A STUDY ON THE IMPLEMENTATION OF THE PROCESS APPROACH TO THE TEACHING/LEARNING OF THE COURSE BASIC WRITING SKILLS: THE CASE OF HAWASSA UNIVERSITY

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ABSTRACT

The major purpose of this study was to examine the extent to which the process approach was being implemented in Basic Writing classes at Hawassa University. To achieve this, the researcher largely employed descriptive qualitative method of study. In analyzing the results of the questionnaires, however, he used qualitative method. The major research tool was observation conducted in two Basic Writing Skills classes. The second one was semi-structured interviews conducted with both Basic Writing Skills instructors and students who were taking the course in the university mentioned above. The third one was evaluation of the teaching materials which were being used in Basic Skills classes and the last one was questionnaire administered to both Basic Writing Skills instructors and students who were taking the course. In investigating the perceptions of instructors and students about the method of teaching being used in conducting the course, the results from the classroom observations, interviews and questionnaires revealed that 50% of the respondents were of the perception that the process approach was being employed with the product approach side by side. Regarding the feasibility of the teaching materials in implementing the process approach, the data collected through all the research tools mentioned above similarly indicated that 50% of the materials were developed in conformity with the process approach. Generally, the overall findings revealed that the process approach was implemented in conducting 50% of the writing lessons in Basic Writing Skills classes.

KEYWORDS: The Process Approach, the Product Approach, Communicative Approach to Language Teaching, Academic Writing, Stages of Writing, Process-Oriented Teaching Materials