%) students indicate for composition, 7 (9.2%) students for summary writing, 43 (56.6%) students indicate for text reconstruction. For difficulty of content mastery of different text types, 26 (34.3%) respondents indicate for problems in composition, 11 (14.5%) students for summary writing and 39 (51.3%) students for text reconstruction. As for wrong question interpretation, 18 (23.7%) students indicate for composition, 12 (15.8%) students indicate for summary writing and 46 (60.4%) students indicate for text reconstruction. What this implies is that students have problems in learning the writing skills.

Table 26: Distribution of sample according to Response

Do you think your writing problem is due to:

Do you think your writing problem is due to		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Grammar	26	34,2	34,2	34,2
	Vocabulary	11	14,5	14,5	48,7
	Insufficient time/Inadequate practice	8	10,5	10,5	59,2
	Lack of motivation	11	14,5	14,5	73,7
	Teacher's role	8	10,5	10,5	84,2
	Fear of negative comments	3	3,9	3,9	88,2
	Level differences of students	9	11,8	11,8	100,0
	Total	76	100,0	100,0	

Do you think your writing problem is due to
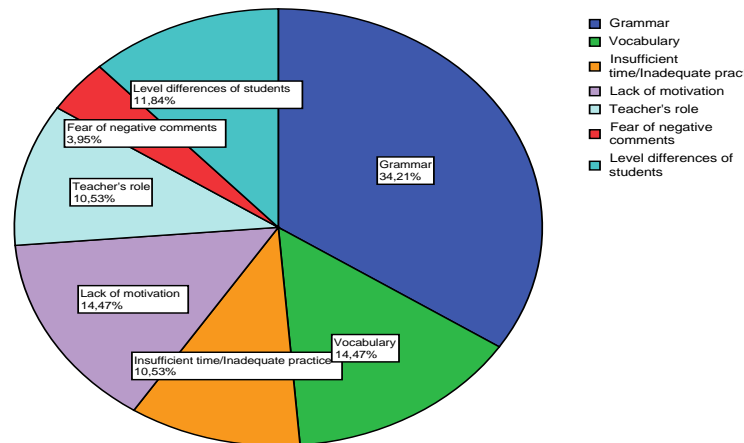
Source: Field work, 06/06/2017

From the table above, one realizes that a majority of students indicate the cause of their problems as being that of grammar, vocabulary, lack of motivation, and level differences of the students. 26 (34.2%) student indicate the cause of their problem to grammar, 11 (14.5%) students attribute it to vocabulary and lack of motivation, 8 (10.5%) attribute it to in sufficient time /inadequate practice and on the teacher. 9 (11.8%) students attribute the cause of their problem to the differences of students while only 3 (3.9%) attribute it to fear of negative comment from the teachers. What this implies is that students have varying problems in learning writing.

PART III: Students' View; Strategies employed by Students in Learning Writing Skills.

The third objective of the study is to establish strategies students employ in learning essay writing skills. This objective has three questions to investigate the strategies used by students. The findings are presented below.

Table 27: Distribution of sample according to Response

Do your teachers help you when you write?

Do your teachers help you when you write?		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Never	**2**	**2,6**	**2,6**	**2,6**
	Sometimes	**20**	**26,3**	**26,3**	**28,9**
	Always	**54**	**71,1**	**71,1**	**100,0**
	Total	**76**	**100,0**	**100,0**	

Do your teachers help you when you write?

Never 2,63%
Sometimes 26,32%
Always 71,05%

Legend:
- Never
- Sometimes
- Always
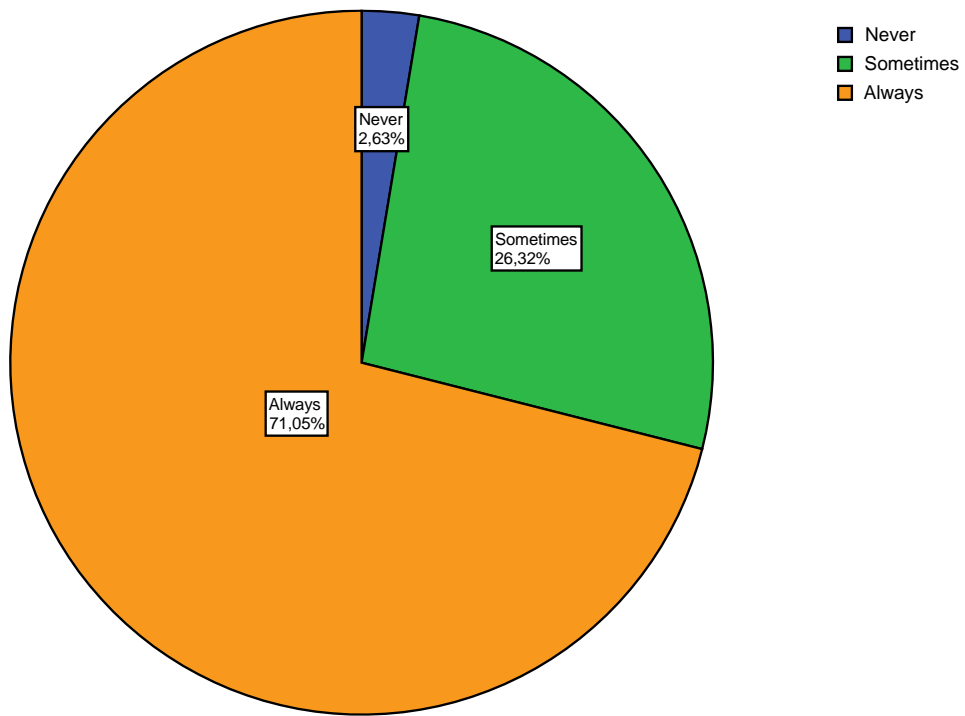
Source: Field work, 06/06/2017

The table above indicates that 52 (71.1%) students attest to the fact that teachers always provide to them in a writing class. 3 (26.3%) students indicate that teachers sometimes help them during writing whereas on 2 (2.6%) students are of the opinion that teachers never help them during writing. The results indicate that students always receive support from their teachers during writing class.

On the same variable, students are asked to indicate the extent to which their teachers give them support. The results are presented in table 27 below.

Table 28: Distribution of sample according to Response

What kind of support do your teachers give you to improve on your writing competence? How often do they do that?

Support		Frequently	Sometimes	Rarely	Never	Total
Provide guidance throughout the writing process	n	**35**	**28**	**11**	**02**	**76**
	%	**46.1**	**36.8**	**14.5**	**2.6**	**100**
Don't grade every piece of my writing	n	**27**	**41**	**03**	**05**	**76**
	%	**35.5**	**53.9**	**3.9**	**6.6**	**100**
Increase writing opportunities that focus on creating right format of the writing task	n	**27**	**39**	**10**	**00**	**76**
	%	**35.5**	**51.3**	**13.2**	**00**	**100**
Explicitly teach English Language vocabulary	n	**09**	**17**	**41**	**09**	**76**
	%	**11.8**	**25**	**51.3**	**11.8**	**100**

Source: Field work, 06/06/2017

The table above shows that 35 (46.1%) students are of the opinion that teachers frequently provide guidance throughout the writing process, 38 (36.8%) students are of the opinion that teachers sometimes provide guidance, 11 (14.4%) students hold the view that teachers rarely provide guidance while only 2 (2.6%) students attest that teachers never provide guidance as support. 27 (35.5%) students attest that teachers don't grade every piece of their writing frequently, 41 (53.1%) students hold that teachers sometimes don't grade every piece of their writing, 3 (3.1%) students think that teachers rarely grade every piece of their writing while 5 (6.6%) students indicate that teachers never grade every piece of their writing. As for increase writing opportunities that focus on creating the right format of the writing task, 27 (35.5%) students hold that teachers frequently use them, 39 (51.5%) students say teachers sometimes use them, 10 (13.2%) students hold that teachers rarely use it while all students attest that teachers always increase writing opportunities that focus on creating the right format of the writing task. Only 9 (11.8%) students attest that teachers frequently explicitly teach English language vocabulary, 17 (25%) students attest that teachers sometimes use this

strategy , 41 (51.3%) students say teachers rarely use it while 9 (11.8%) students are of the opinion that teachers never use it as a support. The results imply that teachers frequently give support, strategies to students that can enhance their writing skill.

On the same variable students are asked to indicate which strategies they commonly use and how often they do that. The results are presented in table 28.

Table 29: Distribution of sample according to Response

Which of the following strategies do you commonly use in writing skill? How often do you use them?

Source: Field work, 06/06/2017

Strategy		Frequently	Sometimes	Rarely	Never	Total
Taking notes	n	71	03	02	00	76
	%	93.4	3.9	2.6	00	100
Ask teachers clarification of concepts not understood	n	51	13	07	05	76
	%	67.1	17.1	9.2	6.6	100
Group discussion	n	21	47	03	05	76
	%	27.6	61.8	3.9	6.6	100
Making corrections to rectify mistakes on written texts	n	26	37	10	03	76
	%	34.2	48.7	13.2	3.9	100
Revisiting works learnt in class	n	67	07	02	00	76
	%	88.2	9.2	2.6	00	100
Writing extra essays and giving them out for marking	n	13	37	11	15	76
	%	17.1	48.7	14.5	19.7	100
Reading widely other written materials in English	n	11	21	28	16	76
	%	14.5	27.6	36.8	21.1	100
Making summary notes on text for easy writing	n	18	07	27	24	76
	%	23.7	9.2	34.2	32.9	100
Planning and organizing ideas before writing	n	58	18	00	00	76
	%	76.3	23.7	00	00	100

The results displayed in Table reveal that Taking notes is the most frequently used learning strategy by students. 71 (93.4%) students frequently use taking notes as a strategy. Only 3 (3.9%) students sometimes use it while 2 (2.6%) students rarely use it. Other learning strategies frequently used include: revisiting works learnt in class. 67 (88.2%) students frequently use it, 7 (9.2%) students sometimes use it while 2 (2.6%) students rarely use it. 58 (76.3%) students frequently use planning or organizing ideas before writing, 18 (23.7%) sometimes use it. 51 (67.1%) students frequently ask teachers clarification of concepts not understood, 13 (17.1%) students sometimes use it, while 7 (9.2%) students rarely use it. Relatively, a small number of students 26 (34.2%) indicate that they frequently use making corrections to rectify mistakes on written texts, 21 (27.6%) students indicate that they frequently use group discussion as a learning strategy, 18 (23.7%) students use making summary notes on text for easy writing, 13 (17.1%) students use writing extra essays and giving them out for marking and only 11 (14.5%) students indicate that they frequently use reading widely other written materials in English. These results indicate that students employ a variety of strategies in learning writing skills.

PART IV: Students' View; Assessment of Students

The fourth objective of this study seeks to investigate if teachers' input is a reflection of students output. The students are asked to evaluate their competences in the sub skill of writing. The results are presented on table 29 below.

Areas		Weak	Adequate	Excellent	Total
Development of ideas	n	37	27	12	76
	%	48.7	35.5	15.8	100
Organize the content clearly	n	42	25	09	76
	%	55.3	32.9	11.8	100
Get the grammar	n	33	33	10	76
	%	43.4	43.4	13.2	100
Linking sentences to achieve coherence	n	31	41	04	76
	%	40.8	53.9	5.3	100
Use appropriate organizational patterns	n	26	40	10	76
	%	34.2	52.6	13.2	100
Develop sentence structure	n	29	44	03	76
	%	38.2	57.9	3.9	100
Develop ideas in variety ways	n	31	36	09	76
	%	40.8	47.7	11.8	100

Table 30: Distribution of sample according to Response

How can you grade your writing performance in the following areas?

Source: Field work, 06/06/2017

Results from the table above reveal that the students' competences in writing are low. 37 (48.7%) students to whom the questionnaire are distributed accepted that they are weak in the development of ideas, 27 (35.5%) students indicate as being adequate in developing ideas,, while 12 (15.8%) students indicate as being excellent in developing ideas. To organize the writing content clearly, 42 (55.3%) students indicate that they are weak, 25 (32.9) students indicate that they are adequate and 9 (11.8%) students indicate that they are excellent.

Conclusion

This chapter began with an overview of the presentation of the test of hypotheses and test of reliability of the results. A description of the demographic characteristics of the teachers is presented. The responses to each research question are presented along with other questions which seek to investigate the variables. The results are presented in two section beginning with the Teachers results, followed by the students' results. The results are examined using descriptive statistics, including frequencies, and percentage. The main focus of the study was to determine if there is a relationship between teachers' knowledge, teachers' practices and students' strategies in the development of students writing competences. The data suggests that the methods, problem, strategies, and assessment have a significant effect on students' performance in the teaching and learning.

CHAPTER FIVE: INTEPRETATION, DISCUSSION AND PROFESSIONAL IMPLICATIONS OF THE RESULTS

5.2 RHI: Teaching Method Used by Teachers Influence the Writing of English Language Among Students.

The first objective of this study is to determine methods teachers use to teach writing. The results are analyzed according to teachers' practices, the context, teaching approaches, the understanding of their raison d'être and the ways of doing things. The results reveal that the most frequently used methods in teaching writing skills include; lecture, question and answer, group discussion. The use of these methods has many implications on the students' performance,

Firstly, question and answer and group discussion are the methods highly recommended by the CBA to language learning. These methods give autonomy to learners and lead to a high level of competences. It also helps children to be independent in the teaching and learning process. These methods are regarded as good because they take into the socio-cultural paradigm of learning and the learners. The socio-cultural paradigm shows that writing proceeds from the assumption that knowledge is a social construct which is created and validated by discourse. Learners learn things not only in a discipline of the learning situation but also in the domain of language interaction and social interactions. This ties with what authors hold that the school does not instruct but it educates. In other words, Peers learn from each other as suggested in Vygotsky in his principle of More Knowledgeable Others (MKO) and Zone of Proximal Development (ZPD) and culture plays an important role in human development because the activities, thoughts and inventions are dependent on the past and that it is this past that shapes the future. Vygotsky's principle of 'zone of proximal development' ZPD says: the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (see Chapter Two). Consequently, the younger generations depend on their experienced adults from whom they learn skills and knowledge through social interaction.

On the other hand, lecture methods used by most of the teachers as revealed by the result encourage rote learning which does not develop creativity and limit students' participation in the learning process. This method of teaching is against the CBA Approach to

Language teaching and learning. Students depend on the teacher and what the teacher gives would be difficult to be applied in real life situation. This type of method does not incorporate the learners and thereby leading to poor writing competences. This method is against the process approach method adopted for this study. The process approach implies that learners must be mentally and be physically active during teaching (See chapter 2). Learners must want and be willing to learn and must be active during the three stages of writing which are planning, drafting and revision. Also, this method has an effect on the process of writing whereby the students see it as a big deal because the task might not be completed in a short time or in face to face meeting in the classroom. The students need to use the cognitive activity as they should think hardly for the topic and form a title as well as accomplish well-written texts. Moreover, teachers in their method should integrate the connection between the language form and its appropriateness to the meaning and cultural context in order to make students' writing acceptable and easy to read. (See didactic action parameter No 4). Next to the process of writing, it needs help and cooperation from the teacher since he or she is a guide for the students to do the activities of writing. Teachers need to take into consideration the individual characteristics of the learners. (Didactic Action Parameter 10). In this case, the teacher should understand that the production of the students' writing needs a quite long time to finish, so he or she will not push the students to complete their writing task in only one meeting without the process of drafting and revising before giving the final.

Even though the teachers use question and answers frequently, other important methods that could be more effective in the teaching and learning of writing are not used. Process based methods like brainstorming, guided writing and free writing which are considered as effective in teaching writing skills are not frequently used by teachers and this may pose challenges to students in learning writing skills. This method is preferable because it give students the opportunity to be active in all the stages of writing where they discuss the topic thereby sorting and sifting out irrelevant ideas from relevant ones, drafting whereby students cut and paste ideas that were discuss during the planning stage and the revision stage where students focus on both local and global revision. This last stage will help the students to check features like spelling mistakes, punctuation, and syntactic correctness.

The questionnaires results and performance checklist reveal that most of the students could not organize content of writing exercise clearly, could not develop ideas in a variety of ways, they could not use appropriate organizational patterns correctly which is attributed to the methods teacher use. This is because the teachers do not use the appropriate teaching

methods. From the written texts produced by students, we noticed a variety of poor use of topic sentence, sentence fragment, and poor introduction of paragraph as seen below.

"In this following paragraph, I am going to tell you more about my grandfather"

"The cause of grandmother was that the driver was irresponsible when driving and this irresponsibility of his own had led to the death of 5 people"

The researcher in the analysis of the interview realises that most teacher are ignorant of the teaching methods. For example, Teacher *A* commended that*: "We keep on moving forward and backward"*

Teacher B*" In short, the task involves so many process, activities and procedures"*
Teacher D*:"So I don't really master it as I was supposed to do"*

From the above excerpt, we realise that most teachers do not overtly master or know the right names for teaching methods though they use them. For instance when teacher A says *"I make students gather ideas and I give them different possibilities for them to write",* the respondent is in a way talking about brainstorming methods used in teaching writing.

According to UNESCO (2004), "... to respond to the diversity of learners and enhance the quality of education we should improve the effectiveness of teachers, promote learning-centred methodologies, develop appropriate textbooks and learning materials, and ensure that schools are safe and healthy for all children". For this reason we insist upon the fact that developing materials embraces all teachers' attempts to create or adapt didactic resources to teach and foster students' language learning process.

Pedagogic and Didactic discussions

The relationship between knowledge, teacher and students

From the above results, we realise that teachers have neglected the relationship between teachers and learners (the who), the subject matter (the what) and the instructional methods (the how). What students learn is directly related to what they are taught, which itself depends on so many things: the state science standards, the instructional material, the curriculum adopted by the local board of education, teachers; knowledge and practices for teaching, the kinds of resources, time, and space that teachers have for their instructional work; what the

community values regarding student learning; and how local, state, and national standards and assessments influence instructional practice.(J , C Richards : 2005).

Teachers being engineers need based their actions on the three poles of the didactic Triangle (see chapter 2) and make genuine reflections that will match with the students expected outcomes in the teaching-studying and learning process. These reflections rest on the question of epistemological assumptions that govern teaching methods in their teaching of writing

The teacher needs to take into account the cognitive Approach to language teaching and learning which emphasized that language learning involved active mental processes, that it is not just a process of habit formation.   Studying writing focuses mostly on the individual learner and concentrates on understanding the cognitive and the motivational processes involved in composing (Graham, 2006). This approach to learning takes into account the interaction between the task environment for writing and the internal capabilities of the writer. The task environment includes both a social component (e.g. the audience, other texts read while writing, and collaborators) as well as a physical component (e.g. text read so far and the writing medium such as a word processor). All these are reflections that teachers need to engage in before any effective teaching-studying-learning can take place. The teacher being a mediator between knowledge and the student and transposition needs to facilitate the task for the students by taking into consideration the four internal factors which are;

1-The cognitive processes: text interpretation, reflection, and text production. These processes allow the students to form an internal representation of the writing task that can be acted upon; devise a plan to reach one or more writing goals, draw conclusion about the audience and possible writing content, use cues for the writing plan or text produced so far to retrieve semantic information that is then turned into written sentences, and evaluate plans and modify them as needed.

2 –To make goals, predispositions, beliefs, and attitudes that influence the writing process

3- Access students' long – term memory –knowledge, by making students do task schemes that specify how to carry out particular writing task.

4-Stimulating the learners' working memory which serves as an interface between cognitive processes, motivation, and memory, providing a space for holding information and ideas for writing as well as carrying out cognitive activities that require the students' conscious attention.

Teachers need to base their reflection on that how do such methods assume certain kinds of relationship between what our students' writing say and by what means they claim to know it. Some of teachers' methods make assumptions about writing and knowledge that are inadequate. Thus it is necessary for teachers to adjust their teaching methods about the nature of knowledge that are appropriate. This point is supported by Vergnaud (2001,2) who affirms that at every stage in the act of learning, emphasis should be put on the role of the teacher as a mediator between the learner and knowledge--- the epistemology of the discipline , the cognitive development of the learners should be all that constitute the knowledge to be analysed. The method of guiding (scaffolding) student is supported and developed by Hedge, who is of the opinion that writing is more than producing accurate and complete sentences and phrases. To her writing is to "produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers..." (2005:10).

The way the transposition of the subject content takes place, the process, the construction and use of didactic dispositive need to be the basis on which teachers stand to enhance effecting teaching. Therefore, effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and argument. Teachers need theoretical knowledge in didactics, because as Kansanen (1990, p.17) has stated 'Didactics is regarded in Cameroon as the professional and scientific basis for teaching profession" Teachers need to maintain a balance between the didactical relation (relation between student and the content, or on studying teachers' relation to student studying. This is critical, for language teachers are not conscious about the differences between these relations and if they are not aware, of the focus of the core of their profession which is to influence students' studying.

Still on the epistemological aspect, teachers need to take into account is the nature and type of knowledge to be given out to students. Scholarly knowledge (savours savants), teaching knowledge (savoir a ensigner) which is found in school programmes to be taught. Also, other Knowledge would include:

− Knowledge of content to be written about (content),
− Procedural knowledge that enables the manipulation of content(writer),

- Knowledge of discourse structures including the schemata underlying various types of writing (e.g., story, argument,), syntactic forms and the conventions of punctuation usage (form),
- Procedural knowledge that enable the production of a piece of writing of a particular type (reader) (Hillocks (1989). Teachers need to know the type of knowledge that the students need and some of these knowledge need transformations to make it a social practice of reference.

From the result above, we can also infer that teachers had difficulties in planning, preparations and teaching. Teachers do not formulate situational problems problems which are at the heart of the Didactic Triangle. The procedure of teaching-studying-learning is not taken into account.

The above results concur with those of Ahmed (2010) which shows that problems students face in writing are partly attributed to teachers' use of traditional teaching methods such as lecturing, reading aloud, and teachers' demonstration which are frequently indifferent to students need. Also, Koross (2012) revealed that teachers' methodology of teaching is a hindrance to the development of writing competences among students. Similarly, Badger and White (2000) point out that product-based approaches such as lecturing give little attention to students and teachers tend to over emphasize on the correctness, that is, use of correct grammar, syntax and mechanics rather than developing learners' communicative competence. In addition, Sengupta (2000) notes that teaching methods teachers used have measurable effects on the quality of the students' written products. Sengupta's findings are in line with our results from the students' written works which show a relatively low performance in the different sub skills of writing. Therefore, there is need for teachers to make a careful selection on methods to use in writing lessons in order to help the students to acquire skills that will enable them achieve written communicative competence. The teacher needs to understand all these as it would help the learners to develop writing competency. The above results go to confirm our hypothesis which states that teaching methods influence the learning of writing. To teach writing to students, the teachers are expected to deliver the right convention that the language brings. In other words, for student to be proficient in writing, it means that students need to recognize the convention required in English. The proposed model is the degree of effective teaching of writing and students writing performance is likely to improve when carrying out writing tasks.

5.3. RH2: Teachers' Professional Qualification and Teaching Experience can effectively give Information on Challenges Students Face in a Writing class.

The second objective of the study is to investigate problems faced by teachers and learners in learning writing competences. Similar results from both students and teachers reveal that teachers and students have problems in writing. 13 teachers are not satisfying with the content of writing, 39 students do not feel relax expressing their thoughts in writing, a majority of students find the content of writing less interesting, and 37 students evaluate their writing competences as low. All of these results show that writing is not the favourite subject to both teachers and students and most of them do not pay attention to the writing skills. On the contrary, our demographic data indicates that all the participants have taught for at least a good number of years, have experience and are supposed to be expert in the teaching of writing. Among others, some of the problems realised as being obstacles to the teaching and learning of writing are;

- Difficulty in content mastery
- Limited attention to learners' differences
- Sentence structure
- Individual differences of teachers and learners'
- Limited grammar and vocabulary

Problems faced by teachers in teaching writing have proven to be somewhat similar. They all agree that teaching writing is a problem though they have expressed different reasons for this statement. These problems prevent students from improving their writing competences. In the process of observation, the researcher realises that students are not well prepared before the lesson. There are many reasons leading to these problems.

Firstly, the learning environment and learners is a problem. The learning environment does not give room for learners to learn writing skills in a natural context. French is the dominant language. This point is supported with the interview from *Teacher A* who says *"students have weak background and don't put much effort"*. The way students communicate in expressing sentences in written form reflect the uniqueness of the use of language which is originated from certain areas. This means that most of the students write following their L1 background. This result is confirmed with the idea that language transfer and

overgeneralization of target language rules in learning a second language as advanced by Selinker (1973). Also, Hussein and Mohammad (2012) argue that topic familiarity and cultural appropriateness are important factors affecting negative L1 transfer into L2 writing. This learning difficulty from the environment links us to the sociocultural theory of language acquisition as used by McIntyre, et al (2011). They argue that there is interplay between a child's difficulties or successes in learning to write with the environment in which that child is. But all this depends on the social interaction between these forces. Additionally, they argue that writing difficulties, "…is a perception contextualized and constructed within a learner's history, culture, institutions, and interactions". For instance, although there are common and evidence-based studies that have been carried out in the world that have been adopted by many countries to inform policy and shape methodologies for teaching writing; each country has its own practices, choices and challenges which is no exception to our Cameroonian context. Therefore, the practices teachers employ in teaching writing, for example in Cameroon, are influenced by the Cameroonian environment in which they are and so are the challenges and strengths of the children in a given school. Linking the above findings with our hypothesis, we realise that a majority of the teachers who participated in the study are professional and have teaching experience but are unable to effectively carry out writing teaching. As experienced teachers we expected them to be apt in solving learners' problems which is not the case. What students learn is directly related to what they are taught, which itself depends on so many things: the state science standards, the instructional material, the curriculum adopted by the local board of education, teachers; knowledge and practices for teaching, the kinds of resources, time, and space that teachers have for their instructional work; what the community values regarding student learning; and how local, state, and national standards and assessments influence instructional practice. This point is best explained using the didactic Actions parameter No 5. (J, C Richards: 2005). According to Richards (2008) professional training and qualification of teachers are essential aspects in enabling them to have a good mastery of the content and acquisition of skills appropriate for language teaching. It may be appropriate for us to question the kind of training that teachers have. This point is justified by Sukandi (2013) who tries to stress out what the teacher must do if he or she wants to have the students' writing developed. First of all, the students must pay attention on the topic given in writing. In this part, the students need to free their idea or argument in writing, so it will make the writing belong to them. Teachers do not teach writing skills but they teach about writing skills which has an effect on the students writing competences as seen in this study.

Secondly, individual differences of teachers and students are another cause. These differences would mean teaching styles, school influence, academic abilities, learning style and time that contribute to differences of a person. (Perry 1988.148) Teacher A puts the blame on the teachers, students and educational system. *"I share the blame into three, students, teachers and educational system"*. Teacher B puts the blame on the students and Teacher C puts the blame on the teachers as being lazy and do not carry out effective teaching while Teacher D says teachers do not properly teach the students how to write. This means that teachers lack content knowledge to give the required support to students to effectively learn writing. Teachers do not have the appropriate professional development to meet up with the changing trend in education. Teachers are in a way advised to share their difficulties and opinion with other colleagues and come out with solutions which can enhance effective teaching. Furthermore, Weigle (2002) said the teacher should understand that the process of teaching and learning in writing needs to be assessed individually among students so that the teacher will be able to know the students learning development in writing. In this case, the individual parts of writing that engage interactions among four components are working memory, motivation and affect, cognitive processes and long-term memory. All these are to show that a lack of mastery of subject matter is a major problem in teaching and learning of writing competences.

Thirdly, many students have limited grammar and vocabulary. The causes of these problems are attributed to the fact that many students spend little time reading, studying vocabulary, and do not have a good mastery of grammar. Moreover, there are no activities outside classroom to enhance students' grammatical knowledge. This point can be explained that the environment does not give room for learners to acquire the right grammar since it is dominated by French. Also, many students do not have time to organise English learning activities as well as English clubs. Again, many students are not given sufficient time and adequate practice. This implies that teachers cannot effectively correct written works for students even though the sizes of the classes are not a problem. In contrast to the native speaker, L2 learners must consider meta-language and pragmatic values of grammar and vocabulary etc, which can increase levels of writing apprehension and anxiety. Writing may arise from psychological, linguistic and cognitive issues. The didactic actions of the teachers should take into account the physical environment and the pedagogical resources used to achieve the finalities (outcomes) of their actions. These parameters can influence the objectives which can intend influence the procedures of teaching. Thus, teachers should adapt

the procedures of teaching writing to the dispositive according the physical environment which is the class.

Pedagogic and Didactic Aspects

Looking at it from the didactic point, we realise that the ways writing is taught is likely to pose problems. The teacher needs to understand that knowledge has an order to be followed before it can be assimilated. If the steps in writing (process) are not respected by the teacher, it would be difficult for that knowledge to be produced when this is needed. This is clearly seen in the students' performances and the insufficient knowledge that most of the teachers claim to process during the interview session. Thus, we can say that teaching writing needs to follow the appropriate methods and teaching practices to achieve its objectives. This point is clearly explained in our Didactic Action Polygone (see Chapter 2) where teachers need to take into account all the 10 parameters for effective teaching and learning. To support this point, we use the didactic triangle to make evident the fact that there is a problem of knowledge between the teachers and the learners and their forms of interaction produced between the poles of knowledge, teachers and learners. The practical analysis approach realizes between the teacher, learner and knowledge during the teaching learning process very important. (M. Altet ibid). The practical analyses in teaching/training are the practices of trainers (teachers) and these practices of trainers are linked to situations experienced by singular persons (students). The different actors in the teaching and learning process should give a sense in the classroom situation and to show the different elements put in place in a manner that the trainee (student) adopts a unique point of view to understand a sense from the situation experienced. Teacher need to reflect on their teaching and learning processes. How teaching is done and how the learners received it,

The results of this study is further confirmed by a study carry out by Eyinda and Shariff (2009) who show that inadequate teaching and learning resources and lack of learners' interest are some of the challenges experienced in the acquisition of writing skills in an ESL context. This partially concurs with a study by Farood (2012) on students' difficulties in L2 writing which establish that students face difficulties in L2 writing due to a number of factors involved in the learning process such as lack of vocabulary, L1 interference, poor grasp of grammatical structures, incorrect spelling and illogical sequence of ideas.

5.4. RH3: Students and Teachers always appropriately put Language strategies into use in order to enhance the Learning of Writing Skills.

The third objective of this study is to establish strategies used by teachers and students to overcome problems faced in the teaching and learning of writing and to enhance their writing competences**.** In an analysis of results from questionnaires and interview, we realise that teachers and students use a variety of learning strategies. As seen in the results on table 26, 54 (71.1%) students confirm that teachers always provide support to them when they write. The most commonly used strategies during a writing class are;

- Providing guidance throughout the writing process,
- Don't grade every piece of writing,
- Ask teachers clarification of concepts not understood
- Increase opportunities that focus on creating the right format of the writing task.
- Notes taking and revisiting works learnt in class to be helpful in developing writing skills.

Also, Meta cognitive strategies of learning like planning; organizing and monitoring are mostly used by students. This is a good strategy as it gives students a high order of thinking and enables the students to be proficient. Good writers have also been shown to possess a great deal of cognitive and meta cognitive knowledge and awareness about the writing process and are able to reflect on what they know. Therefore, it is crucial to explore writing strategies as these may help students and teachers and the administration to become aware of learning strategies profile, writing knowledge and competency in order to design and deliver writing instructions and training accordingly.

Unlike relying on the sole feedback of the teacher, making use of other students in the writing class offer critiques and feedback on each other script allow the students to gain insights into the topic at hand. Thus, interactive teaching helps shape the ideas thereby leading to clarity and originality of thoughts.

However, the fact that students rely on teachers is good but results show that most students do not give out written works to teachers to mark. This may be due to the rigorous nature of writing itself. If teachers can adopt the strategies of always giving works to students

and they mark and make comments, feedback to the learners, it would help them. These strategies would serve as booster to developing writing competences.

However, it is evident that students have a limited knowledge about range of LLS available to them and thus depend on individualized learning strategies such as notes taking, revisiting works learnt in class, planning and organizing ideas before writing, asking clarifications of concepts not understood from the teacher. The responses reveal that interactive learning strategies such as group discussion, role play, writing extra copies and giving them to the teachers that can easily give feedback to the learners and teachers are   not frequently used as expected to be used. This creates a situation where learners do not share knowledge and experiences. The teachers do not know what support to give to the students and what strategies are needed to remedy the students' problems. A result from Richards and Lockhart (2006) are used to justify the fact that interactive strategies are very effective in learning writing. They argue that interactive LLS provide constructive knowledge that promotes the use of the target language efficiently and clearly. Thus, there is need for teachers to train students on the use of LLS during writing lessons as noted by Cohen, (2003), who observes that, absence of appropriate strategies results in low achievement in language. Through making learners aware of the range of strategies for which they can choose during language learning and use, there would be effective writing teaching.

The learning strategy of assigning task to students as a strategy can also be misleading. This is in the sense that giving tasks to students without setting measures of control like giving evaluation criteria to be used are likely to be even more inefficient. Effective teaching requires teacher guidance even if students are assigning the responsibility of the completion task. Each practice is situated in a given context.

Furthermore, teachers could train students to use multiple LLS and this would make them to be better users of language. This point is supported by Lessard- Clouston (1997) who is of the opinion that training students to use LLS can help them become better language users and this is only possible in situations where the teacher trains and facilitates students on the use of a variety of LLS for greater success in L2 learning.

Pedagogic and Didactic aspects

Also, students asking teachers clarification of concepts not understood is an important strategy that the students make use of. This strategy is good because it engages the learners in

the writing process and the teachers are able to get feedback from the learners which help them to know the appropriate strategy to be used. This point is supported by Kroll (2001) who is of opinion that the most important aspect among those various theories of teaching and learning process of writing is the existence of feedback. It needs a good cooperation from both sides, the teacher and the student, where the student need to ask questions for things they are confused about and do what the teacher asks them to do. He explains that there are two aspects which are the most central in writing. The first is writing assignments that the students are asked to do by the teacher. The writing assignment is aimed at making the ability of the students' writing improve. The second is feedback provided by the teacher to the students to make sure they develop in the writing process. Without feedback in any writing course, the classroom is of no reasoned use for the students. This shows that feedbacks given to students are an important strategy in teaching and learning of writing. This point is supported motivational factors found in the Didactic Action Polygone. A good didactic action should be based on the motivation of the learners. Teachers before engaging in any teaching should reflect on what would make the learners to be interested in the process. Teachers should design and put in the dispositive things/ activities that would involve, awaken the learners to be part of the process. This point (to involve learners) is supported by the Harmer's Grid of ESA (Engage-Study-Activate) Model of planning an ELT lesson where the teacher gets the learners interested in the subject by coming up with activities, strategies that would spur the learners. The ESA model gives the teacher a great deal of flexibility in the classroom. The above result concurs with process Genre Approach by White. The teacher needs to monitor students' progress at every stage to determine what kind of input is needed to help learners. This also links us to our topic being a didactic investigation whereby the teacher pays more attention to the process to discover or deliver the writing content.

Again, from the above discussion we noticed that a majority of teachers do not even know language learning strategies and do not frequently train students on the use of these strategies. This can likely be the cause of problems in learning writing. Language learning strategies have an important role to play on students' writing competences. A lack of awareness about language learning strategies can have an impact on students' ability to understand the approaches of teachers and they may not acquire the targeted skills. Many students may have difficulties knowing how and when to use the strategies they have been exposed to. It is essential for teachers to help students improve their writing strategies awareness by perceiving effective models to improve students' learning skills (Wang 2008).,

identifying, addressing, and meeting students' needs will most probably narrow the gap between learners' needs and teaching materials that address such needs and, so, foster both their level of involvement in classroom and their language performance. As teachers there are so many assumptions that have to be made before effective teaching takes place. This point is supported by Graves. According to Graves (1997), teachers need to base their teaching reflection on ongoing or evolving process that looks into "what the learners know, and can do, and what they need to learn or do..." (p. 12). Furthermore, it is influenced by a series of aspects such as the teachers' views of what the course is about; the situational constraints; the students' perceptions of what is being asked or expected of them; and teachers' views or perceptions of their students' needs as a result of prior contact with their students. As we can see, carrying out a need's assessment goes beyond recognizing students' lacks. It implies making informed academic decisions that will, in turn, enable teachers to envision alternative learning routes to meet different needs, teaching environments, and students' profiles. The discussion of the results above confirms our hypothesis that teachers and students employ a variety of strategies but these strategies are not adequate to enhance effective development to students' competences.

5.5: RH4: Students from Effective Teachers achieve a higher Performance in Writing.

The fourth research objective seeks to assess students writing competences to evaluate if teachers' input is a reflection of students output. Questions specific to this area contain the following: develop ideas, organize the content clearly and in a logical manner, use inventory correctly, get the grammar right, link sentences to achieve coherence, use appropriate organizational patterns, develop sentence structure correctly, and develop ideas in a variety of ways. This is to assess whether there is a significant relationship between qualification and teaching experience and how it is reflected in the student's output. Analyses of the results reveal that there is a major problem in developing writing competences of students.

Students are unable to display their competence in writing especially in text reconstruction and composition. They are not able to develop idea, organize the content clearly, develop idea in a variety of ways, plan, outline, and phrase and structure information into a written text appropriately. Students did not have a command of sub skills of writing. Comparatively, results from the teachers' assessment of those students' performances in these sub skills and assessment of the researcher's checklist reveal students' performance in writing is relatively low as compared to results from students' assessment of their own writing

competences. The poor performance of these students in writing skill can be linked to low acquisition skills of the learners, the process of writing being a cognitive process and the process of assessing writing. The ontological stance of the present study is rooted in the view of the social constructivist theory of knowledge that reality is not objective but constructed differently through social interaction and according to cultural biases and historical conditions.

Pedagogic and Didactic Aspects

In terms of Language didactics in general and writing didactics in particular, didactic relations corresponds to the way the learner demonstrates his linguistic competence while acting on the input in order to achieve performance. Reflections need to be made on how teaching affects learning. The writing performance of students is poor because teacher does not make some consideration before assessing them. Writing can not be analyzed as the result of "sediment "practices to use Vygotski's metaphor. This means that in the teaching and learning process, the nature of any teaching activity should involve defining the writing situation. Thus, the analysis of students' written production such as composition, summary writing and text reconstruction should be considered the intervention of a professional who defines a situation in a certain way at a given time, expectation toward the students and the type of regulations, the outcomes and the reflection of the writing activity.

The "content" corner of the Triangle is often carried out without explicit references to teachers and students. Teachers need to take into account the "intrinsic" and "extrinsic" motivation of the students. The motivation of the students in the teaching and learning process should be seen as an intrinsic property of the student, not as a reaction to the teacher or content to be learnt. The instructional processes and quality have been shown to be uniquely related students' written performances.

Taking into consideration that these students are in the High Schools, the evaluation covers all the levels of Bloom Taxonomy. The students have a low acquisition level and can therefore not perform better in writing. Writing is a mental process which requires the students to be ready. This point is supported with one of our cognitive theory of learning. This point is further supported by Cushing in the following questions. Cushing asked questions to find out the models for writing as processes of cognitive activities. What is going on mentally when a writer creates a piece of text, a paragraph? What are the thoughts? (2002:22). Also

Cushing writes that writers spend a lot of time planning and editing their work for both organization and content, as well as taking the audience into consideration (2002:22-23).

Still on the poor performance, Nunan, (1991/1998, p. 99) holds that coherent and appropriate writing is something that many students never learn in their first language, and learning to do so in a second/foreign language is often even more difficult. In the writer's process of expressing him- or herself in writing, the effort involved in deciding what to say and how to say it, can be assumed to be more difficult for the L2 writer. To organize ideas into a comprehensive text, L2 writers "seem to devote much attention while they write to decisions about the form of the second language or to finding resources such as appropriate words" as Cumming (2001, p. 5) says.

Also, in the context of teaching, discussing the topics before students write about it serve to enhance their understanding of the topic. This way of assessing students also help them to gain new insights into the topic they are better prepared than they would have the topic not discussed before time. Looking at this result from a didactic point of view, the needs to consider the types of learners their character traits to be able to predict causes, problems they may have. This show the difficulties in assessing writing especially those of second language writing is a major problem with both teachers and learners.

The fact that students can assess their writing by themselves is very important. This activity gives room for the students to gain perspective on their own specific tasks in relation to the work of others, perceived the learning of different skills taking place, could identify and correct their own mistakes and to see problems in their own writing.

Another cause for the poor performance is linked to the environment and level of motivation of the learners. Most of the students do not practice the language and do not read written works in English. This makes them to lack the necessary writing skills and hence lead to the low performances. The above point is supported by result from Okwara (2010) who investigates factors related to achievement in written English composition among secondary school students. The study revealed that certain factors affected achievement in written English composition. Some of these factors were the linguistic environment of students, lack of adequate preparation of students for examinations, lack of adequate reading materials, the poor quality of students, lack of a proper foundation in primary schools, lack of concerted efforts by teachers, limited time for learning English, poor interpretation of questions and shortage of trained English teachers. It was also found out that certain selected factors had

strong relationship with achievement in written English composition while others did not because performance was relatively high or low depending on these factors.

Some other factors which may indicate strong relationship with achievement in writing are the professional training of English teachers, availability of learning resources such as class textbooks, class readers and school libraries, school type. The academic qualification of English teachers, teaching experience, teaching load, availability of English textbooks has some particular relationship with achievement of students in written text. Verifying our hypothesis, we noticed that students' performance in writing is relatively low. Their teachers do not use the right procedure to teach them writing. The factors attributed to these are poor content mastery from teachers and the students, the type of support given to students and the learning environment and the nature of writing task. All of the above make us to say that what teachers use, how they solve their writing problem are the very results that would be reflected in the students' writing competences.

5.6. Summary of the Results

This part of the work gives a summary of the s results in relation to the objectives of the study. It addresses teaching methods, problems face in teaching and learning of writing, learning strategies and an assessment of students writing competences.

The first objective of the study is to determine methods teachers use in teaching writing skills. Based on our results, the study established that question and answers, lecture and group discussion are common methods used in teaching writing in High schools. According to Badger and white (2010) the lecture method leads to rote learning since teachers tend to stress on the importance of correct grammar, syntax, and mechanics rather than developing students writing competences. Process based approach such as question and answer, group discussion brainstorming which are considered as effective methods of teaching writing are not given the appropriate attention needed in teaching writing in High Schools. Teachers do not base their actions on the didactic triangles but on mere assumptions. From the above, it is logical to conclude that teaching methods that teachers use influence the learning of writing in High school and hence affect their writing competences.

The second objective of the study is to investigate problems teachers and students face in teaching and learning of writing in High schools. The results show that content mastery, learning environment, limited grammar and vocabulary, teachers and learners' individual

differences are the greatest problems teachers and students face in teaching and learning of writing. These problems among other things lead to students' low achievement in writing. The cause of these problems would be partly attributed to methods used by teachers which limit students' participation as noted by Ahmed (2010) and L1 interference, due to the learning environment.

The third objective of this study is to establish strategies, techniques teachers and students employ to achieve writing competence. The results reveal that teachers and students employ a variety of LLS. However, they do not fully exploit the appropriate strategies when learning writing skills. They also depend on their teachers for a great deal. They do not practice interactive LLS which promote sharing of knowledge and experiences. Learning strategies like reading widely other written materials in English, writing extra essays and giving them to their teachers for marking are not practiced frequently. These are strategies that can easily give feedback to learner and teachers and can easily enhance the learning of writing. It is therefore imperative to note that effective and appropriate LLS have a bearing on the students writing competences.

The fourth objective is to assess learners writing competences if they are a reflection of the teachers' methods, strategies used to teach them. Results show that the type of methods and the way teachers handle problems in their writing will determine the type of writers. The level of performance in writing is a reflection of the input teachers give to students. In other word the type of classroom practices that teachers employ in their classes, would determine the level of comprehension of the subject under study. Teachers need reflect in a way of conceiving things in a manner by and through which teachers and students' practices can be made theoretically-grounded and operationally-systematic and hence make   teaching very effective.

5.7. Delimitations of the Study

Geographical Areas of Research

The selection of the sample is limited by the extent of geographical distribution of schools. The inclusion of four school types in the sample was designed to enhance sample representativeness and counterpoise this shortcoming.

This researcher acknowledges several delimitations and limitations that could make vulnerable the internal and external validity of this study. Caution should be used when making generalizations based on these research findings alone, due to the following:

(a) The study was limited to Mfoundi High school teachers and students.

(b) The data were collected within a 2 months' time span.

(c) There was no space for students to make comments or elaborate on the answers that they provided.

(e) The study was conducted over the course of 1 school year. The results may have changed with an increased time frame, as it is acknowledged that research indicates a 3- to 5-year window for implementation for most reforms.

5.8. Recommendations for the Study

The following recommendations for further research can be made based on the results from this research study:

5.8.1. Recommendations to Teacher educator

Control of the Didactic Situation

Responding to student writing is a didactic principle which also manifests itself clearly in the evaluation context. In other words, the way in which teachers respond to students' writing show their style of control over the didactic situation, specifically the educational outcomes they desire to impact to the learners.

However, a rigid approach towards evaluation of students' compositions impacts negatively on the writing abilities and attitude of students. Teacher educators should, therefore, make explicit what should guide teachers' actions in the classroom which will enable teachers have control over the didactic situation. Also, they should encourage student teachers to try various strategies (such as peer editing, conferencing and positive feedback) of responding to student writing. If students do not learn and practice such strategies in High schools, they are likely to come out of High Schools ready to assume duties as judges rather than sympathetic facilitators who guide students in achieving their intended meanings in writing. The didactic implications of teachers who adopt judgmental attitudes are that young people may become overly obedient and submissive, fearful to express their views; they may even lose the ability to think creatively. It is the task of teacher educators to make students

acutely aware of these dangers. As stated previously (see Chapter 2), according to the process approach to composition writing, teachers should intervene during all stages (I.e., planning, drafting and revision) of the writing process. They should not simply assign a topic and then wait to pass judgement in the form of marks. As will be recalled (see Chapter 2) the product approach of composition writing was also criticised for its emphasis on the finished compositions (products). An approach which focuses on the product rather than the process of composition writing is not acceptable in an ESL context because it is tantamount to adopting a "swim or sink" situation. Allowing students to "sink" and then focus on errors in their compositions might kill the joy of writing. More importantly, such an attitude might dampen students'   spirit and consequently drive them to a position where they are no longer prepared to take risks in writing. It is important, therefore, that student teachers be made profoundly aware of the importance of positive feedback in student writing. Teacher trainers and university lecturers must demonstrate to student teachers' techniques designed to help students write better compositions and essays.

Motivation

Teacher-educators are on the cutting-edge of development in the education field. They are well positioned to influence student teachers' attitudes towards   writing and teaching. Thus, it is imperative that in teaching writing, teacher educators demonstrate how motivation can be aroused and sustained in a writing lesson. Most teacher education institutions require teacher educators to conduct demonstration lessons as part of the curriculum. Therefore, teacher educators have to utilize this built-in advantage to maximize student motivation through adopting a positive approach and selecting relevant writing topics.

5.8.2. Recommendation to Teachers

 - Individualisation and way to teach writing

This section presents three recommendations for teachers. First, it places the writing technique of conferencing within the context of individualisation as a didactic principle. Secondly, a model lesson illustrating individualisation is presented. Thirdly, a discussion of the model follows.

Teachers in the writing class should accommodate individual students' needs through the use of writing technique. Specifically, teachers should:

- set time aside when they can be consulted by individual pupils (use some of the time they would have used in marking),
- adopt a positive attitude towards students by being approachable; and
- encourage students to take an initiative in bringing to the attention of teacher's problem areas with regards to writing.
- Accommodating individual students needs in the writing class through the use of technique that will enhance individualisation, autonomy.

The following section presents a model writing lesson to demonstrate how the class can be accommodated.

5.8.2. Model Lesson: Illustrating the teaching of writing based on didactic principles

Name:	**Topic:** Writing
Class: Lower Sixth and Upper Sixth	**Lesson:** schools.
School:	
Number on roll: 20	**Time:** 1:30 - 3:30
Sex: mixed	**Duration:** 2 hours
Average: 16 - 18	

Subject: English Language   **Teaching aids:** Card board chalk board, sheet,

Previous knowledge: Students should be

- Be familiar with the friendly letter format
- Be able to zrite in response to a prompt
- Be familiar with the different stages of writing (planning, drafting, sharing, revising and editing)

Educational Aim: To prepare them to write.

Lesson Outcomes: *By the end of this lesson, student should be able to Learners write an inappropriately informal business letter in a more apprprite formal style.*

Table 31: Model Lesson Plan for the Teaching of Writing

Stage	Subject matter	procedure		Rationale
		Teacher's activity	**Students' activity**	
Introduction	Lead-task. Why do people write letters to each other? Have you been in contact with this kind format before?	Present learners with inappropriate formal letter. Qsk students to identify problem with the text.	Student brainstorm before giving feedback to the class -answer questions (**Review information**)	To introduce the main lesson
presentation	-If the name of the person is used, e,g Dear Mr Peter, then the eding is "yours sincerely" -If you don't know the name of the person you are writing to, then the letter begins with Sir/ Madam and ends with Yours faithfully -Comma is used after the	Elicit some of the things needed to make it formal (Vocabulary, sentence structure, layout paragraphing, greeting and close) tools.	-Identification of inappropriate stlye - judging	To present the appropriate structure to students

| | | greeting

-Over long sentences are not advicible to be used.

-The format of the letter | | | |
|---|---|---|---|---|
| **Practice** | | -Ask students to break into friendship groups. Once in groups, they must share their

skeleton notes written in their worksheets.

-Tell them to conduct group discussions in which they will generate more ideas on letter writing

-Assist students to work out a possible framework for presenting a different letter. | - Still in groups, students must prepare ground for the first draft which will be written individually by sorting out ideas. In other words, help students to group similar ideas together and to discard irrelevant ones. This stage will represent the first step of bringing logic to the draft process of writing **(sorting, editing,** | To consolidate the lesson |

		revision)	
Evaluation	You are head of Human Resources at an Iternati cosmatics company, You have been in touch with the Training about the training of some of your staff and You now received information about the training but you need to change some of the details. With a partner think about what kind of change you need to make and write with your partner	-Ask students to write a letter as groups, branstorm in pairs and select appropriate language from their own letter	Students write letters working collaboratively Ask students how they would write other forms of letters like recommendation, Motivation letters **(revision and wrting competence)**	To assess their understanding and competences

EXAMPLE OF WORKSHEET FOR MODEL LESSON

Worksheet 1 Writing task

In pairs, choose one of the following situations.

Situation 1: You are Head of Human Resources at an international cosmetics company. You have been in touch with an IT Training Company about training for some of your staff. You have now received information about the training but need to change some of the details. With a partner, think of what kind of changes you might need to make (for example, the number of people taking the training course). Now underline the phrases and expressions in your own letter and on worksheet 2 which you could incorporate into the letter. Write the letter with your partner.

Situation 2: You are organising a conference for your company's sales representatives from all over the country. You have already booked the hotel where the conference will be held and the sales reps will stay, and have just received a letter of confirmation. However, you need to make some changes to the arrangements. With a partner, think of what kind of changes you might need to make (for example, the number of hotel rooms you need). Now underline the phrases and expressions in your own letter and on worksheet 2 which you could incorporate into the letter. Write the letter with your partner.

Discussion of Lesson Model

Firstly, this composition lesson features a strong sense of student's involvement and consequently of autonomy. The activities in all four lesson stages take into account the nature and ability of every individual child in the class, the physical environment and pedagogic resources. In the first stage they are invited to give their reasons for choosing their particular school, to interpret the video in individual ways, i.e., to choose whether they are for or against mixed schools. In stage two they, complete the worksheet as individuals, thus each student is assisted to develop according to his/her own capabilities, to learn at his/her own pace in a unique

manner to be fully involved in the teaching-studying-learning process; in stage three each student is free to contribute to his/her group by stating and defending personal views, thereby learning to develop self-esteem within a group context and plasticising CBA. In the fourth stage, they write their compositions in highly individualistic ways and, in so doing, transform elementals to fundamentals.

Secondly, this lesson has an element of what Kruger and Muller (1988:143) calls an "action of accompaniment." and the dynamic management of group in the didactic Action polygone. Rather than leaving students to their own devices, the teacher intervenes first in helping students generate ideas and in working out possible frameworks for the composition. Also, students are given a chance to individually consult with the teacher. The teacher is able to manage the interactions between learners which help in learning process and facilitate good transmission of savoir, Savoir-faire. This accompaniment re-assures students of the teacher's concerns for their progress. It also helps the teacher in assessing individual students' progress and then formulates corrective strategies, if the need arises.

Thirdly, the lesson depicts an attempt to balance group activities with individual attention. In other words, although students work in groups most of the time, there is a definite attempt to attend to their individual problems in writing. (See didactic Action polygone No 9)

❖ **Control of Students Classroom practices.**

While the process approach to composition writing is student centred in orientation, it does not preclude purposive teacher intervention. Teachers in composition writing - as in any didactic situation - have a responsibility to monitor and guide learners. Specifically, teachers have to:

- Select and focus on specific problems in students' writing
- Guide students through selective and judicious choices of composition models
- Organize and monitor peer group activities;
- Provide stimulating material to "jumpstart" composition writing;
- Monitor students' progress from first draft until they submit the final composition pieces;
- Mediate in cases of disputes especially hen students cannot reach consensus during peer group discussions and when students question the authenticity and validity of each other's' critiques;

-   Mark students' compositions – usually making mechanical errors secondary to clarity of the message being communicated.

❖ **Teachers' classroom practices**

English Language teachers should lay emphasis on enhancing linguistic and communicative competence in writing among students. Their actions should be based on grounded didactic practices (see Chapter 2). This could be done through exposing students to good samples of writing using process based approaches such as group discussion, role play, brainstorming, peer editing and debates in the teaching of writing skills. These have been proven to enhance writing among other methods.

English Language teachers should train students on the use of classroom interactive learning strategies such as group work, peer review and peer teaching and any other related strategies. Consequently, students will learn more about the range of LLS available to them and put them into use in order to make the learning of writing skills effective. Similarly, assessment in writing should be regular, insightful and guiding in order to help students improve on their learning of writing skills. Self- assessment should be carried out in order to enable students discover their mistakes and know how to remedy them.

5.9. Suggestion for Future Research

a) Another interesting line of research would be to record the attitudes of High school teachers and students alike in advance before observing classroom sessions. Given that what teachers believe and what they practice may differ focusing only on beliefs and not investigating how the English Language Teaching participating teachers actually teach writing only provides half the story. Researchers would need to collect data showing what teachers actually do about writing in their classes. Because attitudes and beliefs are half of the story and what is happening in the classroom can complete our investigation. It is hoped that other researchers in the field of second language teaching would concentrate on this issue.

b) Research can also be carried out by investigating the impact of the teaching of literature and its effect on the performance of the students. Given that High school English has three sections, and literature is considered a vehicle of communication, researchers can make a comparative study on the different section which are Grammar and vocabulary, writing and prescribed text that evaluate how each of the section helps in the development of students overall writing competences.

c) Research can also be carried out practical analysis in writing. This is done through classroom observation guide and the results analysed according to the situational Theory of Guy Brousseau.

5.10. Professional Implications for the Study

The implication of this research work would be presented according to our research objectives.

A) Teaching Methods

The implication of this study is that the effectiveness of teaching practice must be approached from a systems perspective. If one component (e.g. supervision or duration, training) is weak, student-teachers may not acquire adequate competencies and this will affect the quality of the teaching. Practices in education has been consistently characterized by some strengths and recurring weaknesses (Ralph, Walker and Wimmer, 2007a, 2007b). Neville, Sherman and Cohen (2005) assert that the richness and value of the clinical experience vary depending on the quality of the supervisor and the amount of time he or she spends monitoring and coaching the student. This means that the methods that teachers use to coach students depend on the quality of teaching that they receive which would also enable them to be proficient in developing the skills of the students.

B) Problems of teaching and learning

The study indicates that the teaching of writing in High schools is considered important but it is done with a lot of difficulties. Thus, if measures are taken to overcome these challenges and work the way they are supposed to do, the ELT situation in Cameroon would be greatly improve. Given the fact that this subject was implemented to rescue the poor standards faced by High School graduate; teachers need to help students and the Cameroonian community achieve the purpose. It is in a bid to help teachers and students on the areas where both teachers and students have problems that the researcher discovers the specific problems and areas teachers and student have in writing. By identifying the difficulties of teachers, at the conceptual level can help pedagogy instructors bring writing difficulties into or syllabi without significantly overtaxing the students. In order to provide high-quality writing opportunities for all students, teachers need to understand some basic principles of the relationship between knowledge, the teachers and the learners and the conditions under which effective teaching and learning is possible in a classroom. Thus teachers need knowledge of didactics to impact the students.

C) Strategies used in teaching and learning writing

The present study also indicates positive results of teacher feedback that is not value-laden (i.e. neither in the form of direct corrections or grades, nor in the form of praise) with the effect that students have to reflect on and identify language errors themselves. This is likely to decrease dependence on the teacher and thus facilitate learner independence. Related to the Truscott- Ferris debate (Chapter 2) the results seem to indicate that it is not a question of the teacher correcting language mistakes or not, but a matter of students' understanding of where their formal language structures break down, of the understanding of the consequences for communication, and of helping the students resolve the issues from their own comprehension.

D) Assessment of students' performance in writing

Furthermore, these results may change the manner in which changes are implemented in the Ministry of Secondary Education and the G.C.E Examination board. The implications of the results of the study for teaching and learning writing in school contexts speak for an early introduction of self-assessment practices for both teachers and students and schooling in relation to students' capacity and competence.

GENERAL CONCLUSION

In this work, the researcher carries out a study on the methods teachers use, problems teachers and students face in writing and strategies teachers and students use in the development of writing competences of students in some selected High schools in Mfoundi, Yaounde. The aim of this work was to see how writing was carried out, what kind of writing was taught and what strategies and techniques teachers and students use to develop competences in writing. Through questionnaires, recorded interviews and performance checklist with 30 different teachers and 76 students we gathered information. We also carried out extensive reading of earlier research in order to get a complete background. The results of this work were presented and analysed with the help of SPSS and descriptive statistics. The findings of this study are presented below;

With regards to the teaching of writing, this study has shown that there is a problem in the teaching of writing. The methods, the strategies which lead to the process in achieving competency in writing are not satisfactorily exploited. Teachers do not take into consideration all the poles of the didactic Triangle to carry out their classroom practices. This finding is further corroborated by the equally unsatisfactory results on the performance of students. The results also suggested that the study has accomplished most of its objectives.

The first objective of the study was to investigate methods teachers used in teaching writing. The detrimental effects of using lecture methods were highlighted.

On the positive side, the study has shown that teachers in this study use questions and answer and group discussion to actively involve learners in the learning process.

The second objective of this study was to investigate problems teachers and students face in writing. In this regard, the study has shown that respondents have problems such as content mastery in developing idea, organizing content clearly in a logical manner, use appropriate organizational patterns, teaching techniques and individual differences of students and teachers as problems.

However, the results on the causes indicate that lack of grammar and vocabulary, lack of motivation, learning environment, level differences of teachers and learner are among some of the causes. Initiatives directed at improving writing problems in High schools can be formulated with a clearer picture of the scope and nature of the problems confronting English teachers. In this sense, the study has fulfilled one of its major purposes.

The third objective of this study is to make explicit some of the strategies that teachers and students employ in teaching and learning of writing. The results indicate that teachers and students use some strategies among others like regularly assign brief writing exercises, increase opportunities that focus on creating the right format, repeated practice and reinforcement, don't grade every piece of writing of the students.

However, the results indicate that students depend on their teachers for a great deal which is detrimental to their learning of writing. Also learner strategies like group discussion among others which promote the sharing of knowledge and experience, giving feedback are frequently used by both teachers and learners. Teachers are therefore called upon to teach the appropriate language learning strategies to the students.

The last objective of this study is to establish whether there is a relationship between teachers input and learners' output. The results reveal that the general performances of students in the different sub skills of writing are relatively low. Areas where results indicated a low performance among others are; to develop ideas in a variety of ways, to organize the content of writing clearly in a logical way, to get the grammar right. The methods used by teachers are highly reflected in the performance of the students. However the causes of these poor performances are linked to a number of factors.

As part of mapping a way forward, the research suggests possible solutions which have to perceive within the framework of an acute awareness that successfully teaching writing to ESL learners is obviously no short cut way or joke. This would depend on a number of variables, some of which are beyond the scope of this study.

Firstly, it requires an approach of teaching writing that is grounded both on sound didactic principles and influential linguistic theories of writing. The process approach seemingly meets this requirement.

Secondly, general classroom conditions need to be made conducive to the use of the writing techniques which are in line with the process approach. Teachers' action need to be based on the parameters of didactic actions and the Didactic Triangle.

Thirdly, teachers themselves need exposure to conferences, workshops and seminars which address ESL writing. This exposure costs money and a willingness to learn on the part of teachers. In the interest of sound classroom practice, administrators and teachers have to be sensitive enough to respond positively in financing in-service.

BIBLIOGRAPHY

A b c d e f g h i "2007 NCC 2007 College open Qualifiers" (PDF) (2007). National Cheerleading Championship. February 18, 2007. Retrieved November 26, 2013.

Aeby, D. S. et al. (2007), *Candide, La fée carabine et les aître….. Un modèle didactique de la lecture/littérature*. Berne : Peter Lang.

Ahmed, A. (2010). "*Students' problems with cohesion and coherence in EFL essay writing in Egypt: Different perspective"*. Literacy Information and Computer Education Journal (LICEJ), Vol.1:219-221

Alderson, J. C. (2004), *Diagnosing foreign language proficiency*: A teaching/testing interface, In G. Poedjosoedarmo (ed.), Teaching and Assessing Language Proficiency (pp. 112-123). Singapore: SEAMEO Regional Language Centre. Bachman, L. F. (1990). Fundamental considerations in language testing. Oxford: Oxford University Press.

Alsamadani, H. A. (2010). *The Relationship between Saudi EFL Students' Writing Competence, L1 Writing an interdisciplinary approach. H*illsdale, NJ: Erbaum.

Amin, (2005). Social Science Research: Conception, Methodology and Analysis

Andrew P. Johnson, *Teaching Reading and Writing:* A Guidebook for Tutoring and Remediating Students, (UK: Rowman & Littlefied Education, 2008), pp.179-180.

Anthony, E. M . (1963) . *" Approaches, Method, and Technique "* . English Language Teaching 17:63-7, reprinted in Allen 1965:93-7.

Anthony, E . M . and Norris, W . E. (1969) . *" Method in Language Teaching."* ERIC Focus on the Teaching of Foreign Languages, N.8 New York: MLA/ERIC Clearinghouse on the Teaching of Foreign Languages and ACTFL.

Assessment in the Primary School Curriculum, Guidelines for School. NCCA, 2007, p. A.S. Hornby*, Oxford Advanced Leaner's Dictionary*, (New York: Oxford University Press, 2010, 8th edition), p.1352 12

Asoh, S.E. (2012). *"A Comparative Study of Methods Used in Language Centres and Secondary Schools in Enhancing the Acquisition and learning of English Language".* A dissertation for the award of a post-graduate teacher's diploma, E. N. S. Yaounde.

Altet, M. (1999). Analyse Pluirielle d'une sequence d'enseignement-apprentisage » In review d »Les cahiers du CREN' CRDP. Nantes.

Ayuk, S.N. & Nkwelle, P.A. (2016). *Advanced Level English Language Practice Guide.*

Maryland Publishers. Limbe, Cameroon.
  Bachelard, G. (1937). "*la Formation de l'Esprit Scientifique* " . Paris: J. Vrin .

Bachman, L. F. (1990*). Fundamental Considerations in Language Testing.* Oxford: Oxford University Press.

Bachman, L. F. & Palmer, A. S. (1996*).* Language testing in practice. Oxford, UK: Oxford University Press.

Bachman, Lyle, F. (2000*). Foreword.* In Glayol Ekbatani & Herbert Pierson.

Badger, R. & White, G. (2000). *A Process genre approach to teaching writing.* ELT Journal, Vol.54:153-160.

 Ball, J. (2010*). Enhancing learning of children from diverse language backgrounds: mother tongue-based bilingual or multilingual education in early years,* Paris: UNESCO.

Bailey, E. P., & Powell, PH. A. (2007). *The practical writer with readings.* New York : Heinle

Bailly, D. (1997). *" Didactique de L'Anglais (1) -Objectifs et Contenus de l'Enseignement* ". Paris: Nathan.

  Bearne, E. (2005). Making progress in writing. London : Routledge.

Bereiter, C. & scardamalia, M. (1987). The philosophy of written composition. Hillsdale, New Jersey: Elbraum.

-- (1982). From conversation to composition: The role of instruction in a developmental process. In R. Glaser (Ed.), Advances in Instructional Psychology, 2 (pp. 1-64). Hillsdale, NJ: Lawrence Erlbaum Associates

Bernard Schneuwly, « Writing and learning to write from a didactical perspective a synthesis », *Repères* [En ligne], Hors-série | 2013, mis en ligne le 12 septembre 2013, consulté le 20 décembre 2017. URL: http://journals.openedition.org/reperes/513; DOI: 10.4000/reperes.513

Biyeh, N.P. (2016). "*A preliminary Assessment of the implementation of English In High Schools in Cameroon with reference to Yaounde*." A dissertation for the award of a post-graduate teacher's diploma, E. N. S. Yaounde.

Blaauw Hara, M. (2006). "Why Our Students Need Instruction in Grammar, and How We Should Go about it." English in the Two Year College34 16578.

Bologna Process, 2010, *European Higher Education Area*. http/www.info/ (September19.2002)

Boughey, C. (1997). *Learning to write by writing. ELT Journal*, Vol. 51(2), 126-134. 89.

Brookes, I., Marshall, M. (2004). *Good writing guide.* New York: Harap Publishers Ltd.

Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.). White Plains, NY: Elbow, P. (1973). Writing without Teachers (2nd ed.). New York: Oxford UP.

---------------- (2007). *Principles of language learning teaching* (5th Ed.). United States of America: Pearson Education, Inc

Chiatoh, B.A. (2012). *Official bilingualism and the construction of a Cameroonian national identity* In George Echu & Augustin A. Ebongué (eds.) Fifty years of official language bilingualism in Cameroon (1961-2011): situation, stakes and perspectives (pp. 65-85), Paris: L'Harmattan.

----------------. (2013). *Cameroonian languages in education: enabling or disenabling policies and practices?* In Pius W. Akumbu & Blasius A. Chiatoh (eds.) *Language policy in Africa: perspectives for Cameroon* (pp.32-51), Kansas City, MO: Miraclaire Academic Publications.

Cheng, L.; T. Rogers & Hu. H. (2004). ESL/*EFL instructors 'classroom assessment practices: purposes, methods, and procedures. Language Testing* 21/3: 360-389.

Chevallard, Y. (1965*). La transposition didactique- Du savoir savant au savoir enseigne*. La pense Sauvage, Grenoble, deuxieme edition augmentee,1991.

The Chumbow B.S. (2005*). language question and national development in Africa*. In Thandika Mkandawire (ed.) *African intellectuals: rethinking politics, language and development*, Dakar: CODESRIA. pp. 165-192.

Cohen, A. D. (1998). *Strategies in learning and using a second language*. London: Longman.

Cohen, L. & Manion, L. (1989) Research Methods in Education. 3rd. edn. London: Routledge.

Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage Publications, Thousand Oaks, CA. -Creswell, John. *Qualitative Inquiry &* Commissioner's Task Force on Quality Teaching and Learning, 2005.

Cumming, A. (2001). The *diffi culty of standards, for example in L2 writing*. In T. Silva & P.K. Matsuda (Eds.), *On second language writing* (pp. 209-229). Mahwah, NJ: Lawrence Erlbaum Associates.

--------------. (2002). *Assessing L2 writing: Alternative constructs and ethical dilemmas. Assessing Writing, 8*, 73-83.

-------------. (2003). Experienced ESL/EFL writing instructors'conceptualizations of them teaching: Curriculum options and implications. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 71-92). New York: Cambridge University Press.

Cumming, A., Kantor, R., & Powers, D. E. (2002*). Decision making while rating ESL/EFL writing tasks: A descriptive framework. Modern Language Journal, 86, 67-96. Currie, P., & Cray, E. (2004). ESL literacy: Language practice or social practice? Journal of Second Language Writing, 13*(2), 111-132

Dornyei, Z. (2007). Research Methods in applied Linguistics. New York: Oxford University Press.

Dreyer, C., & Oxford, r. (1996). *Learning strategies and other predictors of ESL Proficiency among Afrikaans speakers in South Africa*. In R. L. Oxford (Ed.), Language Learning Strategies around the world; Cross; Cultural Perspectives. (pp.17-18). Manoa: University of Hawaii press.

Egbe, P, A. S. (2004). "The *effect of Writing Skills on Students' in English as a Second*

Language. A study of Lower sixth form". A dissertation for the award of a post-graduateteacher'sdiploma, E. N.S. Yaounde.

Feldman, M. S. (2006). *Organizational Routines as source of continuous change*. Organization science, 11 (6): 611- 629).

Ferris, Dana. *Teaching ESL Composition: Purpose, Process, and Practice.* Mahwah, NJ, USA: Lawrence Erlbaum Associates, Incorporated, 2004. Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.). White Plains, NY:

Ferris, D., & Hedgcock, J. (2005). *Teaching ESL Composition Purpose, Process, and Practice*, (2nd ed.). Mahwah: Lawrence Erlbaum Associates. 197.

Flanders, N.A. (1970). *Analysing teaching behaviour.* London: Addison-Wesley Publishing Company.

Flower, L. & Hayes, J. R. (1981). "*A Cognitive Process Theory of Writing."* College Composition and Communication 32(4), 365-387.

Fontem, A.N. & Oyetade, S.O. (2005). *Declining Anglophone English language proficiency in Cameroon: what factors should be considered?* In Chia, E et al (eds.) *Globalisation and the African experience: implications for language, literature and education* (pp. 64-87), Limbe: ANUCAM.

Fraenkel & Wallen (2006*). How to Design and Evaluate Research in Education*. New York: Mclaw. Longman.

Freser, W.J. et al. (1993) *Didactics For the undergraduate Student*.2nd Edition, Johannesburg: Heinman.

Fru, P.N. (1995). "*Analysis of spelling errors in G. C. E A/Level Literature."* . A dissertation for the award of a post-graduate teacher's diploma, E. N.S. Yaounde.

Gall, j.P., & Borg, w.R. (2007). Educational Research. An Introduction. Boston: Pearson Education.

Gipps, C.V. 1994. Beyond Testing: Towards a Theory of Educational Assessment. London:

The Falmer Press. Gipps, C.V. 1994. *Beyond Testing: Towards a Theory of Educational Assessment*. London: The Falmer Press.

Glasswell, K., Parr, J., & Aikman, M. (2001). *Development of the as TTle writing assessment rubrics for scoring extended writing tasks.* Technical Report 6, *Project asTTle*, University of Auckland.

Grabe, W., &Kaplan, R. B. (1996). *Theory and practice of writing: An applied linguistic perspective*. London.

Grabe, W. (2001). *Reading-writing relations: Theoretical perspectives and instructional practices*. In D. Belcher
& A. Hirvela (Eds.), *Linking literacies: Perspectives on L2 reading-writing connections* (pp. 15-47). Ann Arbor:

University of Michigan Press.

Graham.S. (2003) *Approaches to process writing.* British Council Teaching English.

------------- (2010), *Teaching Writing.* P Hogan (Ed), Cambridge Encyclopedia of Language Sciences (pp. 848–851). Cambridge University Press, Cambridge, UK. Graham S & Perin D (2007).

Graham, S., & Harris, K. R. (2006b). *Improving the Writing Performance of Young Struggling Children.*

Grave, D. H. (1983). *Writing: Teachers and Children at Work*. Exeter, NH: Heinemann Educational Books.

Hall, T.E. (2014) "*Informing Understanding Young people writing and challenges opportunities; Insights from the development of a digital writing tool that supports students with learning disabilities*". Brooke Haycock.

Harjanne, P., & Tella, S. 2007. Foreign Language Didactics, Foreign Language Teaching and Transdisciplinary Affordances. In Koskensalo, A., Smeds, J., Kaikkonen, P. & Kohonen, V. (eds.) Foreign languages and multicultural perspectives in the European context; Fremdsprachen und multikulturelle Perspektiven im europäischen Kontext. Dichtung – Wahrheit – Sprache. Berlin: LITVerlag, 197.

Harmer, J. (2007*). The practice of English Language Teaching.* (4th ed.). (pp232-330). England: Pearson Education Limited.

Hedge, T. (2005). *Writing.* Oxford/New York: Oxford University Press.

Horvath, B. K. (1985). "*The Components of Written Response:* A Practical Synthesis of Current Views." *Rhetoric Review* 2 (January 1985): 136−56. Rpt. in C Corbett, Edward P. J., Nancy.

Husssein, S., & Mohammad, M. (2012). *Negative L1 impact on L2 writing.* International journals of Humanities and Social Science,1.184-195.

Hyland, F. (2000). *ESL writers and feedback: Giving more autonomy to students. Language Teaching Research 4*(1), 33-54.

-------------- (2003*). Focusing on form: Student engagement with teacher feedback. System, 31*(2), 217-230

Hyland, K. (2002a). *Authority and invisibility: authorial identity in academic writing. Journal of Pragmatics, 34*, 1091-1112.

------------ (2002b). *Directives: Argument and engagement in academic writing. Applied Linguistics, 23*(2), 215- 239.

----------- (2002c). *Genre: Language, context, and literacy. Annual Review of Applied Linguistics, 22,* 113-135.

Hyland, K. (2003). *Genre-based pedagogies*: *A social response to process*. ***Journal of Second Language Writing,***12 (1),17-29.

-----------. (2004). *Genre and Second Language Writing.* Michigan: The University of Michigan Press.
<Http://www.teachingenglish.org.uk/think/write/process_write.shtml>
http://www.ncte.org/prog/writing/research/118876.htm>-.
(https://msu.edu/course/cep/886/Writing/page1.htm)
https://www.collinsdictionary.com/dictionary/english/english-language-teaching(https://msu.edu/course/cep/886/Writing/page1.htm)
https://www.collinsdictionary.com/dictionary/english/english-language-teaching

https://www.researchgate.net/publication/317505229_CREATING_AND_IMPLEMENTING_A_DIDACTIC_SEQUENCE_AS_AN_EDUCATIONAL_STRATEGY_FOR_FOREIGN_LANGUAGE_TEACHING [accessed Dec 18 2017].

Irene L. C. (2003). *Concepts in Composition: Theory and Practice in the Teaching of Writing*, (London: Lawrence Erlbaum Associates Publishers, 2003), p.16 *Croatian Journal of Education, Vol.18; No.4/2016, pages: 1235-1273.*

J, H. McGinley, R, siddiqui, S. K and Waseem, R (2006). *The Language skill*. Code5.553. Islambad: Aiou. Kansanen. P. (2003). *Studying the realistic bridge between instruction and learning. An attempt to the conceptual whole of the teaching-studying-learning process.* Educational studies, 29 (2//3)222-232.

Kansanen, p. (1999). Teaching as *Teaching-studying-learning interaction*. Scandinavian Journal of Educational Research., 43 (1),81-89.

Kansanen, P.and Meri, M. (1999) *The Didactic relation in the teaching-studying-learning process.* In TINTEE Publications. (Vol 2, pp, 107-116).

Kapka, D, Oberman, D.A (2001*). Improving students 'writing skills through modelling of the writing process.* Research project, Saint Xavier University and SkyLight professional Development Field –Based Masters program. ERIC ED 453 536.

Kaplan, R. (1097). *Cultural thought patterns revisited*. In Kaplan &U. Cnnor (Edss), writing across language: Analysis of L2text(pp.9-22). Reading MA: Addison-Wesley.

Khaldieh, A. S. (2000). *Learning strategies and writing processes of proficient vs less proficient learners of Arabic. Foreign Language.* Annals,33,522-534.

Khuaileh, A. A, & Shoumali, A. (2000). *Writing Errors: A study of the writing ability of Arab*

Learners of Academic English and Arabic at University. Language, Culture and Curriculum, 13,174-183.

Kothari, C. R. (2004). Research methodology: *Methods and techniques*. New Delhi: New Age International (P) Ltd. Krashen, S. D. (1985). The Input Hypothesis: Issues and Implications. London: Longman.

Kramsch, C.(1991). *Culture in Language learning*. A view from the states. Amsterdam: JohnBejamins.

------------ (2013). *Context and Culture in Language teaching*. Oxford: Oxford University Press.

Kroll B (1990). *Second Language Writing: Research insights for the classroom* Cambridge University Press

---------. (1993). *"Teaching Writing is Teaching Reading":* Training the New Teacher of ESL Composition." In J. G. Carson, & I.

------------- (2001). "*Considerations for Teaching an ESL/EFL Writing Course*." London: Thomas

Leki, I. (1994). *Teaching Second Language Writing: Where We Seem To Be*. Washington, DC: USIA.

. Lesard-Clouston, M. (1997*). Language learning strategies. An overview for L2 teachers*. *TESOL Journal*, Vol. 111(12), 97-119-

Lestari, L. A. (2008). *The Interactional Approach to the Teaching of Writing and Its Implications for Second Language Acquistio*n. *TEFLIN Journal*, *19*(1).

Lieberman, Ann, and Diane R. Wood. *Inside the National Writing Project: Connecting Network Learning and Classroom Teaching*. New York: Teachers College P, 2003

McDonough, J & McDonough, S. (1997). *Research methods for English language teachers*. London: Arnold.

McItrynre, et al(2011). *Language communication Impairement in children*. Unpublished

Dissertation.August 2011.

Lopti, S.N. (2000). "An *assessment of English writing skills: A study of Composition writing by GCE OrdinaryLevels Candidates from Selected Schools in Belo Sub division."* .A dissertation for the award of a post-graduate teacher's diploma, E. N.S. Yaounde.

Mbongeh, T.N. (2006). *"The Importance of the teaching and Learbing of English in Lower Sixth and Upper Sixth Arts Classes: A case study of G.B.P.H.S.Yaounde and G.B.H.S Etoug-Ebe."* .A dissertation for the award of a post-graduate teacher's diploma, E. N.S. Yaounde.

MEB. (2006).OBBS-*2004 Ingilzce ve Biggisayar Okuryazarligi Raporu. Milli Egitum Basmevi*: Ankara.

Mumene, T.D. (2005*). "Beyond General English: the need for a harmonised programme and assessment at the G.C.E A/L.".* A dissertation for the award of a post-graduate teacher's diploma, E. N.S. Yaounde.

Morgan, D.W. (1070). Determining sample size for research activities. Texas A. & M. University.

Mugenda, O.M., & Mugenda, A.G. (2003). *Research methods*: *Quantitative and qualitative approaches. Nairobi:* Acts Press. Matsuda (Eds.), On Second Language Writing (pp. 1-16). Mahwah: Lawrence Erlbaum Associates Kroll, B. (2003). Exploring the dynamic of second language writing. New York. Cupmultikulturelle Perspektiven im europäischen Kontext. Dichtung – Wahrheit – Sprache. Berlin: LITVerlag, 197–225.

Myers, David Gershom. *The Elephants Teach: Creative Writing Since 1997*. Englewood Cliffs, NJ, USA, 1996 Matsuda, P. K. (2003). Process and post-process: A discursive history. Journal of second language writing, Vol. 12 (1), 65-83.

Myers, & Gary, T. (2000). *The Writing Teacher's Sourcebook*. 4th ed. New York: Oxford Univ. Press.

Myles, J. (2002). *Second language writing and research*: *The writing process and error analysis in student texts. Teaching English as a second or foreign language Journal, 6(2), 1-19.*

Nachmias, C. & Nachmias, D. (2005). Research methods in social sciences. (5th ed.). London: Arnold. Nairobi: Option Printers and publishers

Ndakaw, E, E. (1996) "Some *of the problems ESL Learners face in paragraphing."* .A dissertation for the award of a post-graduate teacher's diploma, E. N.S. Yaoundé.

Nkemleke, D. (2006). *"Nativatization of dissertation acknowledgements and private letters in Cameroon."* Nordic Journal for African Studies. 15 (2), 166- 184.

National Council of Teachers of English. "NCTE Beliefs About the Teaching of Writing". 2004. 27 Nov. 2006. -United States.

National Writing project 2016.

Nthiga, P.M. (2010). *"The pedagogic process of writing in English as a second language (ESL) in Kenyan secondary schools".* Unpublished doctorate thesis. Kenyatta University.

Nunan, D. (1999). Second language teaching and learning. Boston: Heinle and Heinle. Ogalo, Kapka, D.

 ----------. (1992). *Research Methods in Language Learning.* Cambridge: Cambridge University Press.

Oberman, D. A. (2001). *İmproving student writing skills through the modeling of the writing process.* Research Project, Saint Xavier University and SkyLight Professional.

Okwara, M.O. (2012). "A study of factors related to achievement in written composition among secondary school students in Busia district". Unpublished master's thesis. Kenyatta University. Ouma, N. (2005). "Relationship between achievement motivation and performance in English composition among secondary school students in Nyando district, Kenya". Unpublished master's thesis. Kenyatta University.

Order No 264/14/MINESEC/IGE OF 13/09/2014 To outline the Syllabuses for Secondary General Education.

Orodho, A. (2004*). Techniques of writing research and social sciences*. Nairobi: Masola Publishers.

Oso, Y.W., &Onen, D. (2005). *A General guide to writing research proposals and report*.

Oxford Advanced Learners Dictionary, (2003). Oxford University Press; USA

Ozdemir, E., & Aydin, S. (2015). The *Effects of Wiki on Motivation in EFL Writing*. *Procedia – Social and Behavioral Sciences*, *191*, 2359 – 2363.

Paiget.,J. (1985). The Equilibruim of Cognitive Structures: The central problem of intellectual development. Chigago, Chicago University Press.

Perry, W.G. (1988*). Different worlds in the same classroom*. In RAMSDEN, P. (Ed.), Improving learning: New perspectives. London: Kogen Page DREYER, H.J. and DUMINY, PA 1983. Education 2: a course in psychopedagogics. Cape Town: Maskew Miller Longman:

Proficiency and Self-regulation. European Journal of Social Sciences, 16(1), 53-63. Publishing Company.

Purren, C. (1988) . " La *Didactique des Langues à la Croisée des Méthodes* – Essai sur L'écléctisme ". Paris. Didier.

Purpura, J., (1999). *Learner characteristics and L2 test performance*. In R. L. Oxford (Ed.), *Language Learning Strategies in the Context of Autonomy,* Synthesis of Findings from the International Invitational Conference on Learning Strategy Research (pp. 61-63) Teachers College, Columbia University, New York, NY.

Raimes, A. (1983). *Techniques in teaching writing. Oxford* University Press: White R & V Arndt 1991 *Process Writing* Longman.
  Raimes, A. (1998). *Teaching writing. Annual Review of Applied Linguistics, 18,* 142-167.

Richards J. C. (1990) *New Trends in the Teaching of Writing in ESL/ EFL* in Wang Z. (ed.) ELT in China. Papers Presented at the International Symposium on Teaching English in the Chinese Context, Foreign Language Teaching and Research Press, Beijing.

----- (2008). Second language teacher education today. *RELC Journal,* Vol. 39, 158-177

Richard, J. C. & Rodgers, T. S. (2001*). Approaches and Methods in Language*. (Cambridge: Cambridge University Press, 2nd edition, 2001), p.207 48.

Richards J.C., & Lockhart, C. (2006). *Reflective teaching in second language classrooms*.

New York: Cambridge University Press.

Sattayatham, A., & Ratanapinyowong, P. (2008). *Analysis of Errors in Paragraph Writing in English by First Year Medical Students from the Four Medical School at Mahidol University. Silpakorn University International Journal*, 8, 17–38.

Saunders, M. (2009). *Research methods*. Harlow Essex: Prentice Hall.

Sengupta, S. (2000). *An investigation into the effects of revision strategy instruction on L2 secondary school learners. System, 28*(1), 97-113.

Sensevy.G. (2002b)- *Des catégories pour l'analyse compare de l'action du professeur*: Un Essai de Terisse (eds). **Etude de pratiqués effectives. L'approché de didactiques**. Grenoble : La pansée Sauvage.

Silva, T. (1990). *Second language composition instruction*: Development, issues and directions in ESL. In B. Kroll (Ed.). *Second language writing*. Cambridge: Cam-bridge University Press.

--------------- (1997*). On the ethical treatment of ESL writers. TESOL Quarterly, 31*(2), 359-

-------------(2001). *Toward an understanding of the distinct nature of L2 wri*363.

--------------- (2005). *On the philosophical bases of inquiry in second language writing: Metaphysics, inquiry paradigms, and the intellectual zeitgeist*. In P. K. Matsuda & T. Silva (Eds.). *Second language writing research: Perspectives on the process of knowledge construction* (pp. 3-16). Mahwah, NJ: Lawrence Erlbaum Associates

Silva, T., Leki, I., & Carson, J. (1997). *Broadening the perspective of mainstream composition studies. Written Communication, 14,* 398-428

Smith, C. B. (2000). *Writing instruction: Current practices in the classroom* (ERIC Document Reproduction Service No: ED446338).

Smith, W. (2005). What can pragmatics tell us about developing writers? In J. Frodesen & C. Holten (Eds.), *The power of context in language teaching and learning* (pp. 163-172). Boston: Heinle & Heinle

Stern, H . H. (1983). "Fundamental Concepts of Language Teaching». NewYork: University

Press. Hedge T 1988 Writing Oxford University Press. Cohen, L., Manion, L. and Morrison, K. (2000) *Research Methods in Education*, (5th edn.) London: Routledge.

Strömquist, S. (2007). *Skrivprocessen: Teori och Tillämpning, 3rd Edition*. Lund: Studentlitteratur

Sukandi, S. S. (2013). *Teaching Writing to Indonesian EFL - Challenges of the "Voice" and "Style" in Adjusting Cross Cultural Communication Skills*. Program Studi Pendidikan Bahasa Inggris. Sekolah Tinggi Keguruan dan Ilmu Pendidikan STKIP PGRI Sumatra Barat.

Tamanji, P. N. (2008*). "Globalization and African Languages: Regression in Linguistic diversity"*. In Augustin Simo Bobda (ed) *Exploration into Language use in Africa. Frankfurt: Peter Long CmbH.*

Tangpermpoon, T. (2008). *Intergraded approaches to improve students' writing skills for English major students. ABAC Journal,* Vol. 28, 1-9.

Tardif (2009). La Science de Education- Pour L'être nouvelle. CRESE: Universite de Caen.

The Advanced Level English Language Syllabus Review and Syllabus Modification, 2015.

Tompkin, G.E. (2994*). Teaching Writing*: Balancing product and process. Upper Saddle River, NJ; Merril/Prentice Hall.

Tribble, C, (1996). *Writing,* New York, Oxford University Press.

Uljens, M. (1997). *School Didactics and Learning. A school Didactic Model Framing an*

Analysis of pedagogical Implications of Theory. Hove: Psychology press.

Vygostki, L.S (1978*). Mind in Society*. The development of higher psychological processes. Cambridge, MA Harvard University Press.

Wang, P. (2015). Effects of an Automated Writing Evaluation Program: Student Experiences and Perceptions. *Electronic Journal of Foreign Language Teaching*, *12*(1).

Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press. Wells, B. (1987). Apprehension in Literacy. *109-123*, *18*(1).

White, K., & Hall, A. H. (2014). *Examining Teachers' Perceptions of Effective Writing Strategies and Barriers to Implementation*. Clemson University: Tiger Prints. Eugene T. Moore School of Education.

Yedlin, J. (2003*). Teacher talk and writing development in an urban, English as a second language, first grade classroom.* Unpublished doctoral dissertation Harvard Graduate School of Education.

Zampardo, K.M. (2008). An examination of the impact of teachers' modelling on young children's writing. Unpublished doctoral thesis. Oakland University, Michigan. (UMI No 3340069).

Zimmerman, B.J (1986*). Development of self-regulated learning: which are the key sub process?* Contemporary Educational Psychology,16,307-313.

APPENDIX 1: TEACHERS' QUESTIONNAIRE

I am student in the Faculty of Education, University of Yaoundé 1. I am carrying out a study on the didactic investigation into the challenges of Writing and the development of Students' competences in Anglophone High Schools in some selected schools in Yaounde. Please kindly tick in the appropriate box (es) that correspond to your opinion and response where necessary. This questionnaire is purely for research purpose. All information that is collected in this study will be treated confidentially.

Please answer the questions as sincerely as possible.

Thank you very much for your Cooperation!

School--Professional Qualifications:

- a. DIPES II+ master's Degree ☐
- b. DIPES I+ Master's Degree ☐
- c. DIPES I + Bachelor's Degree ☐
  - d. DIPES II ☐
- e. DIPES I ☐

1. Your experience as an English Language teacher
   - a. 15 years and above ☐
   - b. 1-14 years ☐
   - c. 6-9 years and above ☐
   - d. 1-5 years ☐

2. How long have you been teaching High School English?
   - a. Three years and above ☐
   - b. Two years ☐
     ☐
     ☐

166

c. 1 year

d. Less than one year

3. What is your opinion concerning the teaching of writing in High Schools?

    a. I am very satisfied with it   ☐

    b. I am satisfied with it   ☐

    c. I am dissatisfied with it   ☐

    d. I am very dissatisfied with it   ☐

4. Which of the following methods do you use in teaching writing to your students? How often do you use them?

Methods	Frequently	sometimes	rarely	never
Lecture				
Question and answer				
Group Discussion				
Guided writing				
Brainstorming				
Free writing				

5. Which area of writing do you find most challenging to teach?

Areas	Challenging	More challenging	Most challenging
Composition			
Summary writing			
Text Reconstruction			

6. What problems do you have teaching writing? (Please tick more than one)

    a. Don't master techniques   ☐

    b. Programme too cumbersome   ☐

                                      ☐

                                      ☐

                                      ☐

                                      ☐

    c. Difficulty in pedagogy instructions

    d. Lack of proper content knowledge

    e. Individual differences

    f. Learners

    g. Others (specify) --

7. What account for these difficulties that you face in teaching writing?

    a. Lack of vocabulary, grammar ☐

    b. Lack of motivation ☐

    c. Learning environment ☐

    d. Teachers problems ☐

    e. Level differences of learners

8. What challenges do your students face in the process of learning writing? (Please tick more than one)

    a. Develop ideas ☐
    b. Expressing ideas ☐
    c. Organize the content clearly in a logical manner ☐
    d. Use appropriate sentence structure correctly ☐
    e. Poor word choice ☐

9. What measures do you put in place to help learners meet their needs in writing? (Please tick more than one)

    a. Regularly assign brief writing exercises ☐

    b. Scaffolding (Provide guidance throughout the writing process) ☐

    c. Repeated practice and reinforcement ☐

    d. Increase writing opportunities that focus on creating the right format ☐

    e. Have students read a lot ☐

    f. Explicitly teach language vocabulary ☐

10. How can you grade the writing performance of your students in the following areas?

Thank you for your cooperation!

168

APPENDIX 2: STUDENTS QUESTIONNAIRE

Dear students,

I am student in the Faculty of Education, University of Yaoundé 1. I am carrying out a study on the didactic investigation into the challenges of teaching Writing and the development of student's competences in Anglophone High schools in some selected schools in Yaounde. Please kindly tick in the appropriate box (es) that correspond to your opinion and response where necessary. This questionnaire is purely for research purpose. All information that is collected in this study will be treated confidentially. Please answer the questions as sincerely as possible.

Thank you very much for your cooperation!

School:--

----

1. Do you feel relax expressing your thoughts in Writing?

    Yes ☐   No ☐

2. In your opinion, the content of writing in High school is;

    a. Very interesting   ☐

    b. Interesting   ☐

    c. Les interesting   ☐

3. Rank the following writing skills in term of difficulty according to you

Skills	difficult	medium	easy
Composition			
Summary writing			
Text reconstruction			

4. What challenges do you often face in the different writing areas? (Please tick more than one)

problems	Composition	Summary writing	Text reconstruction
Expressing ideas			
Organizing paragraphs			
Sentence structure			
Limited attention of			

169

learners differences

Difficulty in content
mastery of different
text type

Wrong interpretation
of question

5. Do you think your writing problem is due to?
    a. Grammar
    b. Vocabulary
    c. Insufficient time/inadequate practice
    d. Lack of motivation
    e. Teacher's role
    f. Fear of negative comments
    g. Level differences of students

6. What kind of support do your teachers give you to improve on your writing competence? How often do they do that?

Support	Frequently	sometimes	Rarely	Never
Provide guidance throughout the writing process				
Don't grade every piece of my writing				
Increase writing opportunities that focus on creating right format of the writing task				
Explicitly teach English Language Vocabulary				

7. Which of the following strategies do you commonly use in learning writing skill? How often do you use them?

strategy	Frequently	sometimes	Rarely	Never
Taking notes				
Ask teachers clarification of concepts not understood				
Group Discussion				
Making corrections to rectify mistakes on written texts				
Revisiting works learnt In class				
Writing extra essays and giving them out for marking				
Reading widely other written materials in English				
Making summary notes on text for easy writing				
Planning and organizing ideas before writing				

8. How can you grade your writing performance in the following areas?

Areas	weak	adequate	excellent	
Development of ideas				
Organize the content clearly				
Get the grammar				
Linking sentences to achieve coherence				
Use appropriate organizational				

patterns				
Develop sentence structure				
Develop ideas In variety of ways				

Thank you for your cooperation!

APPENDIX 3: CHECKLIST FOR STUDENTS' PERFORMANCE IN WRITING

Areas	weak	adequate	excellent	
Development of ideas				
Organize the content clearly				
Get the grammar right				
Linking sentences to achieve coherence				
Use appropriate organizational patterns				
Develop sentence structure				
Develop ideas In variety of ways				

APPENDIX 4: CRITERIA FOR ASSESSING STUDENTS' WRITTEN TEST

Introduction (2marks)

Excellent. Relevant and attention catching first sentence, clear plan organization given, strong and adequate and definitions provided.

Fair: Somewhat substantive, topic relevant, some plan of organization given and definitions given almost adequate.

Weak: Topic somewhat irrelevant. Directions of essay not clearly given and contains little substance.

Content (12 marks)

Excellent: Thorough knowledge of subject, thorough development of essay, relevant to the topic with adequate supporting details.

Fair: Some knowledge of subject, relevant to the topic, adequate range of supporting details and limited development of essay.

Weak: Limited knowledge of subject. Inadequate range of supporting details. Repetition of key ideas and details and inadequate development.

Grammar (4 marks)

Excellent: Excellent command of the language. Use of variety of sentences, appropriate choice vocabulary and tense use.

Good: Good command of the language. Use of variety of sentences, appropriate choice of vocabulary and tense use. Few gross errors noticeable.

Fair: Fair command of the language. Little variety in sentence structure and limited vocabulary. A number of gross errors.

Poor: Very little command of the language, broken English and essay full of all sorts of errors and almost impossible to follow.

Conclusion (2marks)

Excellent: Clearly reflects content of essay. Gives strong sense of completeness and final judgment or solution.

Fair: Somewhat related to content of essay. Gives a rather limited sense of completeness and solution not strongly expressed.

Weak: Unrelated to content of essay. Marked by a concluding signal but not adequate.

<u>**Source**</u>: Adapted from Cameroon General Certificate Education (2015)

APPENDIX 5: INTERVIEW GUIDE

7 What methods do you use to teach writing?
8 What problems do you face teaching writing?
9 Which area of writing do you find it most challenging in teaching?
10 What are the causes of these problems?
11 What do you do to improve students writing skills?
12 Overall, how can you judge the performance of your learners in writing?

APPENDIX 6: ANSWERS TO TEACHERS INTERVIEWS

Q 1: What methods do you use to teach writing?

Teacher A: "*I use many methods like brainstorming, lecturing, role play and others. There are a number of steps which I have to follow. I think there are five or six. I can't really remember the exact number but I have it in my lesson plan note book. I make students gather ideas and I give them different possibilities. Sometimes I give homework for them to write and we come to class and correct them*".

Teacher B: "*I try as much as possible to base my teachings on clear instructions, organization, elaboration and even style. I guide the students to come out with their own ideas. They may form group or I give them individual works and I mark. I really have some difficulties teaching High school writing. In short, the task involves so many process, activities, and task. Students don't like writing and to make oral presentation in class becomes a problem. To ensure that all students participate in writing exercises, we form groups/give assignments in groups and delegate a leader. If I don't do so they won't understand anything because their language is weak*".

Teacher C: "*I begin my writing class by revising some lessons. I do so to help some students, you know the students come from a weak language background, most of them are mostly francophones and so they have problem to construct intelligible sentences. Sometimes, I give them some lectures after they get the notes. We get into practical works. I don't really follow the usual way of teaching but I think the first thing is to prepare the general layout which I want to teach. Is it composition, text reconstruction, summary writing or what? This helps me to achieve my objectives easily*".

Teacher D: "*There are conventions in writing and I try as much as possible to follow them. I give students instructions and specify the length of the paragraph or essay. I always begin my class by asking by putting the topic on the board and ask students to find out some questions from it. This type of way will depend too on the writing area whether it composition, text reconstruction or summary writing. But for writing, give the students the possibilities to develop their ideas and I control*".

Q2: What problems do you face teaching writing?

Teacher A: "*I have problems to develop ideas in a number of ways. There are many writing activities. It is not easy to really show students how to write effectively. Is it possible to teach what you don't know? Its real trouble to teach, couple with the facts that our students don't have materials, there is a lot of work to teach writing*".

Teacher B: "*Really, I have some difficulty teaching writing. The instructions are many and to really master what goes with what is a problem*".

Teacher C: "*I have so many problems on content, organization, accuracy. In short to write logically and chronologically is a problem and to develop ideas. That notwithstanding, I try to do my best*".

Teacher D: "*To me, the most difficult part of writing is how to start, How to outline ideas into a clear essay. Even to organize the essay is a problem. Sometimes I don't know the right way to tell learners to begin their compositions since there are different types of composition with different formats of writing. In three areas for writing, text reconstruction seems the difficult to me*".

Q3: Which area of writing do you find it most challenging in teaching?

Teacher A: **Teacher B**: "*I think its text reconstruction. There are a lot of exercises that make even the teacher to confuse*".

Teacher B: "*I find text reconstruction and composition most challenging but text reconstruction is more than the others*".

Teacher C: "*Most teachers find free writing most challenging and can either ignore it or do not teach it well. But it's good to first of all consider the alternative before not teaching it. I think text reconstruction is difficult especially at the level of changing the text into different forms*".

Teacher D: "*The most difficult part, section in high school English is text reconstruction and composition writing. You know it new and most teachers are not versed with it. I try my best to ensure that students are well taught*".

Q4: What are the causes of these problems?

Teacher A: "*Haha. There are so many causes why students should have problems especially in writing in High school. I will share the blame into three. The students are the first, followed by the teachers and also our educational system. Most of our students are francophone and have weak background*".

Teacher B: "*Madam, leave me alone. This High school English is a new thing. I can say most of us are conducting an experiment, yes we have been teaching. Do you think the methodologies are the same? Not at all. The instructions, content and all the likes are different. The students themselves are part of the problem, the tasks in especially writing too is a problem. We have three area and we not well or given some referential causes on them*".

Teacher c: "*the programme is too wide. Many things in one. Teachers too are to blame. We are lazy and no effective teaching is done. Though it's new but as a teacher we can*

carry research or ask help. Though the students are a problem but the blame goes to teachers".

Teacher D: *"Sometimes we put the blame on the students when we as teachers we have not properly taught the students how to write the types of essay we ask them in questions. To know this it's when you give your students a writing task, they skip the planning or drafting their essay before writing"*.

Teacher C: "*I always check grammatical errors but when they are too many at the beginning, I don't read to the end but just write side comments and really punish learners who don't spell or punctuate their sentences well. They take a lot of things for granted and if you are not hard on them, they become use to it"*.

Teacher D: *"We evaluate the piece of writing when we have serious problems with content which makes you to read and not to understand the message. Sometimes the writing may content many errors but we struggle to get the sense"*.

Q5: What do you do to improve students writing skills?

Teacher A: *"feedback with detailed error correction as well as suggestions of better constructions would be enough. I pay attention to the meaning than to the grammatical correctness because they are weak, they lack the required vocabulary"*.

Teacher B: *"Teach them how to correct errors. Any error a student commits should be followed by a comment explanation. I ask students to write especially at home. That is I give them homework and I collect the scripts and mark them. Sometimes, I find it very useful in my class to be in contact with language. That is discussions, conversation and grammatical exercises especially exercises which are focused on developing more advanced vocabulary that can enrich students vocabulary"*.

Teacher C: *"It will depend on what one wants to focus on in the correction. Is it on the organization, language structure or content? It's good to focus on all anyway. To me the context should be the most important part to concentrate on. I prefer to focus on mistakes made by students should be given ways on how to correct them. Teachers can not correct every mistakes made by students but what they should do is to make the students aware of their mistakes. Its first of all time consuming looking at the sizes of our class and the work load"*.

Teacher D: "*As a teacher, I give a lot of comments about their essays. I think its very important to make the students aware of their mistakes. I think I should work more on the students' grammar and spelling because these are the aspects of English that pose problems to students in writing exercises*".

Q6: Overall, how can you judge the performance of your learners in writing?

 Teacher A: "*They are weak but not too weak. 45*"

Teacher B: "*They have low level but not too bad though few are bad 40*"

Teacher C: 30. "*They have no level .They are weak*"

Teacher D: 35. "*They are manageable and they need just a little effort to cross the line.*"

APPENDIX 7: TOPIC FOR STUDENTS' WRITTEN WORKS

Composition Topic: The dead of a close relative

Summary writing: Question: Write a summary on the importance of studying English Language. It must

- − Not be more than 100 words,
- − Be in continuous writing (Not note form)
- − Be written in one paragraph.

<u>**The Importance of Studying English**</u>

It is a big concerned for teenagers nowadays as they are unaware of the importance of English language as they tend to ignore to learn the language. Students' attitude towards the language is also crucial to make sure that these teenagers can face the future world better by learning English language as it is an international language.

 Although the government has repeatedly told us of the importance of English, many students are still not bothered about studying it seriously. There is also a campaign that still on to make all the Malaysian becomes a better English learner, which is 'Enhance Proficiency in Bahasa Malaysia, Strengthen the English'. English is the most important and the most useful language in the world today. There are many reasons why you should study the language properly.

First and foremost, English will definitely help you a lot when you want to further studies. Almost all books at university are written in English in all subjects. Plus, it is a compulsory for any candidate to pass English with credit before entering any universities. So, if you are poor in English, you will blow you chance for better education or worse, you are going to have a big problem studying at university.

The second reason why you have to study English well is that it will help you to get a job. When you go for a job interview, the interviewer will surely talk to you in English. The first impression you should give in order to success and have the job is, to respond in English fluently. Your chances of getting the job are very slim if you stutter while interviewing.

A good command in of English will also help you greatly in your job. If the company you work is actively involved in international trade, you have to speak to prospective customers in English. Miscommunication might occur if your English is bad. And this will put your company at risk and you will likely be dismissed if this happen.

Good English will also help you a lot when you travel. Every country in the world studies English. Even the roadside stall-holders in China speak fairly good English! At least some of the people you meet on your travels in other countries can understand English. The language is certainly practical when you are lost in your trip. Communication problem will not happen if you can converse well in English. Inevitably, English is one of the languages used in any airport in the world in making announcement. Knowing English well, therefore, make travelling overseas easier.

Besides all these, entertainment is one of the major advantages you will experience if you good in English. You will enjoy television's best programmes. We must admit that many of the best programmes are produced by the Americans and British companies. High self-confidence influenced by the programmes will indirect inculcate in yourself when you are fluent in the language. Quality time is worthily spent if you understand and enjoy the programmes.

Based from all the above elaboration, I hope that students will see the importance and realise how importance the language is for their own future. Although it is a second language in our country, it is now a main language all over the world. (Source: C:\Users\ \Documents\Text reconstruction _ English 109.htm

Text Reconstruction exercise

INSTRUCTIONS: Number the sentences in the order that makes sense. Then write it in one paragraph. Important: don't copy word for word. Try to remember 5 to 10 words (and punctuation marks) at a time.

_____	Every native speaker of English can easily judge that 'Home computers are now much cheaper' is a possible English sentence, whereas "Home computers now much are cheaper" is not, because they know that "much" is wrongly positioned in the second example.
	They believed that language can be learnt by constant practicing with or without home computers.
_____	Some combinations of words are possible in English, while others are not possible.
_____	The ability to recognize such distinctions is evidence that in some sense native speakers already know the rules of grammar, even if they have never formally studied grammar...."
	Advertisements in the poplar press for early home computers were rife with possibilities for their practical use in the home.
	Home computers were a class of microcomputers entering the market in 1977 and becoming common during the 1980s.

Adapted from: Deary, Terry. The Cut-Throat Celts. Illus. Martin Brown. London: Scholastic Children's Books, 1997. (Print.) (5).