

TEACHING WRITING IN GRADE
ELEVEN: THE EXISTING
PRACTICE VERSUS THE
CONTROLLED AND THE
GUIDED METHODS

A Thesis Presented to
The School of Graduate Studies
Addis Ababa University



In Partial Fulfilment of
the Requirements for the Degree
Master of Arts in TEFL

By
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June, 1991

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

TEACHING WRITING IN GRADE ELEVEN:
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ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to my advisor, Dr. Tilahun Gamta for his series of constructive criticisms which without them this study would not have taken its present shape. But he is ^{by} no means responsible for any error that might appear in this study.

I also wish to express my gratitude to Dr. Dejene Leta for his professional advice for the setting of the pre-and post tests.

The teachers from each sample school who had helped me to conduct this experimental study by instructing both the control and experimental groups deserve my sincere gratitude.

Finally, my sincere thanks goes to W/t Chuchu for her high degree of proficiency in typing this thesis manuscript.

ABSTRACT

This is an experimental study to determine the effectiveness of the existing practice in contrast with controlled and guided methods of teaching English writing to grade eleven Ethiopian students. To conduct the experiment, four sections of grade eleven students divided into two groups i.e. control and experimental were organized.

To determine whether there is a significant difference between the control and experimental groups in their English writing ability, a pre-test was given to both groups before the commencement of the study. The result of the pre-test clearly showed that there was no significant difference between them.

After preparing two sets of teaching materials and instructing each group for three and half-months, a post-test was administered to both the control and experimental groups. The result of the post-test clearly indicated that the experimental groups showed a considerable improvement over their pre-test results. The control groups, on the other hand, showed little or practically insignificant improvement.

Using the relevant statistical tools, a hypothesis test was made based on the pre and post results. The result of the hypothesis test strongly supports the adaptation of the Alternate Hypothesis. In other words, introducing the controlled and guided methods of teaching the writing skill in the Ethiopian secondary schools could help to bring about effective communication in English writing.

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CHAPTER ONE

1. INTRODUCTION

1.1. Statement of the Problem

There is a widespread feeling that the teaching of writing is not adequately done in the Ethiopian secondary schools. The majority of the students have serious problems in expressing themselves in written English. The problem, it seems, instead of improving is getting worse and worse. So it is high time that some sort of investigation had to be done about the problem of teaching writing in the Ethiopian secondary schools.

1.2. Purpose of the Study

The purpose of the study is to investigate the effectiveness of the existing practice in contrast with the controlled and the guided methods of teaching writing to grade eleven Ethiopian students.

1.3. Importance of the Study

It is hoped that the methods, techniques and some current accepted practices discussed in this study would be adopted by Ethiopian English language teachers for a more balanced and comprehensive teaching practices.

Researches on the teaching of the writing skill in the Ethiopian conditions have been quite limited. So this study might stimulate future or further investigations on this important skill.

1.4. Scope and Background of the Study

The study is limited to four randomly selected government schools in Addis Ababa. One section of grade eleven is in turn randomly selected from each school. So a total of four sections of grade eleven are involved in the study. There are two hundred sixty nine students in the four sections. Since this is an experimental study, two sections are assigned for the control groups and the other two for the experimental groups.

Since the study focuses on the controlled and guided methods of teaching writing, free composition is beyond the scope of this study.

Standardized writing tests and graded exercises based on the controlled and guided methods were quite difficult to obtain. So the researcher prepared the pre and the post tests in addition to the controlled and guided writing lessons.

Both the control and the experimental groups are exposed to exactly the same lessons. The difference lies in the methods. The experimental groups follow the controlled and the guided methods i.e. the writing of interrelated sentences. The material for the writing practice is provided by the researcher and is strictly controlled or guided. On the otherhand, the control groups are instructed to write unrelated or isolated sentences, the usual practice they are used to.

The lessons for both the control and experimental groups were not arbitrarily selected. They were taken from the syllabus of grade nine, ten and eleven.

1.5. Statement of the Hypothesis

The following Null and Alternate Hypotheses are made. The Null Hypothesis (Ho) states that there is no statistically significant difference between the existing practice and the controlled and guided methods of teaching writing to grade eleven Ethiopian students. The Alternate Hypothesis (Hi) states that there is a statistically significant difference between the existing practice and the controlled and guided methods of teaching writing to grade eleven Ethiopian students.

1.6. Definition of Key Terms

The following is a definition of the key terms in the study.

1.6.1. The Existing Practice

This practice refers to the method of teaching writing where students are exposed to writing unrelated or isolated sentences. (For more information refer to chapter four and Appendix II)

1.6.2. Controlled Writing

This is often called controlled composition. In controlled writing students follow exact instruction so as

to produce correct written work such as filling in the blanks, sentence combining etc. (Refer to Appendix ^{III}~~IV~~).

1.6.3. Guided Writing

In guided writing the student has more freedom than in controlled writing but less than in free composition because of assistance such as giving outlines, a model to copy etc. (Refer to Appendix ^{III}~~IV~~)

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. General Considerations

Writing may truly be considered the most complicated of the four language skills. This is because communication through the written word possesses a certain degree of finality and demands real proficiency from the writer if it is to be effective.¹

The writing skill, Hubbard (1987) explains, is most frequently neglected of the four skills. Influenced by the audio-lingual method, he further explains, a lot of modern ELT methods give primacy to speech and secondary importance to writing. Consequently, the teaching of writing is mostly handled in a very careless and sketchy manner.

There is often the assumption that if students can say something they should be able to write it.² This usually results in poor preparation of the written work in class and setting far too difficult writing assignments. For instance, Hubbard illustrates, some teachers consider an elementary and easy task to write on a topic such as 'Write a short paragraph on what you did on your summer vocation.' But to set such a writing activity at an early stage, Hubbard argues, will put the students in a difficult position and will inevitably force them to translate from their own language. So it is important to point out the necessity of working gradually up

to the stage where the students can express themselves freely.³

2.2. The Nature of Writing

We use graphic symbols when writing i.e. letters or combinations of letters which relate to the sounds we make when we speak.

But writing is already much more than graphic symbols just as speech is more than the production of sounds. The symbols have to be arranged according to certain convention to form words, and words have to be arranged to form sentences.⁴

But ~~as~~ a rule, Byrne furthur explains, we don't write just one sentence or even a number of unrelated sentences. We produce, Byrne adds, a sequence of sentences arranged in a particular order and linked together in certain ways.⁵

Writing, Byrne argues, is neither an easy nor a spontaneous activity. It requires, he clarifies, some concious mental effort, thinking out our sentences and consider various ways of combining them, rereading what is written as a stimulus to furthur writing. Some common practices in writing are making notes, drafting and revising, writing several versions of a text before the writer is satisfied with the result.⁶

Byrne identifies the following reasons for doing the above activities (1) We are writing for a reader

(ii) So writing involves the encoding of a message of some kind i.e. we translate our thoughts into language where as reading involves the decoding or interpretation of this message (iii) Since our reader is not physically present, the writer has to ensure that what he writes can be understood without further help from him.⁷

So by the organization of our sentence into a text, into a coherent whole which is as explicit as possible and complete in itself, that we are able to communicate successfully with our reader through the medium of writing.⁸

2.2.1. Speech and Writing

White (1968) identifies the following points to illustrate the fact that writing, as a means of communication, differ from speaking significantly: (i) Writing is permanent, speaking is not (ii) We can correct what we write before it is received by the reader (iii) We usually write for a receiver who is physically absent from us, where or most speaking is for an audience which is actually present as we speak. The physical distance between the writer and the reader means that the reader can't easily ask the writer to explain something unclear or ambiguous. But in speech, such feed back from the listener to the speaker is instantaneous.⁹

So the writer, White adds, shouldn't make any assumption about shared knowledge between himself and his audience and shouldn't leave any room for misunderstanding through unclear or faulty organization of his text.

2.2.2. Why writing is a difficult task

Writing is commonly a difficult activity both to the native speaker and the foreign learner due to the following psychological, linguistic and cognitive problem.¹⁰

The psychological problem of writing is expanded in the following manner.

Writing is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.¹¹

Concerning the linguistic problem, Byrne says that because of the absence of the prosodic features in writing, the writer has to compensate for these features by keeping the channel of communication open through his own efforts by choosing the appropriate sentence structure so that the text he produces can be interpreted on its own.

To illustrate the cognitive problem, Byrne points out that writing is learnt through a process of instruction. The writer, Byrne explains, has to master the written form of the language and to learn certain structures which are less used in speech or not used at all, but which are important for effective communication in writing. The writer has to learn to organize his ideas in such a way that they can be understood by a reader who is not present or not known to him.¹²

Since writing is a task which is imposed on us by circumstances it may also cause a problem in terms of content, that is, what to say. Being at a loss for ideas is a familiar experience to most of us when we are obliged to write.¹³

2.3. The Teaching of Writing

P. Gurry in his article 'The objective of Teaching Written English.' ¹⁴ points out that the aim, at first, may be general and should be directed towards establishing right attitudes towards spoken and written expressions. It is essential especially with pupils of poor ability to try to get them to enjoy writing.¹⁵

The following three points are identified by P. Gurry to explain the role of enjoyment in the teaching of writing (i) It should be pursued so that it may develop the interest of the class and keep up their effort (ii) Its purpose is to quicken response, to develop language abilities and to catch hold attention so that heavier demands can be made on writing (iii) It demands for neater and more correct work.¹⁶

To learn to write well, Gurry sums up, one must work consistently.

Few learn to write well without effort. The majority need to form the habit of giving attention to the art of writing, need the urge of interest, purpose and pleasure. The general tendency should be to develop ease and fluency in writing. To acquire ease one must practice; indeed practice leads to success.¹⁷

Anita Pincas (1982) outlines the aims of writing as follows: (i) Its scope must be widened to go beyond the critical, unrealistic school type compositions of traditional teaching, to more genuine practical and relevant kinds of teaching (ii) It should be as communicative, or functional, as possible i.e. it should be seen to fulfil the sort of normal communicative purposes or function, that writing is used for every day life. (iii) It should go beyond merely reinforcing grammar and vocabulary lesson and deal quite specifically with those skills that are required for effective writing. In other words, although written English should certainly support and be integrated with grammar and vocabulary learning, teaching writing should be recognized as a special part of language teaching, with its own aims and techniques.¹⁸

2.3.1. Teaching Writing in a foreign language

In a foreign language learning situation, Byrne explains, for the majority of the students writing will be the skill in which they are least proficient but also the one for which they will have the least use. Therefore, writing is a skill which is both limited in value and difficult to acquire, one should be clear about his purpose in teaching it.¹⁹

So in the early stages of teaching a foreign language, writing serves the following purposes: (i) It enables us to provide for different learning styles and needs. Some learners feel more secure if they are allowed to read and write in the

language. For such students it is likely to be an aid to retention. (ii) It serves to provide the learners with some tangible evidence that they are making progress in the language i.e. satisfies a psychological need. (iii) Exposure to the foreign language through more than one medium is likely to be more effective than relying on a single medium alone. It provides variety in the classroom activities serving as a break from oral work. It increases the amount of language contact through work that can be set out of class. (iv) It is needed for formal and informal testing obliged by circumstances such as time and students' number^{to} use some form of written test.²⁰

2.3.2. General principles

The various approaches to the teaching of writing, Byrne explains, even though they advocated a variety of techniques and procedures, have certain features in common.

The most significant is the almost unanimous reflection of allowing free expression in the early stages in favour of a step by step mastery of the various difficulties involved in learning to write.²¹

The emphasis, Byrne points out, should be on various kinds of controlled and guided exercises designed to lead the learners gradually and systematically towards free expression.

Traditionally, Byrne points out further, before the introduction of the controlled and guided activities, learners

used to be asked to write about a topic such as 'My family' or 'A market day' etc. and were expected to produce a 'composition' of some kind without any further assistance.

Such writing tasks, Byrne says are features of both the 'grammar-translation' method and 'direct' method. The learners, he continues arguing, have been trained to write sentences and how to combine them, mostly through grammatical exercises, are expected to move from this stage to the production of tests.

The difficulty of the task and its lack of reality to most students tended to result in a large number of errors in written work. The concern to minimize if possible to avoid the errors, the belief that the frequent errors have adverse effect on learning and the view of writing mainly as a form of reinforcement of oral work lead to the development of various forms of controlled writing.²²

Byrne introduces some personalities which contribute to the development of manipulative exercises which are the main aspects of controlled and guided approaches to the teaching of writing. In the manipulative framework, exercises are so designed that the learners could only write correct sentences.²³

Two noted examples of manipulative exercises were developed by Hill (1963) and Spencer (1967), Byrne points out. The exercises developed by Hill (1963) are based on the same principle as the substitution table, extended to produce

connected sentences. Those developed by Spencer (1967) advocates the presentation of items from which the learners make their selection might give them the feeling that they are exercising some degree of choice.²⁴

Next, Byrne introduces the personalities who expounded various approaches to guided writing. Moody (1974), Alexander (1971), Lawrence (1975) and Arapoff (1965).

Moody (1974) developed approaches to guided writing where not so much stress is placed on the production of correct sentences. Rather attempts were made to phase out or at least reduce the amount of control either by forcing the learners to exercise some sort of meaningful choice or by allowing them to contribute to the text in some way such as completion type of exercises, although the learners' contribution in this case is very slight.²⁵

Alexander (1971) advocated a scheme to take the learners from the writing of simple sentences to free composition in six stages involving en route the writing of compound sentences, the writing of complex sentences, connecting notes and writing notes.²⁶

Lawrence (1975) and Arapoff (1965) attempted to construct rhetorical devices which focus mainly on grammatical devices as a way of mastering of a text, usually no more than a paragraph in length and ignore, or at least postpone to

the later stages, these rhetorical devices needed for organizing a longer piece of writing.²⁷ Another feature of approach to guided writing is to emphasize most part of writing activities very much on the level of exercise, focusing on the paragraph as the unit of expression.²⁸

So the approaches developed by Alexander (1971), Lawrence (1975) and Arapoff (1968) and the writing activities which focus mainly on the level of exercises taking the paragraph as a unit of expression, Byrne argues, were simply writing for writing sake i.e. to practise and develop a formal skill rather than to attempt to communicate something.²⁹

2.3.3. Some common practices

Widdowson (1978) expresses the opinion of beginning by considering what might be taken as typical conventional practice and then go on to explore ways of extending it. The following is a common underlying pattern of presentation in most languages teaching courses, he points out

One can discern in a large number of language teaching courses a common underlying pattern of presentation. It consists of a sequence of for main sections in each teaching unit: a reading passage, a set of comprehension questions, a set of grammar exercises and some kind of exercises in composition.³⁰

White (1968) suggests the following procedures to improve the written exercises (i) Providing exercises in which students

can actually consolidate their learning instead of asking them to convert actives to passives, or past tense to present tense. It is preferable to give the correct form, and require the students to a correct choice without being distracted by the wrong form.³¹ He gives the following concrete example to illustrate the above point.

Practising to match the appropriate verb form with singular and plural subject in the present simple tense, one can provide a series of sentences dealing with both singular and plural on the topic. Example The horse/horses is/are four legged animal/animals. They/It eat/eats grass etc.³²

So the students' task, White explains, is to write a paragraph with either singular or plural subjects; they simply make meaningful choices because everything they need is provided and are not required to convert or to add any thing new.

(ii) Providing a type of substitution table form which the students have to select combinations to make up a series of correct sentences.³³ White (1968) again gives the following concrete example to illustrate the above suggestion.

They	met	to town
John	went	at a restaurant
He	ate	mary

In such exercises, White explains: (a) students not only have to make up correct sentences, but also have to put them into a sequence which will form a brief narrative.

Clues to the sequence are provided (b) such exercise brings us to the writing of connected sentences rather than isolated ones. (c) It introduces paragraph writing (d) It is an important step for any one who wants to learn to use writing as a form of communication.³⁴

(iii) A model text is needed for teaching writing beyond the sentence level. The model provides the student with an example of what to do. This is important because even when learning to write in our native language, we often refer to models as guides to our own writing. (Here model refers to any piece of acceptable writing of the desired type. It does not mean something which is perfect).³⁵

It is difficult to focus simultaneously on all of the above aspects, White points out. So White again suggests the following ways to help the students: (i) Deal systematically with one feature at a time (ii) Students can also help each other and the teacher by assuming some of the responsibility for checking and error correction. (iii) The importance of accurate and explicit writing will be more obvious to students if they write for each other, as they have a real audience, and they will have to explain to each other the errors and ambiguities which they find in each others composition.³⁶

To summarize:

Writing at all levels involves
(i) moving from a model to parallel writing to the final stage, in which students produce an original piece of writing based on their own ideas

and content (ii) producing logically organized prose which is stylistically appropriate to writers purpose.³⁷

2.3.4. Current suggestions: Spaghetti Writing

As it was pointed in the previous discussions, the main concern of this study is to determine the effectiveness of the controlled and guided methods in contrast with the existing practice. ~~Therefore~~ ^{But} a brief review of relevant current suggestions for teaching free composition in the Ethiopian senior secondary schools is quite important. This is because just like any other second language learners, Ethiopian senior secondary school students might be required to produce some form of free composition at some stage in their study of the English language.

Damien McDevits (1989) in his article 'How to cope with Spaghetti writing' points out that essay writing is still one of the major skills required of intermediate and advanced second-language students. Although many students can communicate their ideas, he elaborates, they often fail to meet the standards of grammatical accuracy demanded by their teachers. Consequently, in this article he examines at the kind of writing so often produced and suggests some remedies for it.

Mc Devit defines 'Spaghetti Writing' as follows:

Spaghetti writing is the kind of loose-joined composition writing which second-language students can produce in paragraph after paragraph.

It is characterized by long incoherent sentences and a surfeit of subordinate clauses in search of a main one.³⁸

Next Mc Devit produces the following typical example of a spaghetti writing.

Traditional Houses

Traditional houses are quite strong, they are cheap to built, they have many disadvantages like the roofs do not last very long, they leak so rats and other animals made their home there, also they spread disease. The rooms are often very small with many families, they cook in the same area, sometimes small children are sleeping close to the fire, and the toilet may be a long way away.³⁹

So Mc Devits article examines the type of errors which underlie spaghetti writing and suggests some ways to overcome them. In his analysis he showed that 29 per cent of all grammatical error was due to a faulty concept of what constituted a correct sentence. The following four main area of error are identified.

- (i) Incomplete sentence - An omission of a grammatical components from a clause in a complex sentence. (e.g. I never write letters and I never read when I receive them.)
- (ii) Ungrammatical relationship between clauses - This is often a failure to recognize the need for depending within clauses or the failure to highlight one clause



as the main clause (e.g. Although the sea was rough but the men set out in their cano^e).).

- (iii) Repetition of grammatical components: A repetition within or following a subordinate clause. (e.g. The land which belonged to the chief, it was often cultivated by the villagers.
- (iv) Inaccurate use of linking devices - This is a failure to recognize the restraints and expectations created by linking devices such as so, nevertheless, in fact etc. (e.g. ... the roofs leak, so rafs and other animals make their homes there). There is also more frequently the omission of any device other than the overworked comma. (e.g. The room are very small with many families, they cook in the same area ...).⁴⁰

There are a number of techniques that the teacher can use, both before and after essay writing, to help reduce these errors, McDevit points out. He suggests a pre-writing exercises which are designed to improve awareness of the relationship of dependency within a complex sentence.

McDevit suggests the following exercise types for the pre-writing attempt.

- (i) Recognition of 'basic sentences'. Here two activities are recommended: (a) The teacher writes up a series of complex sentences and asks the students to divide each into meaningful word groups. Students can usually

identify clause boundaries without too much difficulty. It is important that all words are allocated to one group or another and that allocation is a sensible one. Thus in the sentence 'We won't go to the beach unless the rain stops' selecting 'the rain stops' as one complete group will eventually lead to the isolation of unless.⁴¹ (b) Students must also be given practice in splitting basic sentences such as 'Amile, who was not one of the cleverest students, managed to score the highest mark.'⁴²

- (ii) Expansion exercises - The basic sentences which must be expanded by responding to specific 'WH' questions are provided. (e.g. The captain sailed his boat up the river. (WHEN ? WHY ?)⁴³ When they have mastered the 'WH' questions, McDevit points out, the teacher can illustrate how participles can serve the same purpose by the teacher underlining a particular word to be expanded (e.g. The policeman stopped the car. The policeman, thinking that the driver was drunk, stopped the car.⁴⁴ Exercise of these type, McDevit further explains, help students to understand the pivotal function of the basic sentence, to realize that there should be only one basic sentence per complex sentence, and to select an appropriate device to link their clause to the rest of the sentence.

- (iii) Linking devices - Here two basic exercise types are identified: (a) the gap filling exercise where the students are asked to choose a suitable linking device to connect two parts of a sentence or two sentences (b) a completion exercise where students must produce an answer which fulfils the expectations of the linking device.

Finally McDevit suggests two approaches for post-writing analysis. The basic assumption here, McDevit points out, is to start with a completed paragraph of ungrammatical English and look at ways in which students can locate and correct errors. The two approaches suggested are: examining (i) the basic sentence (ii) the meaning of the basic sentences.

In examining basic sentences, McDevit explains, students are required to analyse the sentences as they are given in the text and divide them into word group (or in the pre-writing exercise). Any paragraph, he further elaborates, which produces no basic sentence must be corrected i.e sentences using the conjunction 'and', 'but', or 'or' must produce a basic sentence for each. Students should rewrite the paragraph, keeping the ideas the same, and underline the basic sentences in their new versions.⁴⁵

In the meaning approach students who intuitively feel that their writing is ungrammatical but find it difficult to pinpoint why would find this approach useful, points out

McDevit. He suggests the following steps in the meaning approach: (i), Students are asked to divide the paragraph according to the number of ideas, ignoring the demands of grammar (ii) Within each sentence group, they must decide which should be the basic sentence and which should be the dependent clause.

McDevit produces the following examples to illustrate the meaning approach.

<u>Ideas</u>	<u>Basic and Dependent Sentences</u>
1. Traditional houses are quite strong, they are cheap to build they have many disadvantages.	1. Although traditional houses are quite strong and they are cheap to build, they have many disadvantages.
2. The roofs do not last very long, they leak so rats and other animals make their home there, also they spread disease.	2. <u>The roofs</u> , which do not last long, <u>often leak</u> , and <u>rats and other animals make their home there</u> , spreading diseases.

McDevit concludes by pointing out two main deficiencies in extended writing: (i) failure to handle co-ordinating and subordinating clauses. (ii) inaccurate use of linking devices. The art of eating spaghetti lies in the ability to trim the strands down to digestible units; so too with the art of writing.⁴⁶

CHAPTER THREE

3. THE RESEARCH DESIGN

3.1. Sampling Procedures

The population for the study was drawn from four sections of grade eleven students in four government schools. The schools randomly selected from a list made available by Addis Ababa Schools Office are as follows:

1. Yekatit 12 Comprehensive Secondary School
2. Kefteгна 12 Comprehensive Secondary School
3. Addis Ketema Comprehensive Secondary School
4. Misrak Atekalaye Comprehensive Secondary School.

3.1.1. Selecting the sample population

There is a shift system in all the four schools. The morning and the afternoon shifts exist in all four of them and grade eleven students are distributed in both the shifts.

There are 1709 students in 19 sections at Addis Ketema; 866 students in 14 sections at Kefetegna 12; 1476 students in 22 sections at Yekatit 12; 1369 students in 21 sections at Misrak Atekalaye Comprehensive Secondary Schools. Figures refer to grade eleven students in the respective schools.

The researcher was provided with the list of the sections of grade eleven from the administrative division of each school. By drawing a lot one section of grade eleven was

was selected from each school. Accordingly one section from the afternoon shift at Addis Ketema Comprehensive Secondary School and three sections from the morning shift at Yekatit 12, Kefetegna 12 and Misrak Atekalay Comprehensive Secondary Schools respectively, were selected.

3.1.2. Formation of the two groups

The control and the experimental were again selected by drawing a lot. First the four selected sections were divided into two groups randomly. Then by drawing a lot one group was assigned to the control and the other group to the experimental. Accordingly, Addis Ketema and Kefetegna 12 Comprehensive Secondary Schools were assigned to the experimental groups; Yekatit 12 and Misrak Atekalay Comprehensive Secondary Schools represented the control groups. Hence, the formation of the two groups was done according to the principle of random sampling.

3.2. Data Gathering Instruments

3.2.1. Pre-test

The purpose of the pre-test is to assess the general level of the students writing proficiency before the commencement of the study. So a 40-item test was prepared in such a way that the students would be engaged in some form of controlled writing. Accordingly, the following question types were included: (i) arranging wrongly ~~words~~ ^{order}

words and then writing correct sentences. (ii) filling in the blanks with correct words. (iii) completing a dialogue by referring to a list of sentences which are not given in the correct order (iv) writing a paragraph by joining parts of sentences which are listed into two groups (List A and List B) (Refer to the test) (v) Writing a short paragraph from a scrambled list of sentences.

Validity of the test-items was ensured because the content where the test-items is drawn is extensively dealt ^{with} in the ENE series test-books. The following steps were taken to ensure the reliability of the pre-test: (i) The same number and the same type of questions were given to the students concerned i.e. both to the control and the experimental (ii) The test was administered in a similar setting (iii) The test items were strictly controlled so that any of the answer sheets would have the same score when marked by different individuals. (iv) The test was given on the same date for both the experimental and control groups and was conducted by the selected teachers.

The pre-test was given before the commencement of the study so that the researchers would be able to determine any change in the results between the control and the experimental groups when the post-test was given.

3.2.2. Procedure for the presentation of the teaching material

Two sets of teaching materials were prepared from

exactly the same topic. The focus of the study lies in the methods of presentations. The control groups were exposed to simply copying or writing of unrelated or isolated sentences. The experimental groups, on the other hand, were exposed to writing of interrelated sentences at a paragraph level based on the controlled and guided methods of teaching writing. (Refer to the lessons *Dr teaching materials*)

Since the teaching material used for both the control and experimental groups were originally prepared for native speakers, the researcher had to organize them to suit the Ethiopian condition. The researcher had also followed the model developed by Down Byrne (1979) to teach writing skills. The particular models of Byrne selected by the researcher help to prepare writing activities such as sentence linking and sequencing.

The main purpose of the selected writing activities is to familiarize the students with cohesive devices such as conjunctions (although, when, until, if etc.), the use of the common tenses, quantifiers, adjectives and adverbs, relative pronouns etc.

For practising the above selected writing activities, the researcher adapted the following procedures in the controlled and guided lessons for the experimental groups:

(i) Combining sentences; that is giving the students the sentences which they have to combine together with the linking devices to be used (ii) Asking the students to complete a

short text by using suitable linking words or phrases from a given list (iii) Using given facts and figures, the students could be instructed to write short paragraphs. (iv) Providing a manipulative framework which involve meaningful selections (Refer to the lessons ~~or~~ Appendix III)

Both the control and the experimental groups, in addition to the normal school schedule, were receiving their respective lessons for thirty minutes from Monday to Friday and forty minutes every Saturday for three and a half months. The administrative sections of the respective sample schools had helped the researcher to arrange the extra thirty minutes per day for five days and for three and a half months.

Teachers for both the control and the experimental groups were selected on the basis of similar experience, qualification etc. They received specific instructions and directions on how to proceed with both sets of writing lessons. In addition to the specific instruction the researcher made the aims and the objectives of controlled and guided writing activities clear to both the teachers and the students in the experimental groups.

3.2.3. Post-test

Just like the pre-test, a 40 item post-test was prepared for both the control and experimental groups. The purpose of the post-test was to compare the performance of the students in the experimental groups so as to test the

hypothesis. Even though some of the items in the post-test have similar content with the pre-test, the focus of attention in the post-test is to expose the students to guided and controlled writing (Refer to the post-test)

The various steps taken to ensure the reliability of the pre-test were again repeated in the post-test. To ensure validity, the test items are constructed in such a way that they reflect the methods of controlled and guided writing discussed during the presentation of the lessons.

3.2.4. General guidelines for correcting the pre -
and the post tests

Eventhough the items in the pre- and the post-tests are strictly controlled, they i.e. the items are not strictly objectives they are rather semi-objective. Students are expected to make mistakes in grammar, mechanics, spelling etc. due to carelessness. Therefore, to achieve uniformity in correcting the answer sheets, the following guidelines are followed.

- (i) One mark is deducted for every grammatical and factual mistakes.
- (ii) Half^a mark is deducted for every mistake in mechanics (capitalization, fullstops etc.) and spelling.

CHAPTER FOUR

4. ANALYSIS OF DATA

4.1. Statistical Treatment

4.2.1. Pre-test

The score distribution of the two control groups (C-1 and C-2) in the pre-test are shown in Table I. The average scores of control 1 (C-1) of 63 students and control 2 (C-2) of 66 students are 13.32 and 15.8 respectively on a 40 item test.

Table II summarizes the score distributions of the two experimental groups (E-1 and E-2) in the same 40-item pre-test. Accordingly the average score of the experimental group 1 (E-1) of 85 students and experimental group 2 (E-2) of 55 students are computed to be 14.82 and 15.4 respectively.

The comparative score distributions of the aggregate control groups (C-1 and C-2) of 129 students and the aggregate experimental groups (E-1 and E-2) of 140 students are shown in Table III. The average score and the standard deviation of the aggregate control groups are computed as 14.62 and 3.46 respectively. Likewise the average score and the standard deviation of the aggregate experimental groups are computed as 15.05 and 3.00 respectively (Refer also to Table IV and \bar{Y}).



4.2.2. Post-test

The post-test scores of the two control groups are shown in Table VI. The average scores of control group 1 (C-1) and control group 2 (C-2) are 22.32 and 26.28 out of a 40 item test respectively.

Table VII summarizes the post-test scores of the two experimental groups. Accordingly, the average score of experimental group 1 (E-1) and experimental group 2 (E-2) are computed to be 24.56 and 35.67 out of a 40 item test respectively.

The comparative post-test scores of the aggregate control groups (C-1 and C-2) and the aggregate experimental groups (E-1 and E-2) are shown in Table VIII. Accordingly, the aggregate control groups (C-1 and C-2) of 104 students have an average score of 24.38 (out of 40) and a standard deviation of 5.39. The aggregate experimental groups (E-1 and E-2) of 121 students have an average score of 29.40 (out of 40) and a standard deviation of 8.45.

4.2.3. Hypothesis test

The Null Hypothesis (H_0) in this study states that there would not be any significance difference between the post-test scores of the control and experimental groups after introducing the controlled and guided methods of teaching writing. The Alternative Hypothesis states the opposite

i.e. there would be a significant difference between the post-test scores of the two groups. Consequently, a two-tailed t-test was applied on the Alternate Hypothesis to determine its effectiveness. The t-test was applied because the Alternate Hypothesis is non-directional. The level of significance selected was 0.05 because the experiment conducted was not rigorous and thereby the chance of error due to extraneous variables was reasonably minimized.

As a result, the t-calculated for the two pre-test means of both the control and experimental i.e. 36.55% and 37.63% respectively was found to be -2.728. Likewise the t-calculated for the two post-test means of both the control and experimental i.e. 36.94% and 44.45% respectively was found to be -7.904. According to the statistical theory of hypothesis testing, if t - calculated is less than 0.05 level of significance, the Null Hypothesis (H_0) has to be rejected and Alternate Hypothesis (H_1) has to be accepted.

4.3. Major Findings

In the following paragraph, the results of the pre, post and hypothesis tests administered to both the control and experimental groups, will be given the necessary statistical interpretations.

The average pre-test scores of the aggregate control and aggregate experimental groups were 36.55% and 37.63%

respectively. Based on the above figures, statistical tests indicated that there were no significant difference between the two groups (control and experimental) in the level of their writing ability before the commencement of the study.

The aggregate control groups had average pre-and post-test results of 36.55% and 36.94% respectively. The difference between the above two scores was found to be statistically insignificant indicating that the control groups made no appreciable improvement over its pre-test results.

The average pre-and post-test results of the aggregate experimental groups, on the other hand, were 37.63% and 44.55% respectively. The difference between the above two scores was found to be statistically significant indicating that the experimental groups showed a considerable improvement on its pre-test results.

Table XI and XII summarizes the computed tests. The computations showed that the t-calculated is less than 0.05 level of significance for the pre-test "means" or "average" of both the control and the experimental groups. The difference was so little and could be safely ignored.

But the difference between the 0.05 level of significance and the t-calculated for the post-test "means" or "average" of both the control and experimental groups was so significant that the rejection of the Null Hypothesis (H_0) and the acceptance of the Alternate Hypothesis (H_1) was justified.

Therefore, the findings of the hypothesis test had clearly indicated that introducing the controlled and guided methods of teaching writing skill in the Ethiopian secondary schools could have a considerable contributions.

4.3. Discussion

4.3.1. The Existing Practice - a short description

The teaching of writing in grade eleven, for that matter in the other grades, is based on the content and organization of the ENE series text-books which is more or less similar in the other grades. Therefore, giving a brief description of the content and organization of the ENE series text-books would give a better understanding of the process of teaching English writing in the Ethiopian secondary schools.

The ENE series - grade eleven has the organization of its content in the following manner. There are thirty units of instructions. Each unit starts with a reading passage followed by a glossary of arbitrarily selected words from the reading passage. The glossary is in turn followed by word practice exercises mostly of matching, fill in the blanks and multiple choice items. The word practice exercises are again, in turn, followed by comprehension questions mostly of multiple choice, writing short answers (See Appendix V), true or false items etc. After introducing certain grammatical points in the structure sections, various exercises on the already introduced structure lessons follow. The same pattern of

of organization is followed in all the thirty units.

The teaching of writing, therefore, runs parallel to the organization of the content. That is all the writing exercises are to consolidate language already presented and practised orally. There are very few instances in the whole text-book where writing exercises are prepared to develop the skills of communicating in writing. (See Appendix VI)

4.3.2. The controlled and the guided methods contrasted with the existing practice.

The following is a summary of relevant points on the controlled and guided methods in contrast with the existing practice identified in the study.

1. One of the objectives of this study is to develop the students ability to write a text. The most recommended method to teach the writing of a text is to use a text as our basic format for practice. In this study, texts are extensively used from the early beginning in the teaching material. This is in line with the idea that there is no need to build into the writing programme a step by step approach which will take the learners in easy stages from sentence practice to the production of texts.
2. The use of texts had enabled the teachers for the experimental groups to:

- a. teach most of the rhetorical devices i.e. logical, grammatical and lexical which the learners need to master.
- b. make writing activities much more meaningful for the students and thereby increase their motivation to write well.
- c. provide a setting within which they can practice activities such as sentence completion, combination, paragraph construction etc.

From the assesement of the ENE series text-books, the following points could be attributed to the existing practice.

1. Most of the exercises are to consolidate language already presented and practised orally. This results in the students to practise writing a number of unrelated sentences. This practice is naturally unrealistic because a written message consists of a number of interrelated sentences. (See Appendix VI)
2. The kind of exercises mentioned above tend to test the students instead of teaching them. This is illustrated by the fact that the students are given a rule or an example and then ask them to produce a number of other sentences in which the rule is applied. Such writing exercises or practices usually result in the production of complicated sentences which would hardly ever be

written. In other words, the students are simply practising classroom or text-book language. (See Appendix VI)

3. Asking the students to write sentences with verbs in the bracket is the commonest exercise in the ENE series text-books. Here the students are asked to convert the infinitives into the correct tense. Such exercises have the tendency to test the students before they are ready to be tested and so mistakes are common. (See Appendix VII)

TABLE I: The score distribution for the control groups
in the pre-test (out of 40)

<u>C-1</u>			<u>C-2</u>		
<u>X</u>	<u>F</u>	<u>fx</u>	<u>X</u>	<u>F</u>	<u>fx</u>
22	1	22	26	1	26
20	2	40	23	1	23
19	2	38	22	3	66
18	1	18	21	5	105
17	2	34	20	1	20
16	4	64	19	2	38
15	5	75	18	5	90
14	10	140	17	9	153
13	6	78	16	7	112
12	8	96	15	8	120
11	16	176	14	3	42
10	5	50	13	6	78
8	1	8	12	9	108
			11	4	44
			10	2	20

N = 63
fx = 839
X = 13.32

N = 66
fx = 1045
X = 15.8

TABLE II: The score distribution for the experimental groups in the Pre-test (out of 40)

<u>E-1</u>			<u>E-2</u>		
<u>X</u>	<u>f</u>	<u>fx</u>	<u>X</u>	<u>f</u>	<u>fx</u>
23	1	23	22	1	22
21	1	21	21	2	42
20	5	100	20	1	20
19	5	95	19	3	57
18	4	72	18	3	54
17	10	170	17	8	136
16	11	176	16	11	176
15	7	105	15	5	75
14	14	196	14	9	126
13	3	39	13	5	65
12	12	144	12	1	12
11	6	66	11	4	44
10	3	30	10	1	10
9	2	18	10	1	10
5	1	5	8	1	8
	<u>85</u>		?	<u>56</u> ←	
N =	85		N =	55	
fx =	1260		fx =	847	
X =	14.82		X =	15.4	

TABLE III: The comparative score distribution of the aggregate control groups and the aggregate experimental groups in the pre-test (out of 40)

<u>Aggregate Control</u> <u>Groups (C-1 and C-2)</u>			<u>Aggregate Groups</u> <u>(E-1 and E-2)</u>		
<u>X</u>	<u>f</u>	<u>fx</u>	<u>X</u>	<u>f</u>	<u>fx</u>
26	1	26	23	1	23
23	1	23	22	1	22
22	4	88	21	3	63
21	5	105	20	6	120
20	3	63	19	8	152
19	4	76	18	7	126
18	6	108	17	18	306
17	11	187	16	22	352
16	11	176	15	12	180
15	13	195	14	23	322
14	13	182	13	8	104
13	12	156	12	13	156
12	17	204	11	10	110
11	20	220	10	4	40
10	7	70	9	2	18
8	1	8	8	1	8
	<u>129</u>		5	<u>1</u>	5
	N = 129			<u>140</u>	N = 140
	fx = 1887			fx = 2107	
	X = 14.62			X = 15.05	

TABLE IV: Standard Deviation for the aggregate control groups in the pre-test.

<u>X</u>	<u>(X-X)</u>	<u>(X-X)²</u>	<u>f</u>	<u>(X-X)²xf</u>
26	11.38	129.50	1	129.50
23	8.38	70.22	1	70.22
22	7.38	54.46	4	217.86
21	6.38	40.70	5	203.52
20	5.38	28.94	3	86.83
19	4.38	19.18	4	76.73
18	3.38	11.42	6	68.54
17	2.38	5.66	11	62.26
16	1.38	1.90	11	20.94
15	0.38	0.14	13	1.88
14	-0.62	0.38	13	5.00
13	-1.62	2.62	12	31.50
12	-2.62	6.86	17	116.69
11	-3.62	13.10	20	262.08
10	-4.62	21.34	7	149.41
8	-6.62	43.82	1	43.82

N = 129

$(X - X)^2 \quad xf = 1546.78$

S.D = 3.46

TABLE V: Standard Deviation for the aggregate experimental groups in the Pre-test.

<u>X</u>	<u>(X-X)</u>	<u>(X-X)²</u>	<u>f</u>	<u>(X-X)²xf</u>
23	7.95	63.20	1	63.20
22	6.95	48.30	1	48.30
21	5.95	35.40	3	106.20
20	4.95	24.50	6	147.01
19	3.95	15.60	8	124.82
18	2.95	8.70	7	60.91
17	1.95	3.80	18	68.44
16	0.95	0.90	22	19.86
15	0.05	0.0025	12	0.03
14	-1.05	1.10	23	25.35
13	-2.05	4.20	8	33.62
12	-3.05	9.30	13	120.93
11	-4.05	16.40	10	164.03
10	-5.05	25.50	4	102.01
9	-6.05	36.60	2	73.20
8	-7.05	49.70	1	49.70
5	-10.05	101.00	1	101.00

N = 40

$(X-X)^2_{xf} = 1308.61$

S.D. = 3.00

140

TABLE VI: The score distribution for the control groups
in the post-test (out of ~~60~~⁴⁰)

<u>C-1</u>			<u>C-2</u>		
<u>X</u>	<u>f</u>	<u>fx</u>	<u>X</u>	<u>f</u>	<u>fx</u>
35	1	35	37	2	74
32	1	32	36	2	72
30	1	30	35	3	105
29	1	29	34	1	34
28	4	112	31	2	62
27	4	108	30	4	120
26	2	52	29	3	87
25	2	50	28	2	56
24	6	144	27	7	189
23	1	23	26	3	78
22	5	110	25	2	50
21	4	84	24	5	120
20	2	40	23	6	138
19	3	57	22	1	22
18	4	72	21	5	105
17	4	68	20	1	20
15	2	30	20	1	20
14	1	14	18	2	36
13	2	26	17	3	51

N = 50

fx = 1116

X = 22.32

N = 54

fx = 1419

X = 26.28

TABLE VII: The score distribution for the experimental groups in the Post-test (out of ~~66~~⁴⁰)

<u>E-1</u>			<u>E-2</u>		
<u>X</u>	<u>f</u>	<u>fx</u>	<u>X</u>	<u>f</u>	<u>fx</u>
36	1	36	53	2	106
35	1	35	52	1	52
32	3	96	50	2	100
31	1	31	47	2	94
30	4	120	46	1	46
29	3	87	43	1	43
28	6	168	42	2	84
27	4	108	41	2	82
26	3	78	40	4	160
25	6	150	39	1	39
24	5	120	38	4	142
23	3	69	37	2	74
22	7	154	36	1	36
21	8	168	35	2	70
20	2	40	34	4	136
19	4	76	33	4	132
18	2	36	32	1	32
17	1	17	31	4	124
16	2	32	29	2	58
			28	1	28
			27	1	27
			26	3	78
			25	2	50
			24	1	24
			23	2	46
			22	1	22
			21	1	21
			20	1	20

N = 66	
fx = 1621	
<u>X = 24.56</u>	

N = 55
fx = 1962
<u>X = 35.67</u>

TABLE IX: Standard Deviation for the aggregate control groups in the post-test

<u>X</u>	<u>X-X</u>	<u>(X-X)²</u>	<u>f</u>	<u>(X-X)²xf</u>
37	12.62	159.26	2	318.53
36	11.62	135.02	1	135.02
35	10.62	112.78	4	451.14
34	9.62	92.54	1	92.54
32	7.62	58.06	1	58.06
31	6.62	43.82	2	87.65
30	5.62	31.58	5	157.92
29	4.62	21.34	4	85.38
28	3.62	13.10	6	78.63
27	2.62	6.86	11	75.51
26	7.62	2.62	5	13.12
25	0.62	0.38	4	1.54
24	-0.38	0.14	11	1.59
23	-1.38	1.90	7	13.33
22	-2.38	5.66	6	33.99
21	-3.38	11.42	9	102.82
20	-4.38	19.18	3	57.55
19	-5.38	28.94	3	86.83
18	-6.38	40.70	6	244.23
17	-7.38	54.46	7	381.25
15	-9.38	87.98	2	175.97
14	-10.38	107.74	1	107.74
13	-11.38	129.50	2	259.01

N = 104

$(X-X)^2 \text{ xf} = 3019.35$

S.D. = 5.39

TABLE X: Standard Deviation for aggregate experimental groups in the post-text.

<u>X</u>	<u>(X-X)</u>	<u>(X-X)²</u>	<u>f</u>	<u>(X-X)²f_x</u>
53	23.6	556.96	2	1173.92
52	22.6	510.76	1	510.76
50	20.6	424.36	2	848.72
47	17.6	309.76	2	619.52
46	16.6	275.56	1	275.56
43	13.6	184.96	1	184.96
42	12.6	158.76	2	317.52
41	11.6	134.56	2	269.12
40	10.6	112.36	4	449.44
39	9.6	92.16	1	92.16
38	8.6	73.96	4	295.84
37	7.6	57.76	2	115.52
36	6.6	43.56	2	87.12
35	5.6	31.36	3	94.08
34	4.6	21.16	4	84.64
33	3.6	12.96	4	51.84
32	2.6	6.76	4	27.04
31	1.6	2.56	5	12.80
30	0.6	0.36	4	1.44
29	-0.4	0.16	5	0.8
28	-1.4	4.96	7	13.72
27	-2.4	5.76	5	28.8
26	-3.4	11.56	6	69.36
25	-4.4	19.36	8	154.88
24	-5.4	29.16	6	174.96
23	-6.4	40.96	5	204.80
22	-7.4	54.96	8	438.08
21	-8.4	70.56	9	635.04
20	-9.4	88.36	3	265.08
19	-10.4	108.16	4	432.64
18	-11.4	129.96	2	259.92
17	-12.4	153.76	1	153.76
16	-13.4	179.56	2	359.12

$$N = 121$$

$$(X-X)^2 f_x = 8642.96$$

$$S.D. = 8.45$$

TABLE XI: Hypothesis test findings of the aggregate control and the aggregate experimental groups in the pre-and post-test

Test	Aggregate Control Groups			Aggregate Experimental Groups			t - Cal	level of significance (0.05)	Remark
	N ₁	X ₁	S.D ₁	N ₂	X ₂	S.D ₂			
Pre-test	129	36.55	3.46	140	37.63	3.00	-2.7281	0.05	There is a difference but not significant
Post-test	104	36.94	5.39	121	44.55	8.45	-7.9043	0.05	Significant Difference

*The mean score is calculated out of 100

TABLE XII: Hypothesis test findings of the progress of each of the aggregate control and aggregate experimental groups

Group	Pre - test			Post - test			t - cal	level of significance (0.05)	Remark
	N ₁	X ₁	S.D ₁	N ₂	X ₂	S.D ₂			
Aggregate Control Groups	129	36,55	3.46	104	36.94	5.39	-0.6686	0.05	No significant difference
Aggregate Experimental Group	140	37.63	3.00	121	44.55	8.45	-9.0607	0.05	Significant difference

*The mean score is calculated out of 100

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of Procedures

The following is a summary of the procedures taken to conduct this experimental study.

1. With the help of the list of schools obtained from the Addis Ababa Schools Office, four senior government secondary schools were selected.
2. After obtaining the list of the grade eleven sections in each school, one section of grade eleven was randomly selected from each school. Accordingly, four sections of grade eleven were selected.
3. By drawing a lot the four selected sections are again divided into two groups. Again by drawing another lot one group was assigned to the control and the other to the experimental groups.
4. A pre-test based on controlled writing was administered to both the control and experimental groups to establish whether there is a significance difference between the two groups concerning the writing skill. (See Appendix I)
5. Instructions based on the two sets of writing lessons continued. The control groups were instructed on the basis of the existing practice i.e. writing isolated or

unrelated sentences (See Appendix II). The experimental groups were exposed to writing interrelated sentences at a paragraph level based on the controlled and guided methods of teaching the writing skill (See Appendix III)

6. Four teachers with similar qualification and experience were selected. Two of them were assigned to the control groups and the other two to the experimental groups. With the help of the respective administrations of each sample school on extra five periods of forty minutes durations from Monday to Friday and one hour every Saturday was arranged to instruct both groups i.e. control and experimental. The instruction lasted for three and half months.
7. After the termination of the instructions, a post-test which is a slightly modified form of the pre-test (See Appendix IV) was administered to both the control and experimental groups to determine the degree of effectiveness of the controlled and guided methods of teaching writing in contrast with the existing practice.
8. Using the relevant statistical tools, the results of the pre- and post-tests were analysed. Based on the results of the analysis of the pre-and post-test results the hypothesis test was worked out.



5.2. Conclusion

The readers of this study might pose the following question: Why make an experimental study on something which seems quite obvious? In other words, the readers of this study might anticipate the results. The researcher was quite aware of these anticipations. But he strongly believed that what seem obvious must be supported by hard facts. So in this study, the researcher had made attempts to show with tangible evidences that the controlled and guided methods (writing of interrelated sentences) could have obvious advantages over the existing practice (writing of isolated and unrelated sentences).

It is rather difficult to conduct a rigorous experiment on language learning and teaching because of the large number of extraneous variables that must be controlled. So this study did not claim to give definitive answers for some of the problems it posed. Moreover, since the study was restricted to only four sections of grade eleven students, short comings due inadequate sampling could be expected.

5.3. Recommendation

Based on the findings of the study, the researcher strongly recommends the incorporation of the controlled and the guided methods of teaching English writing in the English syllabus of the Ethiopian secondary schools.

NOTES

1. Vallette (1977:217) quote
2. Hubbard (1983:62) quote
3. Ibid: 62, quote
4. Byrne (1979:1) quote
5. Ibid.: quote
6. Ibid.
7. Ibid.
8. Ibid.: quote
9. White (1985:25) quote
10. Byrne (1979:4)
11. Ibid.: quote
12. Ibid.:
13. Ibid.: 5, quote
14. Nassr (1960:96)
15. Ibid.: quote
16. Ibid.
17. Ibid.: 97
18. Pincas (1982:2) quote
19. Byrne (1979:6) quote
20. Ibid.: 6
21. Ibid.: 23-24, quote
22. Ibid.: 24, quote
23. Ibid.
24. Ibid.: 25
25. Ibid.
26. Ibid.: 26, quote
27. Ibid.: 26-27

28. Ibid.: 27, quote
29. Ibid.: 27
30. Widdowson (1978:111) quote
31. White (1985:26) quote
32. Ibid.
33. Ibid.
34. Ibid.: 34
35. Ibid.: 26-27, quote
36. Ibid.: 27
37. Ibid.: 28
38. Ibid.: 30, quote
39. Ibid.
40. McDevit, D. (1989:19) quote
41. Ibid.
42. Ibid.: 20, quote
43. Ibid.
44. Ibid.: 21, quote
45. Ibid.: 21
46. Ibid.: 21, quote
47. Ibid.: 22, quote
48. Ibid.

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APPENDIX I

PRE-TEST

CONTROL AND EXPERIMENTAL GROUPS

GROUP CODE _____

ROLL No _____

PART I

INSTRUCTION

Put the following words in a different order to make correct sentences. Write the correct sentences in the space provided (14 points)

Example:

Question: He the of on table put glass water the

Answer: He put the glass of water on the table.

1. drank a of coffee he cup

2. bought she a 'tella' bottle of

3. market went to she sack a of buy flour

4. Poor to a never rich that woman gives cent the

5. the killed beast broad hunter the in day light

6. a day each hippopotamus grass eats of many kilos

7. the police crime the was by discovered

8. play when used he football to was a he boy

9. difficult too understand the subject is *to*

10. the subject I enjoyed is English most

11. the coffee merchants foreign bought is by

12. brother English at University studying my is Addis
Ababa the

13. carried water back her of pot a She on

14. A is loaf expensive too of bread

PART II

INSTRUCTION

Complete the following passage by choosing the correct word from the bracket and filling in the blank spaces.

(10 points)

The villagers gave us no _____ (information/
story) about the enemy, but when we got near the camp we

could see a hundred camp fires, the _____ (flame/
smoke) from which hung like a cloud in the sky. It had
been a hot day and the air was full of _____ (dusk/
dust) and _____ (dirt/dart). Our soldiers had
collected a large quantity of _____ Y (breed/bread)
and a very small quantity of _____ (meat/meet)
but they could not eat the _____ (food/foot)
because they could get no _____ (wool/wood)
for the fires. In the morning the _____ (dance/
music) played by the soldiers' band woke us up after very
little _____ (slip/sleep)

PART III

INSTRUCTION

Complete the following dialogue by referring to the
list of sentences below which are not given in the correct
order (5P)

- a. I've never seen you there
- b. I usually take my car
- c. Mine is Abebe
- d. At the Anebesa Shoe Factory
- e. Do you like it.

A. My name is Kebede.

B. _____

A. Where do you work ?

B. _____

A. Really ? I work there too.

B. _____

A. Well, it is a big place and I only started last week.

B. _____

A. It is not bad. Besides, I can now go to work by bus.

~~_____~~

B. _____

A. Do you ? Well, perhaps you can give me a lift.

~~B. _____~~

PART IV

INSTRUCTION

The sentence parts in List A are in the right order. Find the rest of each sentence in List B and then write out all the sentences in one paragraph in the space provided. The first sentence of the paragraph has been done for you. (7 points)

List A

1. In my village the men . . .
2. The women . . .
3. The children below school age . . .
4. The older children . . .
5. In the school, the teacher . . .

6. By the church, the priests . . .
7. We welcome travellers because they . . .
8. One day I . . .



List B

- a. . . . sit and pray
- b. . . . shall visit all the places they describe.
- c. . . . work in the fields.
- d. . . . teaches, and writes on the blackboard.
- e. . . . stay at home to cook and look after the babies.
- f. . . . tell us what is happening elsewhere.
- g. . . . watch the sheep and cattle.
- h. . . . go to school.

Begin your paragraph like this.

In my village, the men work in the fields. The women

PART V

INSTRUCTION

Put the following sentences in the right order and write them in a paragraph form. The first sentence is in the right place. (4 points)

- a. When my father was a boy, he went once every year to Addis Ababa to see his old aunt.
- b. The passangers sit in comfort and talk to their friends or just look out of the window at the scenery.
- c. Now you can go by bus and it only lasted half an hour.
- d. The road was dusty and hot and when he arrived in Addis Ababa he always felt tired.
- e. He rode on a horse back and the journey lasted ^{four} four hours.

Begin your paragraph like this.

When my father was a boy, he went once every year to Addis Ababa to see his old aunt. _____

APPENDIX II

TEACHING MATERIAL (CONTROL GROUPS)

Lesson One

The Use of the Simple Past Tense

INSTRUCTION

Use the verbs below to complete the sentences. You must put the verbs in the simple past tense.

happen	talk	hate
pick up	help	
want	ask	

1. Kebede _____ one birr to buy a book.
2. This story _____ last week.
3. Lemma _____ his mother to give him one birr to buy an exercise-book.
4. On his ~~walk~~ way to school, Tesfaye _____ a pen lying on the road.
5. The teacher _____ Almaz to do her homework last class.
6. Last year Assefa _____ to wake up early.
7. The director _____ about the school's problem to the parents yesterday.

Lesson Two

Answering Questions about Oneself

(Simple Past Cont.)

INSTRUCTION

Answer the following questions about yourself in

complete sentences. Write the answers in your exercise-book.

1. When did you begin school ?
2. What was the first school you went to ?
3. Who was your first teacher ?
4. What subjects did you study ?
5. Which subjects did you enjoy most ?
6. Did you understand arithmetic easily ?
7. Did your teacher punish you often ?
8. How much did you pay for your exercise books.
9. What games did you play ?

Lesson Three

Meaningful Selections

(Simple Past Cont.)

INSTRUCTION

Choose words from each box to make a good sentence. There is only one good sentence in each question. Write it down in your exercise-book.

1.

The film
The shope
The table

broke
read
ate

under the strain
on the shelf
at six O'clock

tomorrow
yesterday
every Saturday

2.

The shop keeper
Sailors
The teacher

ate
wore
wrote

water
paper
the exercise

- | | | | |
|----|---|----------------------------------|---|
| 3. | The street
The price
His health | continued
increased
ran | through the hospital .
along the road ,
in most towns, |
| 4. | The doctor
The seller
The buyer | pulled out
understand
paid | the seller's horse ,
the byer's teeth .
the patient's teeth , |
| 5. | The train
The school
The hospital | arrived
built
bought | in 1906 ,
at four O'clock ,
the patient , |

Lesson Four

Using the Simple Present Tense

(Meaningful Selection)

INSTRUCTION

Choose words from each box to make a good sentence.
There is only one good sentence in each question. Write it
down in your exercise-book.

- | | | | | |
|----|--|--------------------------|--|--|
| 1. | The film
The shop
The table | passes
begins
eats | at the workshop
on the book shelf
at six O'clock | last week -
every Saturday.
yesterday- |
| 2. | The shopkeeper
Sailors
The teacher | wear
eats
teach | water
paper .
uniform . | |

3.

The street	winds	along the road.
The price	serves	through the centre of the city.
His religion	passes	through the church windows.
4.

The buyer	pulls out	The horse's teeth.
The seller	looks at	The buyer's teeth.
The horse	pays for	The seller's teeth.
5.

The aeroplane	sells	
The chairs	sings	at four
The market place	arrives	o'clock.

Lesson Five

Using the Present Continuous Tense

(Meaningful Selection) the + 'going to'

INSTRUCTION

Choose words from each box to make a good sentence.
There is only one good sentence in each question. Write it down in your exercise-book.

1.

Ato Abebe	are going	next week
W/o Genet and Ato Abebe	are moving house	last week
Mr. Green	am working	last year.
2.

They	is buying	new furniture	on Monday
I	are buying	happiness	last Tuesday
The dogs	are selling	the rent	last week.

3.

The pupils	am going to	visit	them
All the boys	is going to	sell	us
I	is visiting	buy	you

yesterday
at the end of the week
last night

4.

She	am going	a party	next week and
He	am plawing to	a picture	last Monday.
They	are having	decoration	last month.

5.

I	are taking	a present	for me .
She	am taking	medicine	for us
He	are buying	battle	for the new baby .

6.

They	is going to enjoy	life
I	are going to enjoy	death ,
The donkeys	is going to like	time

in the neighbourhood ;
for the acoustics.
brutally.

Lesson Six

Using the Present Perfect Tense

(Meaningful Selection)

INSTRUCTION

Choose words from each box to make a good sentence.
There is only one good sentence in each question.

Write it down in your exercise-book.

1.

That student	have written	his exercise
The nurses	has finished	the hospital
My sisters	has broken	the classroom

last week
last year
now

2.

The football	has changed	The date of the match.
The captain	have grazed	on the football field.
The boys	has grazed	With the cattle.

3.

The girl	have won	a trophy	next year
The ibex	has won	a warden	for tennis
Numerous camels	has grazed	this family	by tourists

4.

I	have distributed	a photograph	with a lion.
She	have killed	a walk	of a lion.
He	have taken	a movement	by a lion.

5.

Camels	has grazed	in those trees	for centuries
The children	have grazed	in this area	last month
Monkeys	has played	in this river	in 1924

6.

Tourists	have used	these gardens
Trophies	have hunted	these trees
A game warden	have become	these facilities

in the future
often
in June

Lesson Seven

Using Quantifiers

INSTRUCTION

Re-write the following sentences by changing the quantifier using the one given. Make the verbs agree and change the form of the noun or nouns if necessary.

Example 1

All the books are in English

All ----- All of

All of the books are English.

Example 2

All the books are in English

All the ----- Each

Each book is in English

1. Some of these coins are useless.

Some of these ----- All ^{of} these -----

2. Each student has a note book.

Each ----- All the

3. Many of the soldiers were cowards.

Many of the ----- Every

4. All the money is in the bank

All the - Some of the

5. Put each toy in the toy cupboard.

each ----- all the

6. Both the girls were overcome with shame.

Both the ----- Each of the

7. A lot of water is dirty.
A lot of --- All the
8. No animals drink at this pool.
No ----- Not one
9. A large amount of money is under the bed.
A large amount of ---- Some of the
10. Either books contains the answer to your question.
Either --- Both the books.

Lesson Eight

Using the Correct forms of Adjectives and Adverbs

INSTRUCTION

Choose the correct form of the adjectives or adverbs and write out the complete sentences in your exercise-book.

1. The oranges in this garden are _____ in Ethiopia
(sweeter, the sweetest, sweetest)
2. The cows here give _____ milk in the world.
(good, better, the best)
3. This is _____ flower in the vase. (prettiest,
(the prettiest, prettier)
4. Apples are not _____ as oranges this year,
(more plentiful, so plentiful, most plentiful)
5. You need _____ amount of brushwood than this.
(a larger, the larger, the largest)
6. My daughter is _____ as yours. (as intelligent,
so intelligent, more intelligent)

7. The oldman drives (more carefully, most careful, the most carefully).
8. This wasteland here is _____ area in the country.
(the most eroded, the more eroded, most eroded)
9. The shrubs in this field are _____ on my farms.
(more stunted, stunted, the most stunted)
10. The shrubs on my farm are _____ ~~stunted~~ as yours.
(more stunted, as stunted, the most stunted)

Lesson Nine

Using Relative Pronouns

INSTRUCTION

Choose the correct relative pronoun from the words in the brackets. Write the complete sentences in your exercise-book.

1. I like that man _____ I met yesterday. (who, which, whom)
2. Give me the paper _____ I wrote yesterday.
(who, whom, that)
3. This is the breeding-ground _____ the ibex like
(that, whom, who)
4. That is the hysterical girl _____ I was talking about.
(that, which, who)
5. I saw the cup _____ contains the incense.
(who, whom, which)

6. I read the official letter _____ you sent me.
(who, whom, which)
7. Did you repair the part _____ was broken? (whom,
who, which)
8. I don't know the man _____ is rushing along the road.
(whom, which, who)
9. The man _____ is swaying from side to side is a
splendid dancer. (that, which, whom)
10. The horse _____ bolted threw its rider to the ground.
(which, whom, who)

Lesson Ten

Using Relative Pronouns

(Cont.)

INSTRUCTION

Look at the following sentences and then decide what the antecedent is and put the relative clause after the antecedent. Write out the sentences in your exercise-book.

Example

The girl has been insulted. (whom I love)

The girl whom I love has been insulted.

1. I saw the man at the corner of the street. (who sells vegetables)
2. He chased the boy. (that broke the window)
3. The woman has been very ill. (you spoke to)
4. The trees grew well in the fertile soil. (the farmers planted)

5. The basket was decorated with ribbons. (in which the presents come)
6. The hills are very high. (which surround the city)
7. The car was very splendid. (which was given to the president)
8. I bought the books. (you asked for)
9. The country is surrounded by mountains (the men explored)
10. The road junction is closed to traffic today. (near the hospital)

Lesson Eleven

The Use of Conjunction

INSTRUCTION

Choose a suitable conjunction to put in each blank space to join the following sentences together. The list of conjunctions you need are provided below.

or	if	while	although
as	because	and	
unless	until	but	

1. My brother is not very fat _____ in spite of that he is strong.
2. He keeps himself well _____ he plays games every day.
3. Your sister went into the room _____ I asked her not to do so.
4. You will hurt yourself _____ you fall into that hole.
5. I want to wait here _____ I am ready.
6. I will buy that motor-car _____ the owner is willing to sell it.

7. I shall be unable to do this work _____ you help me.
8. I was watching him _____ he was doing it.
9. That man will cook his food _____ he will eat it.
10. I watched the sun _____ it set in the West.

Lesson Twelve

Using Conjunctions

(Cont.)

INSTRUCTION

Begin a sentence with a phrase from List A; choose a clause from List B to be the chief part of the sentence; finish the sentence with a phrase or clause from List C.

Example

After filling the fountain-pen, the girl worked out the sum on the last page of her exercise-book.

List A

- a. After filling the fountain pen
- b. Before you go home
- c. Before the sun rose
- d. Having drunk all the milk
- e. While answering the question
- f. Unless he works hard
- g. Although we had no money
- h. Having got my gun
- i. After our long walk
- j. As the ship sank.

List B

- a. I shot the tiger
- b. the girl worked out the sum
- c. the snake went under the table
- d. we felt tired
- e. you must put in the commas and full stops
- f. please put these books away
- g. we left our homes
- h. the sailors lit fires on the ship
- i. he will not pass his examination
- j. the sky became brighter in the east.

List C

- a. although it was still dark in the west
- b. in order to travel to distant lands
- c. yet we could find nowhere to sleep
- d. through the heart
- e. in order to hide itself
- f. as signals to the shore
- g. on your book shelf
- h. on the last page of her exercise-book
- i. for they are very important
- j. before he leaves school

Lesson Thirteen

Writing complete sentences by answering questions
after reading short paragraphs

INSTRUCTION

After reading the following short paragraphs, write complete sentences by answering questions about the paragraphs. Write your answers in your exercise-books.

Paragraph One

Ethiopia lies in the east of Africa. It covers an area of 450,000 square miles. Ethiopia is bounded by the Red Sea to the north east, Kenya to the south. Sudan to the west and north-west. The capital, Addis Ababa, has an altitude of 8,000 ft and a population of more than 1,000,000. According to a recent estimate the population of Ethiopia is about 50,000,000. Asmara, Dire Dawa, Dessie, Jimma are major towns. Its economy depends on agriculture. Major exports are coffee, hides, skins and oil seeds. Machinery is its main import.

1. Where does Ethiopia lie ?
2. How many square miles does it area cover ?
3. Describe its boundaries.
4. Name its capital.
5. Mention other major towns.
6. On what ^{does} Ethiopia's economy depend ?
7. What are its major exports and imports?

Paragraph Two

Liberia is a small country in the west of Africa. It has an area of 43,000 sq. miles. It is bounded by Guinea to the north, Sierra Leone to the north-west, Ivory Coast to the south-east and Atlantic ocean to the west. Its population is estimated to be about 5,000,000. The capital, Monrovia, has a population of about 1,000,000. Buchana is its main sea port. Agriculture and mining are the backbone of its economy. Liberia's currency is the American dollar. Two regions comprise its administrative set up. English which is widely spoken and taught in schools is its official language.

1. Where is the location of Liberia ?
2. What is its area ?
3. Mention its main boundary ?
4. What is the population estimate ?
5. Name its capital.
6. Does it have a sea port ? Name it ?
7. What is the name given to its currency ?
8. What language is widely used in its school system.?

Paragraph Three

Egypt services as a bridge between Africa and Asia. It occupies the north-east corner of the African continent. It is bounded by Libya to the west, Sudan to the south, Red Sea to the east and Mediterranean Sea to the north.

Its area covers about 386, 198 square miles. Egypt's population which is 80,000,000 is the second largest in Africa. The capital, Cairo, with a population of more than 6,000,000 is the largest city in Africa. Alexandria and Suez, its two major towns, each have a population of more than 2,000,000. The official language is Arabic. English and French are widely used. Even though Egypt has a diversified economy, the agricultural sector is the most important. Cotton is the main cash crop.

1. What part of the African continent does Egypt occupy ?
2. Describe its boundary.
3. How do you rank Egypt's population in the African continent ?
4. Mention two Egyptians town which have a population of more than 2,000,000.
5. How large is Cairo compared with other African cities ?
6. What languages besides Arabic are widely used in Egypt ?
7. Does Egypt's economy depend on one sector ?
8. What is the special name given to an economy which does not depend on one sector ?

APPENDIX III
TEACHING MATERIAL
(EXPERIMENTAL GROUPS)

Lesson One

The Use of the Simple Past Tense

Instruction

From the list of verbs given below, choose the best one for each gap in the story. Then re-write the story in your exercise book. Be careful to use the correct past form of the verbs. One verb must be in the negative.

agree	tell	take	steal	spend	
say	make	get	find	buy	be

Last week Hailu _____ one birr on a history book. He _____ it from Tadesse. But someone _____ the book from Hailu and so he _____ very happy. He _____ his teacher, who _____ every one promise to look for the book. The class _____ the teacher _____, 'Someone _____ the wrong book'. Yesterday Hailu _____ the thief and _____ his book back.

Lesson Two

Answering questions about Oneself.

(Simple Past. Cont.)

Instructions

1. Answer the following questions about yourself.

2. Write the answers so that they make a composition entitled 'My Early School Days'.
3. Don't forget to put a full stop after every sentence and to start with a capital letter after every full stop.
4. If possible revise the rules of capitalization from your grade nine lessons.
 - a. When did you begin school ?
 - b. What was the first school you went to ?
 - c. Who was your first teacher.
 - d. What subject did you enjoy most ?
 - e. Did you understand arithmetic easily ?
 - f. Did your teacher punish you often ?
 - g. How much did you pay for your exercise-book ?
 - h. What games did you play ?

Lesson Three

Meaningful Selection

(Simple Past Cont.)

Instruction

Make a meaningful selection from the following substitution table. Write the sentences you selected in one paragraph in your exercise-book.

The other day		theatre	
Last night	mother took us to	cinema	to see a

film. Unfortunately we were able to get good seats
play. Luckily we couldn't
because the cinema was almost empty so we
theatre very full
didn't have a very nice time. Afterwards we went to a
had
restaurant not far from the cinema and once again
theatre but
we were lucky ! terrible we
terrible ! the food was marvellous
got home, tired but happy !
and miserable !

Lesson Four

Using the Simple Present Tense

Instruction

Choose words from each box to make good sentences and write them in your exercise book to make one paragraph. There is only one good paragraph in the boxes. The double strokes indicate the end of sentences.

My grand father	barks	in vegetation.	//				
A massive mountain	talks	with a dog.	//				
A dense forest	lives	in a gorge.	//				
The cows	is	more intelligent	than Ethiopia.	//			
The gorge	are	thicker	by the Blue Nile Gorge.	//			
The land	am	deeper	to Africa.	//			
He	am	not so narrow.	//	It	am	wider	to
She	is	not so clever.	//	they	is	father	than
It	are	not so blue.	//	She	are	cleverer	by

mountains	in Ethiopia.	It is	the cleverest
forests	to Ethiopia.	They are	the widest
any other gorge	of Ethiopia.	She is	the fattest
Mountain	to Africa.	My forest	dies
gorge	by Africa.	My grand father	grows
forest	in Africa.	My mountain	likes
patches.	The air	in the clue	are
humps.	The time	in the gorge	am
hot weather.	The patch	in the shrub	is
more isolated	to	in the dark,	
hotter	by	in other parts of the country.	
darker	than	in the morning.	
There	is	a deep river	in the sky.
He	am	a mountain	in the gorge.
She	be	a grand father	in the trees.
The river	makes	the Blue Nile	bigger
This sky	puts	the climate	drier
This grand father	smells	the mountain	damper
in the street	by	the expedition.	
in the gorge	to	on the surrounding hills.	
in the sky	than	at night.	

Lesson Five

Using the Present Continuous Tense

Instruction

1. The following paragraph is about someone's plan for a day. So what is the best verb form to use for the future time tomorrow? The 'going to' form is the best. But there are four sentences in the paragraph where the 'going to'

form is not right. Look for two sentences which the speaker cannot control. Use will or shall in these sentences. Look for one sentence that is fixed like a timetable. Look for one sentence that is someones else's plan. Use the present continuous there. Use the following verbs to complete the paragraph and write out the paragraph in your exercise-book.

get up	dress	come
sleep	give	meet
show	be	be
be	have	

2. Give the following title 'My Days Plan' for your paragraph.

Tomorrow I _____ early and I _____
~~early and I~~ _____ very carefully. Tomorrow I _____
sixteen years old. In the morning my grandmother _____
from the country. She loves me very much. I _____
her at the bus station. Her bus _____ at eleven
o'clock. I _____ her the principal streets of
Addis Ababa. After that she _____ tired. In the
afternoon she _____. In the evening my parents
_____ a party. We _____ the best party in
the world.

Lesson Six

Using Present Perfect Tense

Instruction

In the following passages are some gaps which you must

fill. Each gap has a number and at the end of the passage there are group of words, each with a number against them. Choose the correct words from the right groups and put it in the gap. Write out the passage in your exercise book.

In Ruritania the government _____ (1) several large hotels. In the past only very brave travellers _____ (2) Ruritania. They _____ (3) in the houses of shepherds at night. In the day they _____ (4) guns and knives to protect themselves. The climate of Ruritania is very cold in winter and hot in summer. However the sea coast is beautiful and the mountains are good for winter sports. Now the government _____ (5) two new towns by the sea. The beaches _____ (6) a few foreigners since the end of the war. These foreigners _____ (7) about Ruritania. Many people want to go there, but up to now there _____ (8) any facilities. The new hotels have swimming-pools, comfortable gardens. In the mountains some rich people _____ (9) a ski-club. Last year they _____ (10) three ski hotels in different places. Last year five thousand tourists _____ (12) a tourist office and the Ruritania Air Lines _____ (13) very cheap holidays. Tourists _____ (14) cars. There is no language problem; University students _____ (15) in their spare times as interpreters.

- Both correct*
- (1) has built, have built, built
(2) explored, have explored, has explored.
(3) were staying, have stayed, stayed.
(4) were carrying, carried, have carried

- (5) has planned, have planned, planned
- (6) attracted, has attracted, have attracted
- (7) wrote, have written, are writing
- (8) has not been, were not, have not been
- (9) have started, has started, started
- (10) built, have built, has built
- (11) went, have gone, are going
- (12) built, was building, builds
- (13) offered, has offered, are offering
- (14) can hire, hired, has hired
- (15) work, worked, have worked

Lesson Seven

Using Quantifiers

Instruction

Choose a suitable quantifier from the list below to fill the gaps in the following paragraph. Use each quantifier only once.

Some of	both	lots of
many	much	each
one of	a great number of	
any of	two of	

There were _____ people standing in the square.
_____ the people were shouting. _____ person
carried a flag. Soon the famous leader arrived. On _____
sides of the street people ran forward. The police didn't

hold back _____ the leader's children was in the car.
_____ the women in the ground picked her up and
kissed her. Unfortunately the people at the back of the
crowd couldn't see _____ of the scene.

Lesson Eight

Using the Correct Forms of Adjectives

and Adverbs

Instructions

1. Study the following table carefully and then answer the questions that follow.

<u>Ivory Exports through Massawa</u>	
<u>Year</u>	<u>Value in Maria Theresa Dollar</u>
1902	29,181
1903	16,373
1904	11,590
1905	18,211
1906	5,441

2. In the early twentieth century there was a great deal of elephant hunting. Every one wanted ivory soon there were very few elephants left. Answer the following questions about the table above. The answers will make a paragraph about the decrease in ivory exports from Massawa.
 - a. Was more or less ivory exported in 1902 than in 1903.
 - b. In which year from 1902 to 1906 was the greatest amount of ivory exported from Massawa.

Lesson Nine

Using Relative Pronouns

Instruction

In the following paragraph put the correct relative pronouns in the blank spaces and then re-write the paragraph in your exercise-books. The following is a list of the relative pronouns you need.

which	that
whom	who

Once there was a man _____ lived in a small hut. At night he went to bed and said good night to the cat _____ lived with him. He loved the dog _____ he had but the dog stayed outside in the garden _____ belonged to the hut. The man thought about his daughter _____ now lived in the next village. She was the daughter _____ he loved best. But the man was poor and one day a richman asked for the daughter _____ was so quiet and strong. Now at night the man thought about his daughter _____ he loved. The dreams _____ he had were sweet but every morning he felt cold and sad. He thought of his ^{daughter} _____ went off with the richman and he felt really poor in his heart.

Lesson Ten

Using Relative Pronouns

(Cont.)

Instruction

The following paragraph has been written by a news

paper reporter. The piece of news is not very important and the paragraph must be as short as possible. The reporter has been asked to make it shorter. Help him out out all the unnecessary relative pronouns. Re-write the paragraph in your exercise-book.

The crowd that I saw was waiting in the square which the bank is in. The people who were near me carried flowers and flags. The people that I spoke to were very excited. They loved the man who won the gold medal. The car which the famous runner was in came near the square that I was waiting in. All the people that I was with shouted and cheered. A man who I knew made a speech. The runner held up the box that the medal was in. All the people who were in the square cheered again.

Lesson Eleven

The Use of Conjunction

Instruction

Put suitable conjunctions where there are blank spaces in the following passage. The following is a list of conjunction you need.

or	if	while	although
as	because	and	that
unless	until	but	

Once there was a poor fisherman who rarely caught any fish in the sea. He did not catch the _____ his fishing



nets were old _____ his fishing-hooks were rusty. One day he threw his net into the sea _____ the sun was rising _____ that is the hour _____ fish are caught most easily. He waited _____ his net sunk to the bottom _____ then he began to pull it up. To his surprise, he found _____ he could not move it. A friend of his came near _____ he was pulling to the net _____ told him that he would never lift it _____ he dived into the sea to loosen it. The fisherman followed his advice _____ when he swam to the bottom he found _____ the net had caught on the corner of a large box. He came to the surface again _____ informed his friend. His friend told _____ he must find out _____ the box was full or _____ was empty. He dived into the sea again _____ never returned.

Lesson Twelve

Using Conjunctions

(Cont.)

Instruction

Use and, but, because, before as, since, who, whose, when to join sentences in the following passage. You may change other words if necessary. The mark (/) shows you where to put a full stop.

This is a story about an old lady. She was very careful about her housework. /She woke up her servants every morning very early. The cock crowed. She wanted them to begin their work at once. /This did not please the servants.

They were very lazy./ They wanted to talk. They wanted to drink some tea. They began their work. /They decided to kill the cock. His crowing caused all the trouble. / The next day they killed the cock. The old lady was not looking/ The servants cut off the cock's head. They burried it in a hole in the ground. It was a mistake. / The old lady, not having a cock to tell her the time, mistook the hour. She called up her servants in the middle of the night.

Lesson Thirteen

Writing Short Paragraphs from Given Facts and Figures

Instructions

1. Study carefully the following facts and figures together with the model paragraphs constructed from the given facts and figures.

Hungry

- between Austria and Rumania
- to the north of Czechoslovakia
- and Yougoslavia to the south
- population - 10,200,000 people
- capital - Budapest - on the river Danube -
population - 1,900,000

Model paragraph Constructed from the above facts and figures

Hungry is located between Austria and Rumania. Czeckoslovakia is to the north and Yugoslavia is to the

south. It has a population of about 10,200,000 people. Budapest is the capital city. It is built on the River Danube. It has a population of 1,000,000 people etc.

2. Now write paragraphs which are similar to the above one for the following countries using the facts and figures given below.

1. Ethiopia

- in the east of Africa
- covers an area of 450,000 square miles
- to the north-east Red Sea and to the south-east Djibouti and Somalia
- Sudan to the West and North-west
- population - about 50,000,000
- capital - Addis Ababa - population - more than 1,000,000 - has altitude more than 8,000 ft.
- Major towns - Asmara, Dire Dawa, Dessie, Gondar, Jimma
- Economy - depends on agriculture
- Major export - coffee, hides, skins and oil seeds.
- Major import - machinery.

2. Liberia

- in the west of Africa
- area 43,000 square miles
- Ginea to the north, Sierra Leone to the north-west, Ivory coast to the south-east and Atlantic Ocean to the West.

- Population - about 5,000,000
- Capital - Monrovia - population about 100,000
- Main sea port - Buchana
- Economy depends - agriculture and mining.
- currency - American dollar
- divided into two administrative regions
- official language - English - widely spoken and taught in schools.

3. Egypt

- serves as a bridge between Africa and Asia
- Occupies the north-east corner of the African continent
- Libya to the West, Sudan to the south, Red Sea to the east, Mediterranean Sea to the north.
- Area - 386,198 square miles
- Population - about 80,000,000
- Capital - Cairo - population about 6,000,000.
the largest city in Africa
- Other major towns - Alexandria and Suez -
Both population more than 2,000,000.
- Arabic - official language - English and French -
widely used.
- has diversified economy agriculture the most
important cotton - the main crop.

4. South Africa

- situated at the southern most part of Africa
- Zambia to the north, Indian Ocean to east, Atlantic ocean to the west and south.
- Area - 472,539 square miles
- Interior of the country - table land
- population about 26,000,000 About 19,000,000 Africans, 4,000,000 whites, 2,000,000 coloured and Asians.
- Has a minority white government called Apartheid - condemned by the governments of several countries because it is unjust.
- Economy depends on mining Agriculture - one of the main branches.
- the largest producer of gold and diamond in the world.
- Capital - Pretoria. Major towns include Johansburg, Capetown, Durban etc.

APPENDIX IV

POST-TEST

CONTROL AND EXPERIMENTAL GROUPS

GROUP CODE _____

ROLL No _____

PART I

INSTRUCTION

Put the following words in a different order to make correct sentences. Write the correct sentences in the space provided. (12p.)

Example

Question: The big much the than small carpet was expensive carpet more.

Answer: The big carpet was much more expensive than the small carpet.

1. We the potatoes roasted in hottest the fire of part the

2. I so you as fast drive not do

3. the price ticket of the reduced by was airline the

4. by been houses fifty have destroyed fire

5. ate boy the apple ~~an~~ banana a and

6. an in umbrella carried the hand his priest

7. she cake used birth day ~~a~~ kilo a make a birthday ~~cake~~ flour

8. old her woman by the son supported is

9. boy small murderer the a identified by was

10. girl little the by broken was glass the

11. that the building is largest all buildings the town
the of in

12. play when used he football to was a he boy

PART II

INSTRUCTION

Complete the following dialogue by referring to the list of sentences below which are not in the correct order (5;.)

- a. Like this ?
- b. Well, hurry up, I'm getting tired
- c. I'm Almaz and that is my friend Aster
- d. Here ?
- e. Of me ? Oh ! all right then

A. Hello ! my name's Abebe.

B. _____

A. Can I take a photo of you ?

B. _____

A. Go and stand on that rock, then.

B. _____

A. Yes, and hold up that ball, please.

B. _____

A. Just a little higher. That is fine.

B. _____

PART III

INSTRUCTION

Put the following sentences in the right order and re-write them in a paragraph form. The first and the last sentences are in the right order. (8p)

- a. One day I went to my father 1
- b. I bought one of those red shirts. 6
- c. In this way my father discovered my cheating easily. 9
- d. On the way to the bookshop I passed the market. 4
- e. I asked him to give me some money for new school books. 2
- f. I saw some bright red shirts in the market. 5
- g. I went to my friend's house and borrowed his new books. 7
- h. He gave me the money. 3
- i. My father opened the books and saw my friend's name. 8
- j. He took my red shirts for himself. 10

Begin your paragraph like this.

One day I went to my father. _____

PART IV

INSTRUCTION

Study the following information about Ato Kebedes flight to London carefully. Then write a short paragraph by answering the questions that follow. Remember that people go to an airport one hour before departure time. (8p)

May 26	depart	Addis Ababa	8:00 hours
	arrive	Khartoum	10:20 hours
May 28	depart	Khartoum	11:50 hours
	arrive	Athens	15:00 hours
May 30	depart	Athens	12:00 hours
	arrive	Rome	13:00 hours
May 31	depart	Rome	10:00 hours
	arrive	London	13:00 hours

- a. Where will Ato Kebede be at half past seven on the morning of May 26 ?

- b. When will Ato Kebede catch his plane to Khartoum ?
- c. How long will Ato Kebede stay in Khartoum ?
- d. Where will Ato Kebede go to after Khartoum ?
- e. Where will Ato Kebede stay on the nights of May 28 and 29?
- f. How long will the flight between Athens and Rome last ?
- g. How many nights will Ato Kebede spend in Rome.?
- h. When will Ato Kebede leave Rome ?
- i. When will Ato Kebede arrive in London ?

Begin your paragraph like this.

Ato Kebede will be in Addis Ababa at half past seven on the morning of May 26. _____

PART IV

INSTRUCTION

Complete the following paragraph by putting the necessary words in the blank spaces. (7 points)

I began school _____ 1972 (E.C.). The first school I went to _____ St. Joseph Elementary School in Addis Ababa. My first teacher _____ Ato Tesfaye. I studied the following _____: English, Amharic, Mathematics, History, Geography etc. I enjoyed English _____. I understand Arithmetic easily. My teacher _____ punished me. I used to play the _____ games: football, basketball, table tennis and handball.

APPENDIX V

SAMPLE SHORT ANSWER WRITING COMPREHENSION

QUESTIONS

- A. Write the answer to the following questions in complete sentences. (ENE Grade 11. page 23)
1. What are the main plant foods that are required to speed up plant growth ?
 2. What does Ethiopia import, organic or inorganic fertilizers ?
 3. Which of these two fertilizers is widely used in your region ?
 4. What is the effect of a shortage of potash ?
 5. What is the effect of using potash in conjunction with nitrogen ?
- B. Write the answer to the following questions in complete sentences. (ENE - Grade 11 Page 48)
1. Has apartheid made life difficult for black South Africans ?
 2. What are tribal reservations ?
 3. What has the law on Bantustan citizenship deprived all black South Africans of ?
 4. What was the main purpose of the Bantustans ?
 5. Are the executives in the administrations of the Bantustans whites or non-whites ?
 6. Why is the word 'white' in paragraph four put inside inverted commas ?

4. Pencils and erasers are available in our shops

5. Heavy rain made driving difficult _____

B. The Compound Sentence

Study the following sentences.

Berket joined the Navy. (Simple sentence)

Haile joined the Air Force. (simple sentence)

Now, let's join these two simple sentences.

1. Berket joined the Navy, but Haile joined the Air Force. (Compound)
2. Berket joined the Navy but Haile joined the Air Force (Compound)
3. Berket joined the Navy; Haile joined the Air Force (Compound)

From the above examples, you can see that the independent clauses of a compound sentence may be connected in one of the three ways:

1. By using a comma before a conjunction.
2. By using a conjunction without a comma.
3. By using a semicolon without a conjunction.

All the three ways of writing a compound sentence are correct. However, you will use the first method - a comma before a conjunction - much more frequently than the other two.

Exercise 9:3

Combine each pair of simple sentences to form compound sentences

1. The policeman blew his whistle. The cars didn't stop.

2. The town planner stood on the hill. He didn't see the entire village.
3. Drinking untested water is risky. Some people drink untested water.
4. A man phoned about the sabotage. He refused to give his name.
5. Bulli had a slight car accident. The doctor recommended him to be admitted.

C. The Complex Sentence

The following sentences are complex sentences.

1. I shall be at the station (main clause) when you arrive (subordinate clause)
2. I believe (main clause) that the cashier is honest (subordinate clause)
3. I shall not go to fetch water (main clause) if it rains (subordinate clause)
4. The surgeon who operated on the girl (subordinate clause) who had a goitre left for good (subordinate clause)

Exercise 9:4

On the line to the right indicate whether the sentence is simple or compound or complex.

Example

Sime went to school, but Reta stayed at home (compound)

1. Smauel receives a very large salary which he doesn't deserve. _____
2. The man whom the lawyer is defending is a famous physician. _____
3. He is the one who speaks Arabic fluently. _____
4. The man who just knocked on the door is a plumber. _____
5. The archifect made the plans, and the contractor carried them out _____

B. Study the following sentences carefully.

1. I had lived here for three years by the end of last year.
2. I have lived here now for four years.
3. I will have lived here for six years by 1982.

The future perfect tense bears the same relation to a future moment as the present perfect tense does to the present moment.

Exercise 11:4

Make complete sentences from the following groups of words. Put the verbs in the future perfect tense.

Example

Teach/teach, English/ for ten years/1981.

Teach will have taught English for ten years by 1981.

1. The tailor/make, four dresses/tomorrow.
2. The plumber/mend, five taps/Friday.
3. The secretary/write, six letters/ ten O'clock.
4. Revolutionary Ethiopia/abolish, illiteracy/1987
5. The workers/produce, 500 tons of cement/next year.
6. The University/graduate, 300 teachers/next summer.

D E C L A R A T I O N

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

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