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An Exploration into the Perception of Humbo Tebela Secondary and Preparatory School EFL Teachers in Teaching Writing through Content-Based Instruction

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Abstract:

The main purpose of this study was an exploration into the perception of Humbo Tebela Secondary and Preparatory School EFL teachers in teaching writing through Content-Based Instruction. Descriptive survey research design was employed for the current study. The researcher selected all the fourteen EFL teachers without sampling because of their limited number. On the other hand, 360 students selected by using Slovan's sample size determination formula. The data gathering instruments used for study were: interview, questionnaire and classroom observation. The interview data were taped and transcribed into textual form. The classroom observation data were noted to analyze data. The close-ended questions of the questionnaire were treated in number and percentage using SPSS. Qualitative analysis was carried out to analyze the data gathered via open-ended items of the questionnaire. Finally, the results of statistical analysis were described verbatim. From the analysis of data, different findings were obtained. The study divulged that EFL teachers of school perceived positively in teaching writing via CBI but majority of EFL teachers do not use CBI when teaching writing. Therefore, positive perception is not only mandatory for its implementation and EFL teachers of the school properly implement writing skills using CBI so it needs continuous awareness creation activity is paramount.

Keywords: Perception, Writing Skills and Content-Based Instruction.

1. Introduction

Content-based instruction is becoming increasingly popular in general education as well as in second and foreign language teaching. It has a number of characteristics that make it particularly effective in language instruction. According to Stoller (1997), one of its most important benefits is that it lends itself to the natural teaching of the four language skills. For example, within content-based instruction students are required to read authentic reading materials, to interpret and evaluate the information contained in them, to cooperate, so that they can respond either orally or in writing. Such an approach also takes it for granted that writing follows from listening and reading and thus “requires students to synthesize facts and ideas from multiple sources as preparation for writing” (Stoller, 1997: 29). The findings of empirical research show that students find it easier to learn materials which are thematically organized (Singer, 1990), and that meaningful information, a principal feature of content-based instruction, can lead to deeper processing (Anderson, 1990). In addition, content-based classes usually stimulate students’ interest and engagement, leading to enhanced motivation.

Content-based instruction helps EFL learners in several ways. It supports contextualized learning; learners are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Hence, students make greater connections with the language and that is why they already know about it. In CBI, information is reiterated by strategically delivering information at right time and situation compelling the students to learn out of passion. Regarding this Complex information is delivered through real life context for the students to grasp well and leads to intrinsic motivation.

According to Brinton *et al.*, (1989) CBI is an effective method of combining language and content learning. It increases Learner motivation when students are learning about something, rather than just studying language Greater flexibility and adaptability in the curriculum can be deployed as per the student's interest (:107). Supporting these Short (1993) points out students can also develop a much wider knowledge of the world through CBI that can feed back into improving and supporting their general educational needs and students can use the language to fulfil a real purpose, which can make students both more independent and confident. Hence CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop



valuable study skills such as note taking, summarizing and extracting key information from texts (Duenas, 2004). Therefore, bearing the above importance in the mind and the researchers were initiated to conduct current study on exploring perception of Humbo Tebela Secondary and Preparatory School EFL teachers in teaching writing through Content-Based Instruction.

2. Statement of the Problem

Based on the nature of perception, Hardy and Heyes (1979) explain that the perception system filters some information that will be brought to conscious awareness, organizes and interprets this information to build up the model of the world that is experienced. Perception refers to the sorting out, interpretation, analysis and integration of stimuli involving our sense organs and brain, and our behavior is essentially a reflection of how we react to and interpret stimuli from the world around us (Richardson 1996; Smith 2001). This implies that our perception shapes our belief system and determines our practice.

Keeping students motivated and interested are two important factors underlying content-based instruction. Motivation and interest are crucial in supporting student success with challenging, informative activities that support success and which help the student learn complex skills (Grabe and Stoller, 1997). When students are motivated and interested in the material they are learning, they make greater connections between topics, elaborations with learning material and can recall information better (Anderson, 1990).

In short, when a student is intrinsically motivated the student achieves more. This in turn leads to a perception of success, of gaining positive attributes, which will continue a circular learning pattern of success and interest. (Singer, 1990), states that, "situational interest, triggered by environmental factors, may evoke or contribute to the development of long-lasting individual interests" (p. 18). Because CBI is student centered, one of its goals is to keep students interested and motivation high by generating stimulating content instruction and materials.

Furthermore, Alamrew (2005) points out that writing at high school level in Ethiopia is either not covered at all or not taught effectively and perceived not as important as listening, speaking, reading, grammar and vocabulary. Teachers at high school level may not teach writing

or may give little attention, and their perception about writing and how it could be taught in actual classroom may not be as expected from them.

3. Research Design and Methodology

3.1 Research Design

Descriptive survey research design is preferable to know the opinion, views, attitudes, or beliefs of people on a certain issue rather than knowing about the existence or occurrence of the issue itself (Belay and Abdinasir, 2015). It is non-experimental because it deals with the relationships among non-manipulated variables (Zoltan, 2007). It is more appropriate to assess teachers' perception of teaching writing through content-based instruction. Therefore, descriptive survey research design is employed for this study.

3.2. Setting and Participants of the Study

This study was conducted at Humbo Tebela Secondary and Preparatory School. Humbo Tebela Secondary and Preparatory School was inaugurated in 1987 E.C. The school was started with 235 male and 155 female students, 14 male and 4 female teachers, 1 school principal and 1 academic vice principal. Currently, it has 2,554 male and 2,229 female; totally 4,783 students and 91 male, 32 female; totally 123 teachers, one principal, 3 academic and administrative vice-principals and 18 administrative workers. The school is located in South, Nations, Nationalities, and Peoples Regional State in Wolaita Zone particularly in Humbo Woreda at Tebela Town. The reason behind selection of this school was its proximity, which helped the researcher to manage time, resources and money effectively.

3.3. Sampling Techniques

Among fourteen EFL teachers, the researcher used all the fourteen EFL teachers without any sampling technique because of their limited number. On the other hand, among 4,783 students, 360 students were selected through simple random sampling technique by using $n = \frac{N}{1+N(e)^2}$ formula of sampling size. The reason behind choosing this sampling technique is that it is a fair way to select sample without any bias.



3.4. Data Collection Instruments

This research was conducted to understand the perception, practice and challenges of teaching writing through content-based instruction. To collect valuable and relevant data, three instruments of data collection namely interview, questionnaire and classroom observation were used. Before gathering data for the main study, the instruments were pilot tested in order to ensure validity and reliability.

3.5. Pilot Study

Pilot test is important to check validity and reliability of data collection instruments. Hence, the researcher checked those data collection instruments in non-selected school specifically, Hobicha Badda Secondary and Preparatory School. The data collected during the pilot study were analyzed to see the clarity of the questions and effectiveness of the instruments to collect the desired data. Accordingly, some questions were reported to be unclear and two teachers said they did not understand five of the questions presented to them. Based on the result of pilot data analysis, the instruments were improved, modified and finally used for the main study. To check the reliability, test the researcher employed the alpha Cronbach principle and its value was 0.87.

3.6. Methods of Data Analysis

The data gathered through questionnaire, classroom observation and interview were analyzed using both quantitative and qualitative methods of data analysis.

3.6.1 Analysis of Interview Data

The interviews data were transcribed and transformed into textual data. Analysis was done primarily with thematic expression of using the qualitative approach.

3.6.2 Analysis of the Questionnaire

First, the questionnaire was checked whether or not it was complete. Then, it was grouped into three main parts according to the research questions. After that, the close-ended questions of

the questionnaire treated in number and percentage using SPSS version 20. Qualitative analysis carried out to analyze the data gathered via open-ended items of the questionnaire.

3.6.3 Analysis of Classroom Observation

Four English language teachers were observed two times while teaching writing through content-based instruction and the observation data were analyzed by using thematic expressions focus on pre-set observation checklist.

4. Analysis, Interpretation and Discussion of Results

4.1 English Language Teachers' Perception on Teaching Writing through Content-based Instruction

4.1.1. Teachers' Interview Responses on the Teaching Writing via CBI

It is palpable that one's perception and attitude on a certain field can affect his/her own practice of certain activity. In connection to this, teachers have either positive or negative perception on teaching writing through content-based instruction. With this regard, an attempt has been made in this study to explore how teachers perceive teaching writing through content-based instruction. Eight selected teachers were interviewed with 14 items (see Appendix-A for items of interview questions).

One of the interviewed teachers (Teacher A) believed that the traditional or grammar translation method is better to teach writing skill. Besides, Teacher B rationalized that most of the time assessment also centres on grammar translation and other skills get less attention in his experience. On the other hand, Teacher C believed that the modern communicative approach is better to teach writing in order to make his students competent not in writing skill but also in the entire major and sub-skills of English language.

Each of the interviewed teachers was asked to reflect why it is suitable. Teacher D and Teacher E responded almost similar responses by saying, "under communicative language teaching approach, the content-based instruction is a strong tool to update students' writing skill; even it improves their teaching method in EFL writing classroom." Whereas Teacher F reflected



his reason saying, “communicative language teaching approach is more suitable approach when teaching EFL when it is implemented effectively”. However, he forwarded that factors that affect effective implementation of communicative approach in his real classroom context are large class size, lack of textbook, shortage of time which means he was rushing to cover portion rather than focusing on modern method of teaching language. Again, teacher G emphasized that there is no best method of teaching writing and to make writing lesson effective through content-based instruction, it depends upon writing lesson itself, students’ ability level and the class size. Teacher H in his part also believed that communicative language teaching method is more suitable to teach writing through content-based instruction; however, most of the time he gives less attention to writing lesson because of his assumption that it is time consuming task.

The overall interview results of the teachers indicated that they believe that the communicative language teaching approach is a suitable method to teach writing specifically via content-based instruction. This is supported by previous findings. For example, Brinton *et al* (1989); Short (1993); Duenas (2004) who investigated that CBI is an effective method of integrating language and content. It increases learner motivation when students are learning about something, rather than just studying language in a greater flexibility and adaptability in the curriculum that can be deployed as per the students’ interest.

Teachers were asked to respond how they feel about the implementation of the content-based instruction in their writing classes. Teacher A and Teacher H said almost similar ideas that the implementation of CBI in their writing classes is very low and not that much effective. They felt that using CBI means using instruction with varieties of tasks and contextualizing the writing lessons in the given context, but the large class setting hampered them not to implement it effectively.

Again, Teacher B and Teacher E forwarded almost similar ideas in their part that teaching writing via CBI is the most challenging task in their own teaching experience. They were asked to answer why and in reply to this, they felt that teaching writing through content-based instruction is challenging because their methodology almost focus on grammar-based instruction. Other Teachers, D and F felt that teaching writing via CBI is time taking task to teach writing. Furthermore, Teacher C replied that teaching writing through content-based instruction is

problematic in his classroom context. His rationale behind this problem is that majority of his students fail to practice and writing in English. Last, teacher G felt that implementation of content-based instruction in his writing lessons is not that much effective because he is not yet practicing the teaching of writing via content-based instruction.

The result of teachers' interview indicated that implementation of content-based instruction in writing class is challenging and they felt that it is difficult to implement in their actual classroom context. This implies that there is a poor practice or implementation of content-based instruction in Humbo Tebela Secondary and Preparatory School.

Teachers responded in their belief that it is possible to teach writing through content-based instruction particularly in Humbo Tebela Secondary and Preparatory School. Teacher A and Teacher B forwarded almost similar ideas in their part that it is not possible to teach writing through content-based instruction in their school context. They said that teaching writing gets less attention and textbook by itself is not suitable easily to teach writing through content-based instruction.

On the other hand, Teacher C and Teacher D again put the same ideas that it is possible to teach writing by means of content-based instruction. Each teacher was asked to react how and they responded that they teach writing by contextualizing the lesson in providing varieties of tasks to motivate their students in writing classroom. Teacher E believed in his part that he can easily teach writing using content-based instruction and teaching writing without content-based instruction is meaningless. Another interviewed Teacher F believed that it is not possible to teach writing through content-based instruction. Teacher G and Teacher H forwarded almost similar ideas which implies that to make writing class ease it needs varieties of concern, such as material adaptation, teacher commitment and students' ability in writing skill unless it is impossible to teach writing content-based instruction.

Based on the above data, one can say that it is possible to teach writing via content-based instruction. However, it was not observed majority of teachers are teaching writing via CBI in their class context. Thus, their theory and practical engagement is below what they responded in their interview.



Teachers were also asked to respond whether they think teaching writing through content-based instruction promotes content knowledge of both teachers and students. Teacher A felt that teaching writing via CBI promotes content knowledge of both teachers and students if it is implemented effectively. Again, Teacher B, Teacher C and Teacher D again felt that teaching writing through content-based instruction fosters content knowledge for both teachers and students by saying so teaching writing in their contextual school has given less attention. Based on their response, it is possible to say that teaching writing through content-based instruction promotes content knowledge for both teachers and students if it is implemented effectively in their actual classroom situation. Thus, it seems that they perceive teaching writing via CBI promotes content knowledge, but there is a gap in practicing teaching writing through content-based instruction.

Teachers were interviewed to respond to which grade level that they think teaching writing through content-based instruction is more suitable and to rationalize your response. With regard, Teacher B and E believed that teaching writing through content-based instruction is more suitable in all grade (kindergarten up to university) level of education and it depends up on teachers' level of understanding to implement it in their classroom. Again, Teacher D thought that without using content instruction, teaching writing and other skill is meaningless and it is suitable in all grade level. Other Teacher C, A and F thought that teaching writing through content-based instruction is more suitable in tertiary level of education, while, Teacher G thought that teaching writing through content based instruction is more suitable in secondary and above grade level. The last teacher H thought that teaching writing is more suitable in elementary and above grade levels. Most teachers give less attention to teaching writing rather than teaching grammar and vocabulary lessons. This is because of their assessment focusing on grammar and even they do not give attention to all other skills.

Based on the above response, it is possible to say that teaching writing through content-based instruction is more suitable in tertiary level of education rather than other level of education. Most of the teachers conceived that teaching writing through content-based instruction is huge task which can be implemented in high or lower grade level. This indicates that majority of teachers did not give due attention to teaching writing skills. This finding disconfirms with other findings such as Brinton *et al.*, (1989) and Short (1993). They pointed out that teaching writing through

content-based instruction is suitable in whatever level of education which means it is suitable in all grade level.

Teachers were interviewed to respond in their belief content-based instruction add interest for both teachers and students in writing skill and reflect it in your own. Teacher A, Teacher B and Teacher C believed almost similar idea that content-based instruction adds interest for both teachers and students in writing skill. Other Teacher D and Teacher E said that content-based instruction can motivate both students and teachers in their writing skill if it is implemented effectively. Teacher F also said in his part content-based instruction adds not only interest of both teachers and students but also it improves content instruction in major and sub-skills of language. The result of teachers' interview indicated that content-based instruction adds interest for both teachers and students in their writing skill if it is implemented effectively.

One of the interviewed Teacher B responded that he believes content-based instruction improves students writing ability if it is implemented properly. Again, Teacher A, C and D rationalized almost similar ideas that content-based instruction improves students' writing ability. Teacher F believed that content-based instruction not only improves students' writing ability but also it helps to improve other language skills if it is implemented properly in the classroom.

On the other hand, Teacher G and Teacher H believed almost similar ideas that content-based instruction does not help to develop students' writing ability and it is new approach in their experience of teaching. And they argued that this approach is a new approach and it needs some capacitating activities to build the concept of content-based instruction before it is put into practice. Generally speaking, the interview result showed that content-based instruction helps students develop their writing ability if it implemented properly. This indicates that almost all teachers felt that content-based instruction helps students develop their writing ability if it implemented properly. Thus, one can deduce that content-based instruction helps students develop writing ability if it is implemented properly. This Finding agrees with the result of previous studies in the field by Short (1993) and Brinton *et al...* (1989) which report that content-based instruction help students develop their writing ability.

4.1.2. Teachers' Questionnaire Response on their Perception

Table 3: Teachers Responses on their Perception of Teaching Writing through Content-based Instruction

Items		SA	AG	UD	DA	SD A	Tot.	Mean
In my view, teaching writing through content-based instruction is a challenging task.	F	4	6	3	1	-	14	3.93
	%	28.6	42.9	21.4	7.1	-	100	
In my opinion, teaching writing is a demanding skill of all other skills.	F	4	8	-	1	1	14	3.93
	%	28.6	57.1	-	7.1	7.1	100	
In my understanding, writing is a linear activity that can be achieved first by understanding its components and then by grasping the entire subject matter knowledge.	F	3	8	2	1	-	14	3.93
	%	21.4	57.1	14.3	7.1	-	100	
I believe that content-based instruction is suitable in teaching writing.	F	5	7	1	-	1	14	4.07
	%	35.7	50.0	7.1	-	7.1	100	
I feel that content-based instruction does not promote writing skill.	F	1	2	4	6	1	14	2.74
	%	7.1	14.3	28.6	42.9	7.1	100	
I believe that we can easily teach writing through content-based instruction.	F	6	4	3	1	-	14	4.07
	%	42.9	28.6	21.4	7.1	-	100	
I believe that teaching writing through content-based instruction is more preferable in tertiary level education than high school level.	F	8	4	1	1	-	14	4.36
	%	57.1	28.6	7.1	7.1	-	100	
I believe that teaching writing does not need content-based instruction.	F	-	1	3	7	3	14	2.14
	%	-	7.1	21.4	50	21.4	100	

I believe that content-based instruction adds interest to both teachers and students in writing skill.	F	5	9	-	-	-	14	4.36
	%	35.7	64.3	-	-	-	100	
I feel that content-based instruction helps students develop knowledge of writing skill.	F	9	5	-	-	-	14	4.64
	%	64.3	35.7				100	

Key's SA=strongly agree AG=Agree UD=Undecided DA=Disagree SDA=strongly disagree

As shown in Table 3, Item 1, (42.9%) of teachers agreed with regard to teaching writing through content-based instruction is a challenging task. This shows that (42.9%) of teachers agree teaching writing by means of content-based instruction. From the above data, one can deduce that majority of teachers agree with teaching writing through content-based instruction is a challenging task. This reveals that teaching writing through content-based instruction is a challenging task while put it into practice in their school context.

As can be seen from the above table Item 2, teachers were asked whether teaching writing is demanding skills of all other skills using content-based instruction. In response to this, (57.1%) of teachers agree on teaching writing is demanding skills of all other skills when using content-based instruction. The result shows that teaching writing is demanding skills of all other skill when using content-based instruction.

As can be revealed in Table 3, Item 3, (57.1%) of respondents agreed that teaching writing is a linear activity that can be achieved first by understanding its components and then by grasping the entire subject matter knowledge. This shows that (57.1%) of respondents agree on teaching writing is a linear activity that can be achieved first by understanding its components and then by grasping the entire subject matter knowledge. Based on the above data, one can say that teaching writing is a linear activity that can be achieved first by understanding its components and then by grasping the entire subject matter knowledge.

As can be displayed in Table 3, Item 4, (50%) of teachers agreed that content-based instruction is suitable in teaching content-based instruction. On the other hand, in Item 5, (42.9%) of respondents disagreed that it does not promote writing skill. This reveals that (42.9%) of



respondents feel that content-based instruction promotes writing skill. In item 6, (42.9%) of respondents strongly agreed on that they can easily teach writing through content-based instruction. From the results, it is possible to deduce that content-based instruction is suitable to promote writing skill.

As displayed in Table 3, Item 7, (57.1%) of teachers strongly agreed that they believe teaching writing by means of content-based instruction in tertiary level of education. This shows that 57.1% of teachers believe that teaching writing through content-based instruction is more preferable in tertiary level of education.

As can be displayed in Table 3, Item 8, 50% of teachers disagree that teaching writing does not need content-based instruction. While, 64.3% (see item 9) of respondents agreed that content-based instruction adds interest to both teachers and students in writing skill. This indicates that content-based instruction adds interest to both teachers and students in writing skill.

As displayed in Table 3, Item 10, (64.3%) of respondents strongly agreed up on content-based instruction helps students develop knowledge of writing skill. Based on above data, majority of teachers strongly agreed that teaching writing through content-based instruction helps to develop students writing skill. This shows that content-based instruction helps students develop their writing performance in every aspect.

Generally, the results in teachers' questionnaire portrayed that EFL teachers of Humbo Tebela Secondary and Preparatory School have positive perception towards teaching writing through content-based instruction.

Table 1: Results of Students' Questionnaire on how their Teacher Teaching Writing through CBI

Items		SA	AG	UD	DA	SDA	Total	Mean
I think learning writing through content-based instruction is a challenging task.	F	20	26	32	89	193	360	1.86
	%	5.6	7.2	8.9	24.7	53.6	100	
	F	172	119	51	13	5	360	4.22

I believe that learning writing is suitable in content-based instruction.	%	47.8	33.1	14.2	3.6	1.4	100	
I think that learning writing does not promote content knowledge of learners.	F	68	84	56	101	51	360	3.05
	%	18.9	23.3	15.6	28.1	14.2	100	
I believe that we can easily learn writing through content-based instruction.	F	159	161	23	14	3	360	4.28
	%	44.2	44.7	6.4	3.9	0.8	100	
I believe that learning writing through content-based instruction is more preferable in tertiary level of education than high school level.	F	173	142	17	19	9	360	4.25
	%	48.1	39.4	4.7	5.3	2.5	100	
I feel that content-based instruction helps students develop knowledge of writing skill.	F	171	147	24	14	4	360	4.30
	%	47.5	40.8	6.7	3.9	1.1	100	
I believe that content-based instruction adds interest to students in writing.	F	187	133	24	10	6	360	4.35
	%	51.9	36.9	6.7	2.8	1.7	100	

Key's SA=strongly agree AG=Agree UD=Undecided DA=Disagree SDA=strongly disagree

As can be displayed in Table 4, Item 1, (53.6%) of students strongly disagree that teaching writing by means of content-based instruction is a challenging task. This reveals that majority of students perceive that they think learning/ teaching writing by means of content-based instruction is not a challenging task.

As it can be displayed in Table 4, Item 2, 47.8% of students strongly agreed that they believe learning writing is suitable in content-based instruction. On the other hand, 28.1% (see item 3) of students disagreed that they think learning writing does not promote content knowledge of learners. While 44.7% (see item 4) of students agreed that they believe they can easily learn



writing through content-based instruction. Therefore, the result of student questionnaire implies that teaching writing through content-based instruction is suitable, it promotes content knowledge and students can easily learn it in their class context.

As it can be seen from Table 4, Item 5, 48.1% of students strongly agreed that they believe learning writing through content-based instruction is more preferable in tertiary level of education than high school level. This show that majority of students perceive that they believe learning writing through content-based instruction is more preferable in tertiary level of education than high school level.

As can be displayed from Table 4, Item 6, 47.5% of students strongly agreed that they feel content-based instruction helps students develop knowledge of writing skill. This reveals that majority of students strongly agree that they felt content-based instruction helps students develop knowledge of writing skill. On the other hand, 51.9 % (see item 7) of students strongly agree that they believe content-based instruction adds interest to students in writing skill. Therefore, content-based instruction helps students develop knowledge of writing skill and adds interest to students in writing skill. In broad sense, EFL teachers of Humbo Tebela Secondary and Preparatory School perceive content-based instruction for teaching writing is positive as the results of the interview, questionnaire and classroom observation show. The results of the instruments disclosed that almost all EFL teachers of Tebela Secondary and Preparatory School have positive perception towards teaching writing through content-based instruction.

4.2 Discussion of Teachers' Perception in Teaching Writing through CBI

It is palpable that one's perception and attitude on a certain field can affect one's own practice of certain activities. In connection to this, teachers have either positive or negative perception on teaching writing through content-based instruction. With this regard, an attempt has been made in this study to explore teachers' perception on how they perceive teaching writing through content-based instruction. The result of interview and questionnaire is revealed as follows:

EFL teachers of Humbo Tebela Secondary and Preparatory School perceive content-based instruction for teaching writing. For the research question, as analyzed and interpreted above, most of the respondents are positive towards the questions raised. From the teachers'

interview and questionnaire response, it can be said that majority of teachers felt that content-based instruction is important to promote EFL writing skill if it is implemented properly. That means, the teachers of Humbo Tebela Secondary and Preparatory School teachers have positive attitude towards using content-based instruction in EFL writing classroom if it is properly implemented. Besides, content-based instruction fosters the subject matter knowledge when teaching writing if it is implemented properly. Furthermore, content-based instruction promotes other skills when using it in actual classroom context. With regard to this, EFL students of Humbo Tebela Secondary and Preparatory School filled in the questionnaire that teaching/learning writing through content-based instruction is positively conceived which means majority of EFL students similarly perceived as that of EFL teachers. This belief of teachers would initiate them to provide content-based instruction in their writing classroom. The majority of teachers' and students' response is supported by previous findings. For example, Brinton *et al.*, (1989); Short (1993) and Duenas (2004) have investigated how much CBI is suitable to teach writing skill. It was found that CBI is an effective method of combining language and content learning. It increases learner motivation when students are learning about something, rather than just studying language greater flexibility and adaptability in the curriculum can be deployed as per the student's interest. Thus, it is possible to say that EFL teachers' of Humbo Tebela Secondary and Preparatory School response agree with other research findings.

5. Summary, Conclusions and Recommendations

5.1. Summary of Major Findings

Different findings were obtained from the analysis of data. The findings of the study were organized and grouped according to objectives of the study. Thus, in this sub-section, the summary of the major findings is presented according to the objectives of the study.

The interview and questionnaire data revealed that most of the respondents are positive towards the questions raised. From the teachers' interview and questionnaire responses, it can be deduced that majority of the teachers felt that content-based instruction is important to promote EFL writing skill if it is implemented properly. That means, the teachers of Humbo Tebela Secondary and Preparatory School have positive attitude towards using content-based instruction



in EFL writing classroom if it is properly implemented. Besides, content-based instruction fosters the subject matter knowledge when implemented properly in teaching writing. Furthermore, content-based instruction promotes other skills when using it in actual classroom context. Almost all EFL teachers of Humbo Tebela Secondary and Preparatory School conceived positively on teaching writing by means of content-based instruction. This belief of teachers would initiate them to provide content-based instruction in their writing classroom.

5.2. Conclusions

Owing to the analysis of data and the major findings of the study, the following conclusions were derived.

As analyzed and interpreted above, most of the EFL teachers are positive towards the questions raised. From the teachers' interview and questionnaire responses, it can be said that majority of teachers felt that content-based instruction is important to promote EFL writing skill if it is implemented properly. That means, teachers have positive attitude towards using content-based instruction in EFL writing classroom if it is properly implemented. Besides, content-based instruction fosters the subject matter knowledge when teaching writing if it is implemented properly. Furthermore, content-based instruction promotes other skills when using it in actual classroom context. This belief of teachers would initiate them to provide content-based instruction in their writing classroom. The majority of teachers' and students' responses are supported by previous findings. For example, Brinton *et al.*, (1989); Short (1993) and Duenas (2004) have investigated how much CBI is suitable to teach writing skill. It was found that CBI is an effective method of joining language and content learning. It increases learners' motivation when students are learning about something, rather than just studying language; greater flexibility and adaptability in the curriculum can be deployed as per the student's interest. Thus, it is possible to say that the responses of the EFL teachers' of Humbo Tebela Secondary and Preparatory School agree with other research findings.

5.3. Recommendations

Based on the summary of the findings made and conclusions attained, the researcher would like to recommend the following:

It was pointed out that English language teachers have positive perception on teaching writing through content-based instruction. However, their good perception did not manifest in their actual classroom context. Therefore, concerned bodies such as Humbo Woreda Education Office, Wolaita Zone Education Department and SNNPRS should give continuous training for EFL teachers to keep on good perception about teaching writing through content-based instruction and to make use of it in their actual classroom activities.

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