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English Language Teachers' Self-Efficacy in Methodology of Teaching Writing, as Writer and Writing Performance: The Case of Seven Secondary Schools in Hawassa City Administration

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Abstract

The purpose of this study was to examine Grade-Eleven English language teachers' self-efficacy in the methodology of teaching writing, their efficacy as writers, and the relationship with their writing performance. To answer the research questions of the study, the researchers applied cross-sectional descriptive and correlational designs as well as a quantitative approach. We also used a comprehensive sampling technique to incorporate 104 English language teachers of Grade 11 from seven schools in Hawassa City Administration. Additionally, we employed a questionnaire and writing test to gather relevant data from the 104 respondents who filled out the questionnaires and wrote the writing test. To analyse the data, we used descriptive statistics and the coefficient of Pearson's correlation, using SPSS (IBM version 24). The result revealed that Grade Eleven English language teachers had dependable self-efficacy in teaching methodology by applying different strategies and steps in teaching writing. Besides, they held commendable self-efficacy as writers. However, there was no significant association ($p=.625$) between the teachers' self-efficacy as writers and their writing performance. Thus, the researchers concluded that English language teachers might label themselves as efficient in teaching methodology and as writers. Nevertheless, this may not be a guarantee unless writing proficiency is attested. Finally, we recommended that English language teachers should strive to bridge the gap by linking the dependable efficacy in teaching methodology with the actual classroom situation. They should also make genuine discourse and give due attention to realistic implementation.

Key words: /English language teachers/Methodology/Performance/Self-efficacy/Writers/

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1. Introduction

1.1. Background of the Study

English language plays an important role as a global language. Its use is evident in politics, academics, trade and commerce, diplomacy and others – making it as the international language for worldwide communication. “Thus, the English language has become the language of power and progress” (Athen, 2016, p. 73). For this reason, proficiency in English has become a mandatory requirement in the global communication. This claim is strengthened by the statement of the National Research Council (2007) that second or foreign language study enhances career opportunities. Studying English as a foreign language (EFL), specifically in Ethiopian context, helps students gain knowledge and develop English language skills to use for communicative purposes in various contexts.

With the greatest demand of English language across the globe, many studies have been conducted to find solution to problems pertinent to the teaching and learning of the language. Amongst others, English language teachers' self-efficacy is important construct that has great impact in making the teaching/learning effective.

The researchers first explicate the concept of self-efficacy because the current study resonates primarily with self-efficacy. Bandura (1997) defined self-efficacy in terms of one's beliefs in his/her capabilities to organise and execute the courses of action required to produce given achievements. He hypothesized that the level of self-efficacy can be used to determine the initiation of a task, the amount of effort that will be expended, and the level of persistence to complete the task with the existence of obstacles and aversive experiences. Once a person has acquired a high level of self-efficacy, he/she will become motivated to invest more effort in life.

Self-efficacy is multidimensional, that is, domain specific or context dependent. This means that high sense of efficacy in a particular domain may not necessarily translate into having similar level in another domain. Even within the same domain, there may be different levels of self-efficacy beliefs occurring in various contexts. In this article, we opted to study secondary school English language teachers' self-efficacy in teaching writing.

In teaching writing, one of the basic requirements is the teachers' capacity (self-efficacy) in the subject matter or content of the lesson that they teach. Several studies reported that teachers are one of the most important stakeholders in influencing the students' achievements (Hodges, 2015; Myers *et al.*, 2016). For example, those teachers who have dependable self-efficacy in writing and writing pedagogy influence positively their students' writing skills development and the vice-versa (Hodges, 2015). In other words, those teachers with a higher sense of self-efficacy tend to provide better quality writing instruction, investigate different instructional theories, and implement more effective classroom management strategies (Graham, Harris, Fink, & MacArthur, 2001).

Cognizant of this, the present researchers were convinced that examining the level of secondary schools English language teachers' self-efficacy in writing and its teaching is essential. This is to mean that to meet the objective of teaching writing in a more efficient way, secondary school English language teachers are not only equipped themselves with the ability to teach writing but also need to possess dependable writing competence that marks their efficacy and their capacity to deliver the lessons effectively. In short, the teachers should develop self-efficacy to further accomplish the instruction of writing successfully. Therefore, it is essentially the requirement of the day to examine and understand the English language teachers' self-efficacy in teaching writing methodology, as writer efficacy and the corresponding writing performance.

1.2. Statement of the Problem

In Ethiopia, the Ministry of Education (MoE, 2013) documented a standard entitled “Standards for the English Language Teachers” that requires the expected writing skills from English language teachers who teach the language at different levels (from grade one to grade twelve). Accordingly, Grade Eleven English

language teachers are expected to meet the standards stipulated in the national document. Thus, the standards set for writing at this grade level are: writing well developed letters, writing minutes correctly and clearly, writing applications and requests clearly, and taking notes effectively to successfully communicate socially in written English. In addition, they are supposed to develop well organized academic paragraphs and essays using the different modes of writing such as descriptive, expository, narrative, and argumentative. This implies that Grade Eleven English teachers are not only responsible for sharing knowledge with students about writing but also are required to personally possess the skills of writing for different purposes and in different contexts. Therefore, teaching writing demands the teachers' knowledge and ability in writing and application of sound methodology which is connected to their self-efficacy.

Pajares (1992) claimed that teachers with high efficacy are more likely to experiment with methods of instruction, seek improved teaching methods, and experiment with instructional materials. In contrast, English language teachers who do not have strong self-efficacy in teaching writing will not be able to promote learning among their students. This impacts on students' performance or achievement in writing and negatively affects their self-efficacy in their academic and professional lives. Myers *et al.* (2016) noted that English language teachers' self-efficacy in teaching writing skills are equally important to the knowledge of how to teach writing because these beliefs are connected to teacher actions. Moreover, when teachers believe they have the knowledge to implement courses of action to improve student achievement, they are more effective at improving students' motivation to learn.

Discovering about English language teachers' self-efficacy and finding remedial solution for quality teaching in writing promotes effective writing instruction because writing requires more than possessing knowledge and skills. It is recalled that English language teachers' self-efficacy is an important construct to examine because it influences persistence, effort, goals, and the overall quality of instruction (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Therefore, addressing self-efficacy as a component of research in teaching writing focusing on secondary school English teachers in Hawassa City Administration is reasonable.

As different local studies in Ethiopian secondary schools disclose, the writing abilities of students and English language teachers is below the required standard. Researches (Tsegaye, 2006; Molla 2009; Weldegebrail, 2012; Ebabu, 2013; Esatu, 2015; Zeleke, 2018; Zekarias, 2019) confirm that the difficulties in writing are not only realities with secondary school students but also attribute to English language teachers themselves. One of the attributed issues that the researchers mentioned was the problem of English language teachers' self-efficacy in teaching writing.

Though the necessity of teachers' self-efficacy is understood among researchers, no local researcher has so far studied the secondary school English language teachers' self-efficacy in methodology of teaching writing, their self-efficiency as writers, and their corresponding writing performance. In Ethiopian context, there are researches (Anteneh, 2005; Tsegaye, 2006; Molla 2009; Dawit, 2011; Weldegebrail, 2012; Ebabu, 2013; Ebabu, 2018) which were conducted on students' self-efficacy in writing. However, none of them focused on teachers' self-efficacy. Taking this into consideration, the researchers found that there was scarcity of research dealing with secondary school English language teachers' self-efficacy. Consequently, we were inspired to study secondary school English language teachers' self-efficacy in methodology of teaching writing, their confidence as writer and its relationship with their performance. Therefore, we supposed that filling this gap is mandatory to check teacher related factors in teaching writing at secondary school level.

Accordingly, this article attempted to answer the following basic research questions:

- 1) What is the level of Grade Eleven English language teachers' self-efficacy in methodology of teaching writing and their self-efficacy as writers?
- 2) What level of relationship exists between the English language teachers' self-efficacy as writers and their actual writing performance?

2. Review of Related Literature

2.1 Theoretical Foundation

Bandura (1986) stated that Social Cognitive Theory (SCT) is based on self-influenced behaviours that influence one's life circumstances. The SCT addresses the psychological abilities that enable people to interact with their environment, to assign personal meanings to their actions, and to plan a course of action to meet their own goals. Social cognitive theory also explains how people internalize and learn from past experiences (Bandura, 2001). According to SCT, people make decisions and learn from the repercussions of their actions, and human behaviour is self-influenced by becoming one's agent, which means to intentionally influence his or her own life circumstances. In precise terms, the SCT argues that a person's behavior is partially shaped and controlled by the influences of social environment and the person's cognition (i.e. expectations, beliefs). The following diagram illustrates this concept.

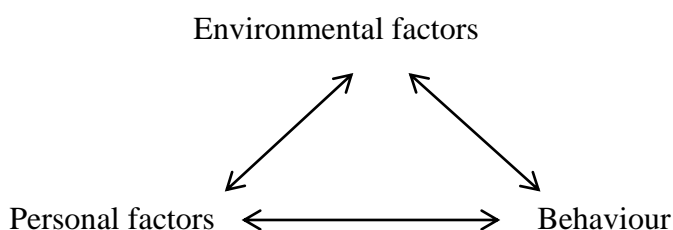


Fig 1: Social Cognitive Theory (Bandura, 1986)

2.2 Self-efficacy

Self-efficacy is one of the factors identified by Bandura (2001, 2006) that has influenced many areas of inquiry. Accordingly, he noted that self-efficacy is an important resource in an individual's personal development and change. If a person wants to find success in a world filled with challenges, he or she needs to continually evaluate his/her capabilities, thoughts, and goals. When it happens, he/she makes effective decisions to regulate his/her behaviour appropriately. If a person does not believe he or she can create change, there will be little motivation to persist in realizing a particular goal.

2.3 Sources of Self-efficacy

Bandura (1997) stated that self-efficacy of learning can be categorized into four sources. The first one is enactive mastery which is based on the success or failure the individual feels during direct experiences. The second source is vicarious experience that involves observations of others that are used as sources of information. The third one is verbal persuasion which is direct and indirect feedback given to and interpreted by individuals that results in changes in beliefs relative to the performance of a particular action. The last one is emotional arousal basically related to physiological factors or physical symptoms of the body that are interpreted based on the individual's level of efficacy related to the event (Howardson & Behrend, 2015). These four sources of self-efficacy interact together to increase a person's efficacy through various experiences. Figure 2 shows the concept of self-efficacy and its sources.

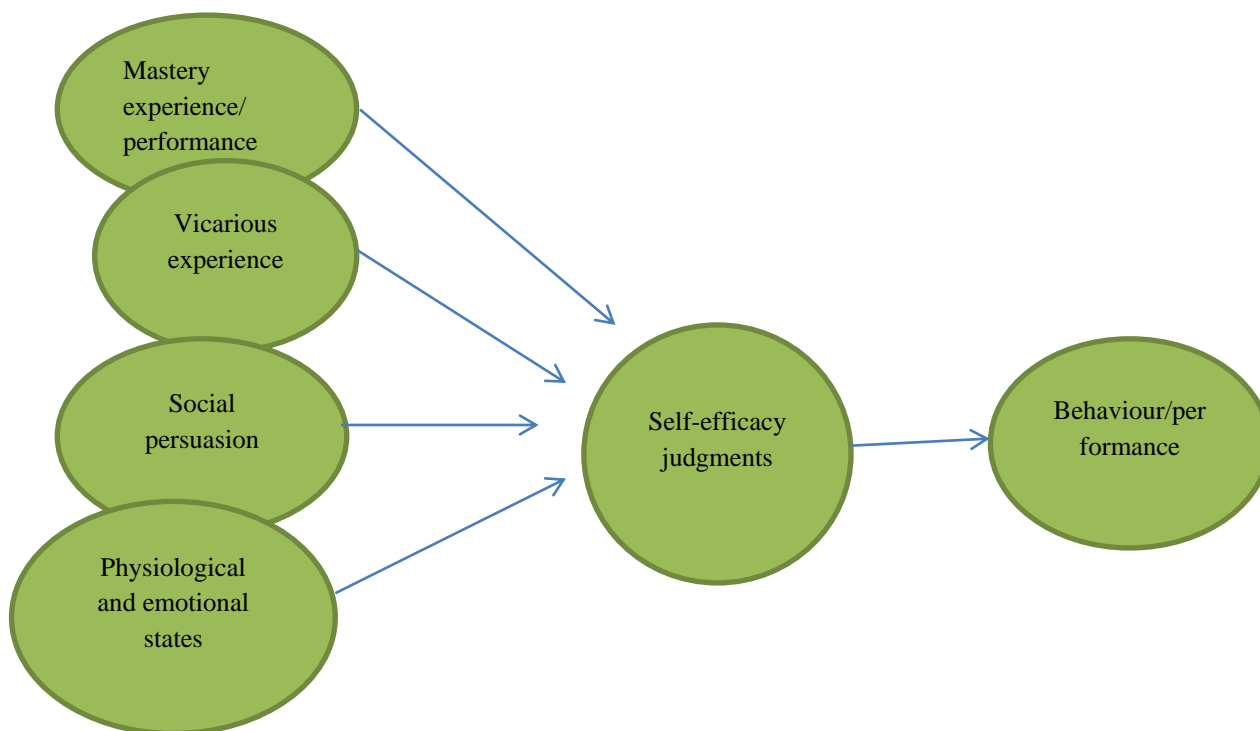


Figure2: Sources of Self-efficacy (Bandura, 1986)

2.4 Teacher's Self-efficacy

Teacher's self-efficacy has been defined as "the teacher's belief in his or her capability to execute courses of action required accomplishing a specific teaching task in a particular context" (Tschannen-Moran *et al.*, 1998, p. 233). English language teacher's self-efficacy in the context of writing instruction is the teacher's belief in his or her ability to teach writing. Being an effective teacher of writing requires not only content knowledge and skills but also the belief in one's capabilities to impact student teaching (Graham *et al.*, 2001). They can be attributed to having high self-efficacy and low self-efficacy. The characteristics of the teachers who are associated with higher levels of teacher self-efficacy strongly impact student achievement. The teachers who have high teacher self-efficacy are more likely to motivate and encourage students, introduce new writing teaching methods, and form more positive relationships with students (Mojave & Tami, 2012). Moreover, they positively affect their students by being persistent to lessons which are not smooth, by being resilient to setbacks, by being less critical of students, and by working longer with students who are struggling. Conversely, the English language teachers who lack strong efficacy would not illuminate such qualities (Milner & Hoy, 2003). Thus, strong self-efficacy is the necessity but not optional criteria for English language teachers to hold.

2.5 Teaching Methodology

Teaching how to write effectively is one of the most important life-long skills teachers impart to their students. Ur (1996) stated that when teaching writing, teachers must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. Every teaching method, strategy, and technique is a matter of teacher creativity to conduct the class. So teaching writing is how the teacher facilitates, motivates, and encourages the students to express their ideas in writing form.

In this study, the methodological issues pertinent to teachers' self-efficacy resonate on the teachers' confidence in selecting and employing a methodology that brings about significant improvement on their students' writing. It also paves the way for better method of teaching whenever students face challenges to understand and apply the input they gave previously. To such end, teachers' self-efficacy in teaching writing is concerned with how far the English language teachers perceive themselves as efficient methodologically. This is because being an effective teacher of writing requires not only content knowledge and skills but also the belief in one's capabilities to impact student learning by developing methodological efficiency (Graham *et al.*, 2001).

Theoretically, teachers develop the efficacy how to teach writing from different dimensions. According to Graham (2018), one way of acquiring such knowledge is by teaching this skill to others. As teachers apply different instructional procedures, they form judgments about the value and efficacy of these practices; the second way is by observing others and learning from them. Teachers may also learn about teaching writing by discussing with their peers or observing them as they teach writing. A third source of knowledge that teachers can access are published materials about how to teach writing. These all are attributes of methodological self-efficacy for teachers. Therefore, teachers are expected to build self-efficacy that marks effective teaching of writing.

2.6 Teachers as Writers

In this study, the concern of teachers as writers refers to teachers who experience writing practices for academic purpose not as authors of books or literary texts. With this understanding, they must view themselves as writers to be an effective writing teacher in addition to the knowledge of vocabulary, grammar, punctuation, capitalization, organization, and other essentialities of writing. Besides, viewing oneself as writer is not suffice. English language teachers should also realize the writing task practically. To mean that self-belief and actual performance ought to go hand in hand. Daisey (2009) indicated that teachers who think they are good at writing and see themselves as writers have a higher self-efficacy as writers. However, teachers cannot develop high self-efficacy to teach writing unless they learn how to write and to teach writing. Correspondingly, if an English language teacher has not learned to be an effective writer and cannot perform the task, the teacher will most likely avoid writing and does not emphasize writing with students (Tshcannen-Moran & Woolfolk Hoy, 2001). Therefore, EFL teachers are expected to develop the self-efficacy of writing skills prior to entering the teaching profession and thereafter.

As English language instructor, the researchers felt that secondary school English language teachers need more effort to develop self-efficacy cognition in teaching writing. Secondary school English language teachers in Ethiopia have less English language exposure than native English writing teachers who can get due access of authentic discourses and better instructors and colleagues at universities and working environments. On top of that EFL teachers are expected to support their students by developing high self-efficacy since their students are mostly of from poor English language background. Hence, to enhance their students' involvement in writing activities, they should be of the desired level of self-efficacy. In academic contexts of Ethiopia, and from the experience of the current researchers, except for few students from metropolitan cities, students at all school levels practice or use English language skills only at their respective classrooms. For this reason, the English language teachers should share greater responsibility to scale up their students' writing skill development. To achieve this goal, the Ethiopian secondary school English language teachers should be equipped with self-efficacy which fosters meaningful implementation of classroom writing instruction.

2.7 Teachers' Language Proficiency

English language teachers' language proficiency can play a key role in quality of teaching-learning process. This issue is of primary importance in English as a Foreign Language (EFL) or second language context. There seems to be a possible causal relationship between teacher's language proficiency and the quality of teaching and learning (Chambless, 2012). It is noted that higher level of teacher language

proficiency results in a better quality of teaching (Richards, 2017). In writing, teachers have to check their proficiency in writing to make writing classes as meaningful as possible.

Quality teaching in writing is partly attributed to teachers' dependable efficacy, and this seems to relate with the teachers' writing proficiency because it seemingly provides effective learning of writing skill. Adherence to this, some researchers stressed that English language teachers require an advanced level of language (writing) proficiency to succeed in teaching (e.g., Canh & Renandya, 2017; Faez & Karas, 2017). Thus, the connection of self-efficacy as writer and writing performance can be the area of research interest as far as quality teaching is concerned.

There are studies (Gilbert & Graham, 2010; De Smedt, van Keer, & Merchie, 2016) in relation to teachers and teacher candidates' writing self-efficacy. The researchers understood that most of these studies brought international significance in surrogating great insight to the scientific community, especially in the area of language teaching in native and foreign language contexts. However, they did not address mainly EFL contexts to explain the nature of writing teachers' self-efficacy and its impact in EFL students' ability of writing.

3. Methods and Materials

3.1. The Research Design

Depending on the research problem of this study, the researchers employed a cross-sectional (descriptive) and correlational research designs. The descriptive research design was used because it helps the researcher to investigate more than one variable (Creswel, 2012). In corporation with the descriptive research design, the study also used correlational design because it explores and examines relationships between and among variables. At this juncture, the variables in the study were teachers' self-efficacy in methodology of teaching writing, their self-efficacy as writers and writing performance. Emphasis was also given to check the relationship between the teachers' reported self-efficacy as writers and their performance.

3.2. The Research Setting

The researchers' main study area was located in Hawassa City Administration. Currently, Hawassa is serving as the administrative city for Sidama Region and the Southern Nations, Nationalities, and People Region in Ethiopia. In the city, there were seven secondary schools which accommodate students of Grade Eleven and Grade Twelve, and English teachers teaching the respective grades. The schools' names were Tabor Secondary School, Alamura Secondary school, Tula Secondary School, Adare Millennium Secondary School, Addis Ketema Secondary School, Misrak Chora Secondary School, and Tesso Secondary School. For the study, all of the aforementioned schools were taken using comprehensive sampling technique to get sufficient number of Grade Elven English teachers who can respond to the questionnaire and writing test. The reason for choosing comprehensive sampling was that this sampling technic helps researchers to examine every case or instance of a given population that has specific characteristics (Booth, 2016).

3.3. Subjects and Sampling Techniques

The subjects of this study were Grade Eleven English language teachers. There were 104 Grade Eleven English language teachers in the selected schools. All of them were taken as respondents from the aforementioned schools to fill in the questionnaire and to write on the test using comprehensive sampling technique. This is because the larger the number of respondents to the questionnaire and the test, the better the validity and reliability of the findings would be maintained (Cohen, Manion & Morrison, 2007).

3.4.Data Collection Instruments

Questionnaire: The questionnaire for this study comprised of two sub-sections. The first part constitutes a scale on Grade Eleven teachers' self-efficacy in methodology of teaching writing. To this effect, a modified form of Graham *et al.*'s (2001) Teachers' Self-efficacy in Teaching Methodology Scale (TETMS) was used to measure the teachers' self-efficacy in applying the appropriate teaching methodologies in teaching writing. To this end, the researchers employed a five point Likert scale (strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) to measure the level of English teachers' agreement to their self-efficacy. The second section, which entails the English Teachers' Self-efficacy as Writers (TEW), was taken to examine efficacy in their writing. Thus, the purpose of TESW in the questionnaire was to gather information about the English teachers' self-efficacy of own writing abilities. To measure the English teachers' personal self-efficacy of their writing ability, the researchers also used a five point Likert scale (strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1).

Cronbach's alphas were also computed for the TETM ($\alpha = .946$), and for TEW ($\alpha = .913$) to obtain estimates of internal reliability of the questionnaire items for each subscale. A panel of five experts reviewed the suitability and clarity of the items of the questionnaire to establish face validity, construct validity, and content validity. The experts consisted of three well experienced English language instructors at Hawassa University and two supervisors (main supervisors and co-supervisors) who were associate professors of TEFL. The specific areas of revision include: the strength of the items in the instruments, overlaps among the items, repetitions of ideas or words, unnecessary items, missed ideas to be added and unclear constructed items that can blur meaning.

Test: In one hour's time, the respondents were also made to write an argumentative essay of five paragraphs entitled "Social Media is Dangerous for peace, stability and overall development in Ethiopia". The purpose of this test was to practically evaluate the idea generation, idea organization, language use, and other writing skills importantly expected from secondary school English language teachers. Over and above, the data collected from these essays helped the researchers correlate the teachers as writer self-efficacy and their writing performance. This helped the researchers to get more detailed information about the secondary school English language teachers who teach writing.

3.5.Data Collection and Analysis

By collecting letter of cooperation from Hawassa University and observing ethical formalities, the researchers got the opportunity to collect the data by genuine cooperation from the schools' principals and English language teachers. Accordingly, we first distributed the questionnaires and let the respondents read the instructions carefully and respond to each item. We told them to complete the questionnaires in fifty minutes. In the meantime, we moved around and gave support where and when necessary. While collecting the questionnaires, we arranged another day to administer writing test. Having consent with the respondents, we administered the test in class after two days in the selected schools and collected the test data accordingly.

The researchers began the questionnaire data analysis by organizing them into tables that directly correspond with the individual scale of the questionnaire data. Finally, being assured of the arrangement and organization of the data, we analysed them using SPSS software package (IBM version 24). In the analysis, we considered percentages for data presentation and discussions. Tables were also used to display the output of the quantitative result of the scales. Then the outputs from the questionnaire data were described following quantitative approach.

To check the correlation between the respondents' self-efficacy as writer and their performance, Pearson's coefficient of correlation was computed using IBM 24. The assumption is that the Pearson correlation coefficient measures the linear association between two variables at ratio or interval level, normally distributed, and paired values with no outliers (Seeram, 2019). Additionally, Bryman and Cramer (2005) recommended when variables are at continuous level, Pearson's correlation is appropriate. As Cohn and Manion (2007) explained, Pearson's (r) coefficient of correlation is a statistical value ranging from -1.0 to +1.0 and expresses relationship between variables in quantitative form.

In analysing the results from the test, the principal researcher of this study first rated each of the respondents' paper out of 100%. For second round rating, we gave the respondents' essay to another English teacher with confidential codes. Finally, the average scores were taken and then the performance of each respondent in terms of each components of writing was computed and analysed. The criteria for evaluating the essay were "content=40%, idea organization=30%, language use=20%, and layout=10%" (Raimes 2002, p. 153). Then, the total score of the respondents was recorded in IBM 24 and computed to check the relationship between their self-efficacy as personal writers using Pearson correlation model.

4. Results and Discussions

4.1. Results

This section deals with the summary of findings from teachers' methodological self-efficacy, their efficacy as writers, and their corresponding writing performance. Accordingly, the tables below and the subsequent findings were presented as follows.

Table 4. 1: Teachers' Methodological Self-efficacy in Teaching Writing

No	Item	Responses											
		SA		A		U		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	I have the confidence that I am capable of employing a methodology that brings about significant improvement on my students' writing.	24	23.3	38	36.7	24	23.3	14	13.3	4	3.3	104	100
2	If students have a problem in applying the input I gave them in the previous period, I have the competence to shift to another better method and make them write better.	21	20	61	60	14	13.3	8	6.7	0	0	104	100
3	If students show me observable (significant) improvement on their writing, I have the belief that I am efficient in helping them understand what they do at each stage of writing.	21	20	49	46.7	17	16.7	17	16.7	0	0	104	100
4	I have the confidence to increase the background knowledge of the students on writing by contextualizing and applying different writing theories to boost up their writing skills.	24	23.3	61	60	10	10	8	6.7	0	0	104	100
5	I have the confidence to evaluate the strengths and weaknesses of different methods of teaching writing and I apply them by bridging their gaps.	36	33.3	41	40	17	16.7	10	10	0	0	104	100
6	I have the competence to organize my students into pairs or groups so as to help them learn writing through different strategies.	36	33.3	61	60	8	6.7	0	0	0	0	104	100

Keys³: SA=strongly agree; A=agree; U=undecided; D=disagree; SD=strongly disagree; F= frequency

³ Before analysing the data in the table, we merged the "Strongly Agree" and "Agree" as one category, and "Strongly Disagree and Disagree" into other single category for the simplicity of analysis.

From the information in the table above, the respondents' beliefs on the English language teachers' confidence and capability of employing a methodology that brings about significant improvement on their students' writing portrayed 60% agreed and 16.6% disagreed. Their confidence to shift their method of teaching to another better method and make their students write better if they had a problem in understanding and applying the input they gave them in the previous period was 80% agreed and only 6.7% disagreed. In addition, their students' significant improvement on their writing was because they were efficient in helping them understand what they do at each stage of writing (67.7% agreed and 16.7% disagreed). The respondents' confidence to increase the background knowledge of their students on writing by contextualizing and applying different writing theories to boost up their students' writing skills was 83.3% agreed. Moreover, except for 10% disagreed, 73.3% of the respondents agreed that they have the efficacy to evaluate the strengths and weaknesses of different methods of teaching writing and apply them by bridging the students' gaps. Finally, 93.3% of them agreed that they were confident to get their students write individually, in pairs and groups so as to help them learn writing through different strategies.

Table 4. 2A: English Language Teachers' Self-efficacy as Writers

No	Item	Responses											
		SA		A		U		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
7	I have the belief that the more I frequently write at my free time, the better my self-efficacy improves.	24	23.3	61	60	10	10	8	6.7	0	0	104	100
8	I can express myself spontaneously in good writing to any situations that require me to do so.	17	16.7	45	43.3	24	23.3	17	16.7	0	0	104	100
9	I am confident in writing for a variety of audiences.	14	13.3	45	43.3	31	30	14	13.3	0	0	104	100
10	It is not difficult for me to generate ideas and express myself in writing.	24	23.3	36	33.3	28	26.7	10	10	0	0	104	100
11	In explaining different ideas in writing, I have no shortage of words.	17	16.7	45	43.3	24	23.3	17	16.7	0	0	104	100
12	I have no difficulties in determining the right words for the right place.	17	16.7	52	50	17	16.7	17	16.7	0	0	104	100
13	I can easily write the first draft of my text based on the ideas that I have already generated	20	20	52	50	20	20	8	6.7	4	3.3	104	100
14	It is not challenging for me to revise the value of the content of my written text.	17	16.7	41	40	28	26.7	17	16.7	0	0	104	100

*Keys*⁴: SA=strongly agree; A=agree; U=undecided; D=disagree; SD=strongly disagree, F=frequency

⁴ Because of space limit, we separated the same table into two sections.

Table 4.2A portrays the English language teachers' self-efficacy as writers. Accordingly, the respondents (83.3% agreed and 6.7% disagreed) had the belief that the more they frequently write at their free time, the better their self-efficacy improves. Again, 60% of them agreed while 16.7% disagreed to the belief that they can spontaneously express themselves in good writing at any situation.

Concerning their efficacy to write for variety of audiences, 60% of the respondents agreed where as 13.3% disagreed. In terms of efficiency in generating ideas and expressing them in their writing, 56.6% agreed while 10% disagreed. In addition, in response to their ability to use the required number of words without difficulty to explain their ideas, 60% agreed and 16.7% disagreed. Moreover, 66.7% of the respondents agreed they had the efficacy to put the right words in the right place easily whereas 16.7% disagreed to this idea. With regard to their efficacy in drafting their self-generated idea without difficulty, majority (70%) of the respondents agreed with the exception of 10% disagreed.

On the other hand, for the item (14) related to their efficiency in revising the value of the writing content, 56.7% of the respondents agreed whereas and 33.7% disagreed.

Table 4.2B: English Language Teachers' Self-efficacy as Writers

No	Item	Responses											
		SA		A		U		D		SD		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
15	Revising the idea organization of the text that I have produced is not a herculean task.	31	30	52	50	21	20	0	0	0	0	104	100
16	I have no difficulty to revise the unity and completeness (adequateness) of the text I have developed.	21	20	61	60	20	20	0	0	0	0	104	100
17	I can easily self-edit the grammar on my writing.	31	30	52	50	14	13.3	8	6.7	0	0	104	100
18	I have no difficulty to self-edit the mechanics (punctuation, capitalization, spelling, etc.) on my writing.	31	30	59	56.7	10	10	4	3.3	0	0	104	100
19	It is not a difficult task for me to consider the editing I have done on the first draft of my writing and write the final draft.	14	13.3	61	60	8	6.7	14	13.3	8	6.7	104	100
20	I feel confident to show my writing to colleagues for comments and suggestions.	36	33.3	59	56.7	8	6.7	4	3.3	0	0	104	100
21	I am confident in writing in multiple genres of paragraphs or essays (e.g., persuasive, expository, narrative, descriptive).	14	13.3	55	53.3	28	26.7	8	6.7	0	0	104	100

Keys: SA=strongly agree; A=agree; U=undecided; D=disagree; SD=strongly disagree, F=frequency

Table 4. 2B also shows the teacher-writer efficacy. The findings portrayed that the vast majority (80%) of the respondents were efficient to revise idea organization, keep the unity, and coherence of ideas. They could also provide adequate information block to their audiences without difficulty. With regard to grammar and mechanics, the respondents had the belief that they were capable of editing grammar in their writing without difficulty (80% agreed). Similarly, the vast majority (86.7% agreed) of them had the efficacy of editing the mechanical aspects of writing. Moreover, 73.3% of the respondents agreed and 20% disagreed on their efficacy to incorporate their first draft editing into the final draft with little difficulty. In the other

corner, the respondents had the belief that they were efficacious to show their writing to their colleagues for comments and suggestion (90% agreed). Concerning their efficiency in writing multiple genres of paragraphs or essays, 66.6% of the respondents agreed and 6.7% of them disagreed.

Table 4.3: The Relationship between Teachers' as Writers and Their Actual Performance

		Correlations	
		TEW	TWP
TEW	Pearson Correlation	1	-.100
	Sig. (2-tailed)		.625
	N	104	104
TWP	Pearson Correlation	-.100	1
	Sig. (2-tailed)	.625	
	N	104	104

Keys: TEW-Teachers' self-efficacy as writers; TWP-Teachers' Writing Performance. N-number of respondents

Table 4 depicts the degree of association and significant level between the respondents' self-efficacy as writers (self-reported) and their writing performance through essay writing. To this effect, the Pearson correlation coefficient ($r=-0.100$) depicted the absence of significant relationship between the reported self-efficacy as writers and their performance. In turn, the result showed that there was no significant relationship between teachers' writing confidence and their corresponding competence in writing with the p-value of 0.625. This implies that although the grade eleven English language teachers believed they were of self-efficient in reporting about their writing, their actual writing performance did not confirm this reality.

4.2. Discussions

It has been found that teachers' self-belief of their role and confidence as writing teachers who take heed of methodology and as writers directly influence their ability to teach writing (Troia, Lin, Cohen & Monroe, 2011; Bifuh-Ambe, 2013; Curtis, 2017; Lewis & Sanchez, 2017).

Methodological efficacy: Methodology is among the prominent factors that teachers hold about, and the efficacy in teaching methodology in writing brings sound achievement in the teaching arena. Hence, the findings related to teachers' methodological self-efficacy of this study disclosed that the English language teachers were dependable. From the information in the Table 4.1, the respondents believed that efficacy of selecting and employing a methodology brings about significant improvement on their students' writing (60% agreed). Accordingly, the respondents had the ability to shift better method of teaching to mitigate the students' problem of understanding (80% agreed). On top of that, they were efficient in helping their students to understand what they do at each stage of writing (66.7% agreed). They surmounted to contextualize and apply different writing theories to boost up background knowledge of their students on writing (83.3 % agreed). Moreover, they had dependable efficacy to evaluate the strengths and weaknesses of different methods of teaching writing to bridge the students' gaps (73.3% agreed). Lastly, they were akin (93.3% agreed) to apply student-centred approach to help them learn writing through different strategies. Hence, the above descriptions are marks to measure the teachers' proper self-efficacy with regard to teaching methodology.

Thereof in reflection about the necessity of teachers' confidence in general and methodological self-efficacy in particular, Bifuh- Ambe (2013) contended that teachers need to feel competent writing teachers because of the necessary knowledge of language teaching methodology to effectively teach writing and modelling that will help students develop into proficient writers. Adherence to this, Pajares (2003) noted that teachers who do not feel efficacious in teaching writing lack the ability to model good writing. Therefore, efficacy is the necessary condition in the development of the students' writing. Meaning teaching writing incorporates the teacher's effort to understand its nature and methodology to support his/her students

learn. The peculiar nature of writing mainly requires the teachers' selection of a method or strategy to a specific context of writing lesson that enables their students to be proficient writers. Being informed of their students' success, the teachers feel confident about the methodological knowledge they hold.

Self-efficacy as writers: Research shows that teachers' self-efficacy of their own abilities in writing is an important factor in writing instruction, and lack of proficiency in writing diminishes the desire to include writing instruction in classroom practices (Bifuh-Ambe, 2013; Russell, 2013). Bandura's (1997) concept of self-efficacy characterized the importance of how one perceived their own abilities to accomplish a task. This concept could be applied to how teachers perceive their own abilities as writing teachers or their ability to teach writing effectively based on their own writing ability.

For example, the findings (see Table 4.2A) related to the respondents' ability to express themselves spontaneously in good writing to any situations (60% agreed) showed that the respondents were confident to express themselves spontaneously in any situations. This finding concurs with the study by Athans (2018) which emphasizes that to be an effective writing teacher, teachers need to write. Alongside, writing by its nature demands the teachers' frequent practice to be confident teacher and writer. This is to mean that whenever the teachers are able to write in more spontaneous fashion, they boost their confidence to teach writing from the inside out. In the report from Athans (2018), all of the teachers in the study were writers, had a love of writing, and engaged in the practice of writing either in spontaneous or occasional situations for themselves and for their students. They were continually improving their self-efficacy as teachers of writing through their practice of being writers. This teachers' writing practice fosters modelling for the students in that the students can acquire texts which have good quality pertaining to the context of the writing sessions because teachers are motivators to engage their students in writing activities (Kalipa, 2014). And this continual practice of their writing connects to their self-efficacy and the students' progress. Hence, the English teachers who have the confidence of writing in spontaneity will support their students learn best and help them boost their confidence in writing.

The findings (see Table 4.2B) disclosing the respondents' confidence in showing their writing to colleagues for comments and suggestions (90% of them agreed) indicated that English language teachers have promising self-judgement about their writing. Such teachers' confidence plays significant role for their teaching because if they hold this efficacy, they will help their students to think positively what they write. Once the teachers develop the habit of showing the writing work, their students can get the opportunity to access model texts and could see their teachers' texts in the actual writing classes. To such end, the teachers' strong self-efficacy to show their writing to colleagues for comments and suggestions is a good opportunity for their students; this is because teachers' personal experience of receiving feedback will help them apply to their students in the writing classes. In accordance of this, the study by Cuevas (2016) disclosed that English teachers should be model to their students by considering themselves as writers of different kinds of texts that suit to different audiences. Thus, the positive self-concept the English language teachers hold about writing for variety of audiences is instrumental to develop students' interest and motivation and to create the students who hold strong self-efficacy of addressing audiences in their writing. From the Cuevas' (2016) findings, all of the teachers participated in the study expressed confidence in their own skills and abilities to write, to teach writing, and to grow and improve their craft. These findings corroborate with the current research findings that if the English language teachers perceive themselves capable of writing to various audiences, they could possibly help their students to write accordingly. Moreover, the confidence showed by the English language teachers to receive comments from their colleague is an interesting action that springs to their students during writing classes.

The above discussions demonstrated Bandura's (1997) self-efficacy theory because teachers engaged in the task of writing for variety of audiences, receive comments from colleague, and feel confident in themselves as writers showing that people having positive experiences contribute to their self-efficacy in that area. Adhering this, Taimalu and Oim (2005) pinpointed that confidence that educators possess in their abilities relate directly to student achievement. Their own experience and confidence in writing contributed to their ability to be able to model writing for their students as well as to give feedback to their students as a writer. Cuevas (2016) found out that teachers who are more comfortable in writing in front of students are more confident in their own abilities and they likely engage in the practice of modelling for students. Their

growing confidence as writers creates a confidence in themselves as teachers of writing, which will help create students who are confident about themselves as writers.

However, the current findings are not fully supported as stated above. There are some contradictory outlooks to such studies. For example, the study conducted by Shemwell (2020) found out a bit opposing findings that the majority of writing teachers (68.1%) noted that they did not enjoy writing in their spare time, and the majority of the teachers in the interview perceived little enjoyment in personal writing. Consequently, these lacks of confidence potentially prevented the implementation of content area teachers' classroom writing instruction to the desired level.

The findings (see Table 4.2A) comprising English language teachers' self-efficacy in generating and expressing ideas (56.6% agreed) and using words in explaining different ideas (60% agreed) implied that the English language teachers had more or less reliable perceived self-efficiency. Similarly, they possessed the efficacy to put the right words in the right place (67.7 % agreed) and able to draft the generated ideas (70% agreed) into effective piece of writing.

In writing, the ability of generating ideas is among the essential qualities of a writer. Hence, the English language teachers ought to possess such quality. Accordingly, Higgins, Miller, and Wegmann (2006) noted the complementarity of ideas as the heart of the message. Strong ideas make up the content of writing. Good writers must, therefore, know how to come up with original ideas, and develop them well to account for a clear and focused piece of writing. Good writers use details to create vivid images and senses in the readers' minds. A study by Bifuh-Ambe (2020) depicted that 88.05% of teachers identified "ideas" as a component of good writing. According to Bruning, Dempsey, Kauffman, McKim and Zumbrunn (2013), idea generation is portrayed as an on-going process in working memory influencing all other parts of writing. This strengthens the current findings that if the English language teachers find them efficient in generating and expressing their ideas in written form, they would benefit their students in teaching.

In terms of the use of words in explaining ideas, the English language teachers' knowledge of words to develop idea is highly recommended in writing. In this regard, it is worth noting that effective writing would not be practical without the knowledge of words. As Kiliç (2019) remarked, contemporary accounts of word knowledge (i.e. multidimensional vocabulary knowledge construct) accounted to three components of lexical knowledge: form, meaning, and use. These components were defined by Nation (2013). Accordingly, 'form' involves knowledge of the spoken and written forms of a word in addition to the ability to recognize its parts. 'Meaning' is interpreted as understanding the form-meaning relationship, concept and referents that a word signifies, and its association with other words. Finally, 'use' refers to knowing the grammatical functions of the word, the collocations of the word, and the constraints on the use of the word. Therefore, the English teachers' positive self-efficacy in using words to explain their ideas fosters progress of their students because the teachers could work a lot to enrich their students' word knowledge for their writing.

The findings (see Table 4. 2B) on teachers' self-efficacy in self- revising of content and organization and coherence revealed that except for some reservations and disagreements, the respondents had confidence in performing such practices with minimum struggle. In more detailed connection of the teachers' confidence in revising, it demands the writer (teacher) looking again and discovering a new vision of the writing produced in drafting. Reviewing may involve additions and deletions, changes in word use, sentence structure, and organization. It is as stated by Grenville (2001, p. 153): "[as you revise], you will be looking for changes that will help readers understand the information better or be more convinced by your argument. Once you have found the places that need fixing, you have to decide whether to cut, add or move." According to Johnson (2008), reviewing is the heart of the writing, and it could be more productive of advanced final products.

In revising contents, the English language teachers should invest their at most effort to check the missing of key information and omit information that readers do not need. They should also add examples to help readers understand because examples are one of the most powerful ways to connect with audiences (Wyrick, 2008). Therefore, the teachers' self-efficacy in practicing the revision of contents is vital in writing classes because the teachers tend to implement what they feel confident to teach.

In the other dimension, the English language teachers are expected to consider the necessity of idea organization and coherence in their writing. Spandel (2004) remarked that the internal structure of a text should inform and enhance the central idea, and should be well-organized entailing to strong opening that grabs the audience's attention with logical progression and transition of ideas. In Bifuh-Ambe's (2020) findings, over 95% of participants (teachers) felt that they had the kind of control over elements of their writing that would produce a well-organized piece. This corresponds to the findings of the current study.

In this regard, Wyrick (2008) posited that standard formats that the teachers can follow for text organization and coherence include an introduction, body, and conclusion. The teachers may use any of a wide variety of organizing principles, such as chronological, spatial, compare/contrast. Thus, the organizing principle followed in the texts should be made clear to the audience. The teachers should also make sure the insertion of conclusion, and the conclusion they have written should mirror the introduction and not introduce new material. On top of that, they need to check whether their texts have strong introduction that makes clear the topic, purpose, audience, and contents of the text. Moreover, they can strengthen transitions to maintain coherence. To do so, they ought to make connections between the main sections of their text, between paragraphs and sentences to make the text much clearer by adding transition words and by echoing keywords more accurately. Hence, the English language teachers' self-efficacy in the ability to revise organization and coherence greatly benefits their students' writing progress because they have this experience to implement it in class for teaching their students.

Respondents' self-judgment of their ability to self-edit the grammar on their writing and the mechanics of their writing without difficulty was more on positive. Editing requires the teachers' self-sufficiency in careful checking of the text to ensure that there are no errors of spelling, punctuation, word choice, and word order. It is the stage during which the writer corrects mechanical errors and realizes substantial changes in his/her writing. In more serious articulation, Johnson (2008, p.167) put:

Basically 'editing' means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to read way. It also means bringing your piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing.

Adherence to this, grammatical and mechanical convention is understood as vital components of writers. Bruining *et al.* (2013), Schleppegrell (2007), and Myhill (2008) noted although grammatical and mechanical convention seems to connote low-level writing processes, writing draws on a complex array of linguistically based knowledge for beginning and advanced writers alike. Therefore, the English language teachers' cumulative experiences with editing grammatical and mechanical conventions in writing could be reflected in self-efficacy judgments. The English language teachers' self-efficacy in overall competency of this convention is worth in writing class. Therefore, if they possess the confidence in editing their composition, they surely support their students in more practical way.

Teacher-writers' self-efficacy and performance: The result (see Table 3) indicating the absence of significant association between English language teachers' self-efficacy as writers and their writing performance was different from the other findings cited in the current study. The absence of significant association is likely attributed to lack of rigorous writing practice in and outside of classrooms. However, as Athans (2018) emphasizes, to be an effective writing teacher, teachers need to write and they have to be embraced with the necessary writing performance or competence to be efficacious. Confident English language teachers need writing proficiency and are expected to continually improve their self-efficacy in teaching writing skills.

5. Conclusions and Recommendations

5.1. Conclusions

This descriptive and correlational design of the study revealed the secondary school English language teachers' self-efficacy in methodology of teaching writing, their efficacy as writers, and their writing performance. Accordingly, the self-reported efficacy of the findings disclosed that the Grade Eleven English language teachers had commendable self-efficacy in methodology by applying different strategies and steps in teaching writing. The findings also revealed that the teachers were efficacious as writers. However, the findings related to the correlation between their self-efficacy as writers and their writing performance did not show significant association. Thus, the researchers concluded that English language teachers might label themselves as efficient in methodology of teaching writing and efficient as writers. Nevertheless, self-report efficacy may not be a guarantee unless some sort of writing proficiency is checked.

5.2. Recommendations

Dependable methodological self-efficacy and teacher-writer self-efficacy are supposed to be vital for English language teachers to effectively teach students so that they can develop writing skills. Therefore, English language teachers should strive to bridge the gap by linking the dependable efficacy in methodology of teaching writing with the actual classroom situation. To actualize it, they need to evaluate whether they are implementing what they report. They ought to labour to connect their knowledge of teaching methodology into measurable practices. As of teacher-writer perspective, they should make genuine discourse and give due attention to realistic implementation. Moreover, to make meaningful dependability of efficacy as writers, English language teachers ought to evaluate themselves by writing effective compositions. This is because the findings disclosing the relationship between the self-report teacher-writer efficacy and the actual writing performance do not show significant relationship. This needs them rigorous writing practice that calls for special effort and perseverance.

The schools along with the Ministry of Education should strictly work together to first check the problem with the English language teachers. To address it, they need to give due attention to the teachers if they are in the right track to support their students. School directors, zonal and regional education sectors should jointly deal with issues connected to English language teachers who face challenges in teaching writing. When they concern duly, they could help the teachers to materialize their dependable self-efficacy and achieve the desired goal, which is building the students' writing ability. However, the current study is limited to the findings from quantitative data. To accentuate the gap of the current study, other researchers could use additional qualitative research tools such as interview and observation to acquire in-depth insight for the insignificant association of the predictor and the outcome variables.

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Authors' contributions:

¹ Yirgalem Bekele: Collected, analysed and interpreted the data, and produced the manuscript

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Competing of Interest

The authors declare that there is no conflict of interest.

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