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Training in the Learning Strategies of Writing: Its
Effects on Students' Writing Skills

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Addis Ababa University
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**Training in the Learning Strategies of Writing: Its
Effects on Students' Writing Skills**

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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

This is to certify that the thesis prepared by **Zelege Arficho Ayele**, entitled: *Training in the Learning Strategies of Writing: Its Effects on Students' Writing Skills* and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy in TEFL (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.



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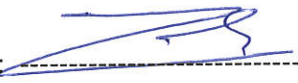
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Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

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Abstract

This research was mainly an experimental study intended to examine if: (a) there is a statistically significant difference between students who received training on the learning strategies of writing and those who did not receive training on the learning strategies of writing with regard to their writing skills, (b) training in the learning strategies of writing significantly improves students' use of the strategies, (c) there is a statistically significant difference between students who received training on the learning strategies of writing and those who did not receive training on the learning strategies of writing with regard to improving their belief about taking on more responsibility for their own learning of writing, and (d) students have positive or negative attitudes towards practicing writing tasks through receiving training on the learning strategies of writing.

To this end, the selected Freshman Program students of Hawassa University were randomly assigned to the experimental (41 students) and the control (41 students) groups. Students in the experimental group were taught lessons of the '*Basic Writing Skills*' course with training in the learning strategies of writing, whereas those in the control group were taught the lessons without training in the learning strategies of writing.

Data were collected through tests, questionnaires and interviews. Mixed-methods approach was employed for the study, which is mainly quantitative, but also used qualitative techniques for triangulation purposes. *Independent-Samples T Test* which was computed for the pre-test revealed that students who were assigned to the experimental and the control groups had similar writing performance with regard to including relevant contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance (t-values ≤ 1.56 , p-values $\geq .122$); however, the *Independent-Samples T Test* computed for the post-test demonstrated that the experimental group significantly outperformed the control group in their writing performance on each of the writing aspects and the overall writing performance (t-values ≥ 2.50 , p-values $\leq .014$). Moreover, the *Paired-Samples T Test* result demonstrated that students in the experimental group significantly improved their performance on each of the writing aspects and the overall writing performance than those in the control group (t-values ≥ -11.48 , p-values = .000).

The *Paired-Samples T Test* result indicated that training in the learning strategies of writing significantly improved students' use of the strategies (t-values ≥ -7.57 , p-values = .000). *Independent-Samples T Test* which was computed before the experiment demonstrated that the experimental and the control groups had similar belief about taking on more responsibility for their own learning of writing (t-value = .453, p-value = .652); however, the *Independent-Samples T Test* which was conducted after the experiment showed that students in the experimental group significantly outperformed students in the control group to improve their belief about taking on more responsibility for their own learning of writing (t-value = -4.26, p-value = .000). Statistical analysis conducted showed that students in the experimental group had a positive attitude towards practicing the writing tasks through receiving training on the learning strategies of writing. Results of the interviews conformed with results of the questionnaires. Based on the findings, recommendations have been made that writing tasks/activities should be introduced in the context of training in the learning strategies of writing; as a result, students could improve their writing skills by using the strategies and taking on more responsibility for their own learning of writing. Moreover, studies on other issues of the training have been recommended.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

1.1.1 The Place of English in the World: Overview

English language is a popular lingua franca. A lingua franca can be defined as “a language used as a common language between speakers whose native languages are different” (Soanes and Stevenson, 2006:828). The people of the European Union member countries, for instance, use English besides their own languages. Globally, international and continental summits are held mainly in English. Moreover, English has become the predominant language of the print and electronic media across the globe. It has also taken the leading position as a language of science and technology that many of the academic papers are published in English. “It pervades and often dominates areas of global life ranging from technology, science and education to commerce, advertising and pop” (Pope, 2002:19).

There are a number of interconnected factors that have made English language a popular lingua franca. According to Pope (2002), Harmer (2001), Barber (2000) and Blake (1996), the following are the main reasons. Firstly, the expansion of this language as a lingua franca has a colonial history. When the British colonized many countries, they also used English as a language of administration to help them maintain their power. The situation obliged the natives to learn English. Thus, it has become an official or national language and a medium of instruction for many of the British Empires. Economics is another factor for the popularity of the English language. When commerce spread all over the world where the United States as a world economic power has taken the lion’s share, English has spread too in connection with this nation. This is because transactions have taken place mainly in written or oral English. Travel is the third factor for the development of this language as the most prominent language of the world. It is obvious that in international airports or flights and in marine travels announcements to passengers appear mainly in English. Air traffic controllers and pilots and marine traffic controllers and captains usually communicate in English. Thus, it can be said that these have increased the value of English. The expansion of English can be also associated with the Internet. This is because information on the Internet appears mainly in English. Lastly, western culture has been another factor for the growth of English. In relation to this, Harmer (2001:3-4) says the following:

In the western world, at least, English is a dominating language in popular culture. Pop music in English saturates the planet's airwaves. Thus, many people who are not English speakers can sing words from their favorite English medium songs. Many people who are regular cinemagoers (or TV viewers) frequently hear English in subtitled films coming out of the USA.

The above scholars conclude that English continues to have a large number of speakers in the world. They justify that in many corners of the globe children raise up multilingual and thus English has become one of these languages. They add that as far as globalization is concerned English will continue as one of the main languages of the world.

1.1.2 The English Language in Ethiopia

According to Dejenie (1990), the introduction of the English language into Ethiopia dates back to the introduction of modern education into the country. When the western education got into Ethiopia in the early nineteenth century, English was taught as a subject whereas French served as a medium of instruction. The main objective of the then government of Ethiopia in teaching European languages was "based on the need for some Ethiopians to learn European languages in order to maintain contact with European colonial powers, and to access modern western knowledge"(McNab, 1989:78 quoted by Hailemichael, 1993:17). According to Tesfaye and Taylor (1976), cited in Geremew (1999), after the Italian invading force was driven out of Ethiopia with the help of the British army in 1941, the British influence in Ethiopia began to grow and as the result of that a shift was made from French domination to English domination.

1.1.2.1 English in Ethiopian Non-Academic Contexts

The English language has played important roles in non-academic contexts in Ethiopia. For example, as far as international relations of the country are concerned, Ethiopia communicates with foreigners or nations mainly in English. English serves as the official language of the country next to Amharic. It serves as an official language for the international institutions of the country. Specifically, it is often the language of the international aid organizations, Economic Commission for Africa (ECA), and African Unity (AU). English also serves as the working language for some national institutions such as the Ethiopian Air Lines, banks, and Ethiopian Telecommunications Corporation. The aforementioned organizations use this language, as Dejenie (1990) says, because they get in touch with the international community. Businesspersons often use English to order commodities and other items from abroad. Moreover, these days, many hotels and supermarkets in our country, as a proof of payment, print bill receipts to customers in

English. Furthermore, many public advertisements or announcements and road signposts and others, especially in towns and cities of the country, are written in English. Thus, it is mainly writing that does these all tasks of the non-academic contexts.

1.1.2.2 English in Ethiopian Education

1.1.2.2.1 English in Primary Education (Grades 1-8)

In Ethiopian primary education, the English language has played different roles at different regimes. Geremew (1999), quotes Tesfaye and Taylor (1976), says that, after the Ethio-Italy war, English became the medium of instruction for the majority of subjects from Grade 3 onwards. That role, however, was taken by Amharic for Grades 3-6 as of 1963/4 to the downfall of the military government in 1991. The education policy of the present government has also stated that medium of instruction for Grades 1-6 should be mother tongue and thus this has also decreased the role of English.

The use of English as a subject as well as a medium of instruction is not uniform across the country. In some regional states, it is taught as a subject at all levels starting from Grade 1, whereas in other regional states it is started from Grade 3. Again, in some regions it serves as a medium of instruction from Grade 3, whereas in others it starts from Grade 5 and Grade 8. With regard to the syllabus/contents of the language program at elementary and junior levels, all regional states use a centralized document with a decentralized textbook preparation. The textbooks tried to adopt the integrated skills approach although the instruction focuses mainly on grammar accuracy. The children at these levels, especially in Grades 7 and 8 are asked to read short texts of different types and answer comprehension questions, write correct sentences and short paragraphs, speak on given issues, listen and take notes to answer comprehension questions and perform some other tasks, and practice some exercises to increase their vocabulary size.

1.1.2.2.2 English in Secondary Education (Grades 9-12)

Geremew (1999), quotes Tesfaye and Taylor (1976), says that curriculum reform for the English language was made at different times between 1947/8 and 1963/4 and one of the curricula revisions for the secondary schools took place in 1963/4. This curriculum gave more attention for the teaching of grammar and less emphasis to the teaching of speaking, reading, writing, and vocabulary. The Grade 9 textbook on grammar included exercises on tenses, subordinating conjunctions, active/passive voice, complements and apposition, derivations, idiomatic expressions, and direct/indirect speech. The writing exercises asked

students to produce paragraphs of about five sentences and to report conversations. The textbook also included exercises on layout, handwriting, sentence construction and reading comprehension. The textbook for Grade 10 on grammar had exercises on tenses, adverbial, adjectival, participial and nominal clauses, indirect speech, compound sentences and clause analysis. It asked students to write essays of three paragraphs and to practice writing personal letters. When it comes to Grade 11, the textbook on grammar consisted of tasks on tenses, future markers, and indirect speech. The writing exercises asked learners to summarize narrative texts by using direct speech, write descriptive paragraphs and write expository and argumentative essays. The textbook for Grade 12 included grammar lessons mainly as remedial exercises. The textbook for the writing skills asked students to produce an essay of about 400 words. It also consisted of activities on writing business letters.

Geremew (1999) says that the curriculum was re-reformed latter. However, according to him, the syllabi of the re-revised curriculum also did not have better qualities than the syllabi of the former curriculum. Geremew (1999) goes on to note that the syllabi of the re-revised curriculum included mainly reading passages with comprehension questions and vocabularies from the texts and grammar exercises. The speaking and listening activities of the curriculum aimed at reinforcing the learning of the language.

A reform of the curriculum for the secondary education was also made in 2010/11. In this curriculum, the lessons of the English language textbooks seem to be more comprehensive, integrated, and contextualized than ever before. The contents of the writing lessons of each grade level are discussed as follows (note that only the writing lessons, as the study area of the present project, are discussed because the textbooks include many activities for each of the language skills, grammar and vocabulary).

The Grade 9 textbook asks students to complete information about themselves in a table, write a letter, do punctuation revision, match sentences to pictures, write a diary, descriptions, dictations, a story, and biographies, complete essays by writing appropriate introductory or concluding paragraphs of their own, write sentences to give a piece of advice, practice spelling rules, read a text and then write a similar paragraph, re-arrange sentences to make a paragraph and then add discourse markers, write a school newspaper, a guided essay, and sentences to ask questions.

The Grade 10 textbook includes exercises on writing paragraphs to describe one's favorite sport, looking at a table and writing sentences about the information and then writing a

short report about it by combining the sentences, summarizing reading texts, writing a list of rules to prevent accidents, writing a conversation, a story, a play, letters, a short report, warnings, and an advertisement, rewriting a poem, writing descriptive essays, interpreting information (from a table or a graph), making notes, expanding notes into a summary, writing a guided essay, filling in the gaps in a passage by changing verbs into the correct tense, and writing a curriculum vitae, a letter of application, and description of a job.

The Grade 11 textbook consists of exercises to practice active/passive voice, present perfect/past simple tense, time expressions, vocabulary, writing a descriptive report, practicing spelling, filling in the correct word in sentences and word formation tables, writing a magazine, a report, and letters to pen pal, starting and finishing sentences in the third conditional related to students' own lives, writing a leaflet, writing essays, describing data on a paragraph with gaps for prepositions, interpreting a graph and writing a report, replying to a letter, writing formal letters, narrative paragraphs, and summary of a reading text, and combining sentences.

Activities that appear in the Grade 12 textbook include filling in gaps of paragraphs with sentences, writing autobiography, formal letters, essays, reports on a given issue, interview questions, notes, paragraphs, brochures, business letters, job interview questions, letters of application, and company profiles, transforming sentences, writing articles, taking part of teacher's dictation and then completing the remaining part/s of a text on their own, and practicing timed writing.

1.1.2.2.3 English in Tertiary Education

English has got an important place, especially, in higher learning institutions of the country. It can be concluded that ninety-nine percent of the teaching/learning materials and other reference resources of our higher education institutions appear in English. English is serving as a medium of instruction in our colleges and universities although some regional or vernacular languages are currently becoming medium of instruction for students who study these languages. It has also continued to be a must to students of all departments, particularly in undergraduate studies, to take English courses such as *College English I, College English II, Sophomore English, Communicative English Skills I, Communicative English Skills II, Basic Writing Skills, Advanced Writing I, Advanced Writing II, and/or Report Writing*, normally, in their first year studies. Gebremedhin (1986) and Hailemichael (1993) say that the main objective of offering the English courses to the students is to help them improve their proficiency because English is a medium of

instruction and nearly all the teaching/learning and reference materials are written in it. Moreover, almost in all the colleges and universities in the country, there is a Department of English that trains students for the degrees as a major or minor area of study. English is also used as the main official language of the higher learning institutions. The written and oral communications and meetings within them, usually, and communications with foreign learning institutions, always, are made in English. Furthermore, formal as well as informal notices of our higher education institutions usually appear in English. To sum up, it is mainly writing that has been offered to undergraduate students of all departments, particularly in the freshman program. Moreover, in higher learning institutions of the country, a great deal of information exchange takes place mainly in writing.

1.1.2.3 The Issue of Learning Strategies Training in the Curricula so far

As discussed above, the curricula at all times and levels gave no room for the issue of strategy training in language learning in general and writing skills learning in particular. Strategy training involves lessons where learners are explicitly taught language learning strategies and explanations are given as to when, how and why the strategies can be used (Oxford, 1990). Practicing/learning writing tasks through receiving training on the learning strategies of writing is useful for students. Receiving training improves students' writing skills as well as their motivation to practice writing and makes them take on more responsibility for their own learning of writing (Oxford, 1990; Ze-sheng, 2008; Liang, 2009; McMullen, 2009).

1.1.3 The Importance of Writing

Scholars discuss the importance of writing in various ways. Harmer (2004), for instance, states that we should not question ourselves whether writing is a good or bad thing; it is a basic right. He further says that if we prohibit one from learning writing, we isolate him/her from various social interactions. It is used to exchange information about our personal and family lives, national and international issues, and institutional affairs through the Internet, newspapers, letters, etc. "Writing is a powerful tool for getting things done.... One of the most important features of writing is that it lets us communicate with others, allowing us to maintain personal links with family, friends, and colleagues who are removed by both distance and time. The advent of e-mail, text messaging, and other forms of electronic text have made writing an even more flexible communication tool" (Graham et al., 2007:2).

Writing is a means for expressing oneself. We may write to show who we are, to get relief of loneliness, and to narrate about our experiences. "Writing about one's experiences or feelings can have beneficial effects, reducing depression, lowering blood pressure, and boosting the immune system" (Swedlow, 1999: 73).

It is mainly through writing that the history, cultures, customs, and traditions of a nation are preserved and transmitted for generations. Thus, writing plays a key role for keeping records of heritages and events of a country. Graham et al. (2007:2) discuss this as "writing makes it possible to gather, preserve, and transmit information widely with great detail and accuracy."

People's fate of getting professional jobs as well as promotion mainly depends on their writing skills. People who cannot demonstrate their thoughts and tasks/assignments through writing can hardly get professional jobs. "A wide range of jobs require employees to produce written documentation, visual/ text presentations, memoranda, technical reports, and electronic messages" (Graham and Perin, 2007:8). The US National Commission for Writing (2004; 2005), according to these authors, reported that many employers of the government and non-government institutions state that writing ability is required highly in work places and hiring and promotion decisions are usually based on it. They go on to say that "the demand for writing proficiency is not limited to professional jobs but extends to clerical and support positions in government, construction, manufacturing, service industries, and elsewhere " (*Ibid*, p 8-9). According to Graham and Perin (2007), the 2005 report shows that about 30% of the USA government and private sector workers have needed a fundamental writing skills training and accordingly, every year, private sectors spend approximately 3.1 billion dollar, and government institutions spend about 221 million dollar on this.

Writing has a vital role in academic institutions especially in higher education. "Student writing is at the center of teaching and learning in higher education, fulfilling a range of purposes according to the various contexts in which it occurs."(Coffin et al., 2003:2). The purposes, according to these scholars, include assessment, learning, and entering particular disciplinary communities whose communication norms are the main means through which academics transmit and evaluate ideas. In higher education, it is mainly writing that is used as a means to assess students. Instructors ask students to write paragraphs or essays in or outside classrooms and also make students take written examinations and write laboratory reports in order to evaluate students' achievement of course objectives. Thus,

students' success usually depends on their writing skills. "As a general rule, the further you progress in your education, the more writing you will be expected to do. Advanced courses in a discipline require more writing than introductory ones. Junior and senior courses, as you concentrate on a major, involve more writing than freshman and sophomore courses. Similarly, graduate and professional studies require more writing than undergraduate coursework" (McWhorter, 1996: 357-358).

Moreover, writing at tertiary education is used to facilitate learning. Instructors encourage students to facilitate their learning by writing diaries, questions, problems, and suggestions on the process of teaching/learning and then sharing these with someone else (instructors, peers, or others). This may increase their reasoning and critique skills and, thus, improves their learning. Furthermore, "for students, writing in the academic world is not only a learning task but also part of their larger academic socialization. It teaches the students how to talk about subject-specific matters and how to produce the distinction between every day and academic knowledge. It makes them members of discourse communities and allows them to communicate with their colleagues" (Kruse, 2003:23).

1.2 Statement of the Problem

The present researcher's experience in teaching and advising (students with their senior essays) in Hawassa University shows that the writing performance of the majority of students is deteriorating alarmingly. At conferences and workshops conducted on issues related to English language teaching, many instructors from other universities of the country have also reflected that their students too seem to have a great difficulty in writing intelligibly and effectively. Students are not writing in English to the level expected of them. This is observed in tests/examinations, assignments and senior essay papers. The students are poor at using appropriate words/phrases to express the intended messages. They produce faulty sentences. They are poor at mechanics. Their paragraphs or essays lack unity, coherence and adequate development. In relation to this, Italo (1999) says that, as he teaches College English and Sophomore English courses at Addis Ababa University, he has observed that students seem to have serious problems in writing in English. This corresponds with Geremew's (1999) findings concerning students of the same University with reference to four departments: History, Sociology and Social Administration, Biology, and Chemistry. Geremew (1999: iii) says, "In more specific terms, student writing exhibited weaknesses in treating a topic or a question adequately, failure in recognizing the relevance or irrelevance of information to the central idea being

developed, lack of skill in expressing thoughts in logically organized and connected discourse and lack of adequate proficiency in English.”

The literature widely discusses that the approach we use to teach writing is a key factor that determines students' writing skills. In relation to this idea, Westwood (2008:4) says, “...ineffective educational practices (i.e. teaching methods) contribute to children's difficulty in learning to read and write. More recently, the teaching approach as a major causal factor has been strongly confirmed.” Scholars abroad have continued to conduct studies to search for instructional approaches that can bring significant improvements on students' writing skills. Thus, studying whether or not training students in the learning strategies of writing has significant effects on their writing skills has attracted the attention of many scholars.

The literature tells us that practicing writing tasks through receiving training on the learning strategies of writing is useful for students. Receiving training improves students' language proficiency in general and writing skills in particular, as well as their motivation to practice the language skills (Oxford, 1990; Ze-sheng, 2008; Liang, 2009; McMullen, 2009). Moreover, it makes them take on more responsibility for their own learning of the language skills. Furthermore, receiving training helps students use a variety of learning strategies of writing to solve problems they come across while practicing the skills. Ze-sheng (2008: 3), cites Chamot and Kupper (1989) and Chamot and O'Malley (1994), writes about the importance of 'learning strategies' training as follows:

It has been suggested that learning strategy instruction may help learners in three ways: firstly, learning strategies instruction can help students to become better learners, secondly, skills in using learning strategies assist them in becoming independent and confident learners, and finally, they become more motivated as they begin to understand the relationship between their use of strategies and success in learning languages....

As far as the present researcher's knowledge is concerned, so far, no piece of local study has been conducted at any level of learning in order to examine if training students in the learning strategies of writing has significant effects on their writing skills. There are, however, two survey studies conducted on some issues of learning strategies of writing. One of the studies was done by Fasil (2005). He discovered that students of Unity University College showed variation in their use of cooperation, as the learning strategies of writing, in Sophomore English classes. He found that there was a correlation between the students' use of the strategies and their writing performances and there were differences among the instructors in terms of helping the students use the strategies when

learning the writing lessons. The second study was conducted by Mulugeta (1997). He found that students of Addis Ababa College of Urban Planning employed learning strategies of writing to become autonomous learners and better users of written English in academic and non-academic contexts. However, the learners did that less often because they were low achievers and unaware of the importance of learning strategies of writing. His study also explored whether there was a difference among students of different batches in their use of the types of learning strategies of writing. Mulugeta (1997) recommended examining if training students in the learning strategies of writing improves their writing skills.

Out of Ethiopia, studies have been conducted to examine if training students in the learning strategies of writing has significant effects on their writing skills. However, the studies have come up with mixed findings about its effects. "Numerous studies have shown positive effects of language learning strategy instruction on language performance.... Nevertheless, several studies that have examined the effect of strategy training on language performance have shown inconclusive results or revealed that strategy training had no effect on language performance..." (Jurkovic, 2010:16).

Gamelin (1996) found that Grade 7 student of Surrey - British Columbia, who learned compare/contrast essays through receiving training on the cognitive learning strategies of writing outperformed their peers who did not learn through receiving training on the cognitive learning strategies of writing. McMullen (2009) found that receiving training on the learning strategies of writing helped Saudi University freshman English composition learners improve their writing skills. Moreover, Lv and Chen (2010) discovered that students who were taught writing through receiving training on the meta-cognitive learning strategies of writing in Laiwu Vocational College - China, significantly improved their writing skills compared with their peers who were not taught writing by receiving training on the meta-cognitive learning strategies of writing. Furthermore, Rajak (2004) found that the ESL learners of the Selangor State - Malaysia, who were made to practice writing by receiving training on the learning strategies of writing performed better in writing in English.

On the other hand, Dujsik (2008) investigated whether pre-writing strategy training guided by computer-based procedural facilitation improved pre-writing strategy use of the ESL students who were enrolled in intermediate writing classes in an intensive English program, in the University of South Florida. The study which focused on English for

Academic Purposes did not bring significant effects on students' writing quantity and quality. Similarly, Rajamoney (2008) found that training did not make students take on more responsibility for their own learning of English in general and writing skills in particular because it did not lower their anxiety and shyness and did not increase their self-confidence in learning English in general and writing skills in particular. Moreover, Sasaki (2000) found that receiving training on the learning strategies of writing improved Japanese EFL students' use of the strategies but it did not improve their writing performance.

Since there is no any local research which has studied this matter so far, the present study aimed at examining if training students in the learning strategies of writing, in Ethiopian context, could significantly improve their writing skills. "With the expansion of language learning strategy instruction research, the question to be answered is whether training on strategies would result in improvement in language learners" (Rasekh and Ranjbary, 2003:4).

Moreover, the studies conducted abroad have not included important aspects that should be examined in relation to training students in the learning strategies of writing. That is to say, they have not attempted to examine if practicing writing tasks through receiving training on the learning strategies of writing makes students show significant improvements on their use of the strategies. According to Oxford (1990) and Cohen (2003), cited in McMullen (2009), what should be examined is if training makes students significantly improve their use of the strategies. These scholars state that one of the criteria to evaluate the effectiveness of strategies training is its attempt to see if the training helps students significantly improve their use of the strategies.

Moreover, the studies have not attempted to see if training significantly improves students' belief about taking on more responsibility for their own learning of writing in English. "The best strategy training not only teaches language learning strategies but also deals with feelings and beliefs about taking on more responsibility and... unless learners alter some of their old beliefs about learning, they will not be able to take advantage of the strategies they acquire in strategy training" (Oxford, 1990: 201). Holec (1981) notes that learners of a language in general and writing skills in particular should take more responsibility for their own learning. This includes checking if they make progress, stimulating their own interest to practice, deciding procedures they must follow, choosing tasks for practice, deciding aspects they must focus on, and choosing important materials

they must exploit. When students practice these, according to Holec (1981), their learning will be improved and they develop confidence, motivation, and positive attitude towards learning a language in general and writing skills in particular. To this effect, their belief about taking on more responsibility for their own learning of writing should be improved through training in the learning strategies of writing.

Furthermore, the studies have not assessed students' attitude towards practicing writing tasks through receiving training in the learning strategies of writing. According to Oxford (1990) and Wenden and Rubin (1987), it should be examined if learners show a positive or negative attitude towards training in the learning strategies (of writing). In relation to this idea, Yushau (2006:176) says the following:

It is a common practice that if a new program is introduced part of the evaluation is to determine people's attitude toward the program. In most cases, positive attitudes are interpreted as an indicator that the program may succeed. Otherwise, there is a tendency of failure, and so, the attitude needs to be modified or possibly changed.

1.3 Objectives of the Study

1.3.1 Main Objective

The main objective of this study was to examine if training in the learning strategies of writing has significant effects on students' writing skills with regard to including relevant contents, organizing contents appropriately, and using accurate grammar, appropriate vocabulary and correct mechanics.

1.3.2 Specific Objectives

The specific objectives of this study were to:

1. Identify what differences students show in their performance when they learn writing skills with receiving training on the learning strategies of writing and without receiving training on the learning strategies of writing regarding including relevant contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performances;
2. See to what extent training in the learning strategies of writing improves students' use of the strategies;
3. Identify whether students who learn writing skills with receiving training on the learning strategies of writing and without receiving training on the learning

- strategies of writing show differences in terms of improving their belief about taking on more responsibility for their own learning of writing;
4. Find out whether students have positive or negative attitudes towards practicing writing tasks through receiving training on the learning strategies of writing.

1.4 Hypotheses

(a) Hypotheses for Students' Writing Skills

Null Hypothesis (H₀): There is no statistically significant difference between students who receive training on the learning strategies of writing and those who do not receive training on the learning strategies of writing with regard to their writing skills to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance;

Alternative Hypothesis (H_a): There is a statistically significant difference between students who receive training on the learning strategies of writing and those who do not receive training on the learning strategies of writing with regard to their writing skills to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance.

(b) Hypotheses for Students' Improvement of use of the Learning Strategies of Writing

Null Hypothesis (H₀): Training in the learning strategies of writing does not significantly improve students' use of the strategies;

Alternative Hypothesis (H_a): Training in the learning strategies of writing significantly improves students' use of the strategies.

(c) Hypotheses for Students' Improvement of their Belief about taking on more Responsibility for their own Learning of Writing

Null Hypothesis (H₀): There is no statistically significant difference between students who receive training on the learning strategies of writing and those who do not receive training on the learning strategies of writing with regard to improving their belief about taking on more responsibility for their own learning of writing;

Alternative Hypothesis (H_a): There is a statistically significant difference between students who receive training on the learning strategies of writing and those who do not

receive training on the learning strategies of writing with regard to improving their belief about taking on more responsibility for their own learning of writing.

1.5 Significance of the Study

The researcher believes that the findings of this study have the following importance. In the first place, it adds value to our knowledge that training in the learning strategies of writing significantly improves students' writing skills although a few studies have found that training does not have significant effects on students' writing skills. In relation to this, Graham (1997:83-84) says, "While experiments in learning strategy training in foreign languages have produced mixed results, some positive (e.g. those reported in Oxford et al., 1990), some negative (Wenden, 1987), some partially successful (O'Malley & Chamot, 1990), there are indications that steps can be taken to maximize the chances of success."

The findings of this study may help English language teaching/learning material writers to note that they should introduce writing tasks in the context of training in the learning strategies of writing so that students could improve their writing skills by appropriately using the strategies and taking on more responsibility for their own learning of writing in and outside classroom.

Moreover, the findings of this study may make the English language teachers to inspire students toward learning strategies of writing and how and when to use the strategies to help them successfully accomplish their writing tasks.

Furthermore, readers of this dissertation may note from the findings that practicing writing tasks through receiving training on the learning strategies of writing makes them significantly improve their writing skills. Thus, they may continue to practice using the strategies whenever they carry out writing tasks in and outside classroom.

Lastly, this study may serve as a springboard for future researchers who are interested to fill in the research gaps with regard to whether training in the learning strategies of writing brings significantly different effects on different ability groups, sex, age, etc. regarding their writing skills, use of the strategies, taking on more responsibility for their own learning of writing, and attitude towards practicing writing tasks through receiving training on the strategies.

1.6 Delimitation of the Study

This study, as indicated above, was intended to examine if training in the learning strategies of writing significantly improves students' writing skills, use of the strategies, and taking on more responsibility for their own learning of writing and if they have positive or negative attitudes towards practicing writing tasks through receiving training on the strategies. The study did not examine if training brings significantly different effects on different ability groups, sex, age, etc. concerning their writing skills, use of the strategies, taking on more responsibility for their own learning of writing, and attitudes towards practicing writing tasks through receiving training on the strategies. Moreover, this study was delimited to Hawassa University and to Freshman Program. According to the existing placement policy, students from across the country are randomly distributed to the higher learning institutions. Hence, the student population does not vary from one university to another in terms of characteristics such as demography, academic and social background, etc. Consequently, the researcher chose Hawassa University, to which he is member of staff, because he felt that doing the study would minimize the social, financial and time constraints he would otherwise find challenging, and enable him to complete it in the planned time frame. Freshman Program was chosen because getting access to representative sample is possible only with these students where all departments take a writing course.

1.7 Organization of the Dissertation

This dissertation has six chapters. The first chapter includes the introduction which discusses the background of the study, statement of the problem, objectives of the study, hypotheses and question, significance of the study, and delimitation of the study. The second chapter presents a review of relevant literature with regard to learning strategies in general and learning strategies training focusing on training students on learning strategies of writing, writing skills, and belief and attitude. The third chapter includes the research design and methodology. The fourth chapter presents the analysis and discussion of the pilot study results, summary of the findings, and lessons learned from the pilot study. The fifth chapter includes the analysis and discussion of the main study data. The last chapter discusses the summary, conclusions and recommendations.

CHAPTER TWO: THE REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents a review of the literature relevant to the study. Accordingly, the chapter has three main parts. The first part discusses language learning strategies focusing on classification of learning strategies, learning strategies of writing, studies of language learning strategies, instruments for identifying students' language learning strategies, and language learning strategies training that includes theoretical foundations of learning strategies training, types of learning strategies training, approaches to learning strategies training, and factors affecting the effectiveness of learning strategies training. The second part discusses writing; namely, definition of writing, the development of writing, the nature of writing, the role of writing, the teaching of writing focusing on the history of the teaching of writing, writing tasks, integration of writing with the other skills, factors affecting the effectiveness of writing instruction, and writing skills tests (types of writing skills tests and approaches to scoring composition tests). The last part discusses belief and attitude.

2.1 Learning Strategies

2.1.1 Definition of Learning Strategy

Learning strategy has been defined in various ways. Ellis (1996:553), cited in Tyers (2001:290), reports the definitions of the following four scholars. One of these is Stern's (1983) definition. He says, "In our view, strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques as the term to refer to particular forms of observable learning behavior." We can point out three issues that Stern's (1983) definition fails to reveal. In the first place, it does not say anything about the role of learning strategies for effective learning. Secondly, it does not tell us what learning strategy really means as it states *learning strategy* as all the characteristics students show in the learning process; other characteristics such as *learning styles*, however, can also be used by learners to help them facilitate learning processes. Thirdly, learning strategies are described as observable learning behaviors only. Lastly, the definition does not discuss whether learning strategies are conscious or unconscious or both.

Weinstein and Mayer (1986) say, "Learning strategies are the behaviors and thoughts that a learner engages in during learning that are intended to influence the learner's encoding

process.” We can say that this definition is better than the above one because it describes learning strategies as *behavioral*, that can be measured, and *mental*, that cannot be observed. The definition also discusses that learning strategies play significant roles for one’s effective learning. However, it does not state whether learning strategies are *conscious* or *unconscious* or both.

According to Chamot (1987), “Learning strategies are techniques, approaches or deliberate actions the students take in order to facilitate the learning, and recall of both linguistic and content area of information.” This definition states that learning strategies play great role for students’ effective learning. Moreover, it tells us that learning strategies are *conscious* but become *unconscious* and *automatic* when they are frequently practiced.

According to Rubin (1987), “Learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly.” If we critically analyze this definition, we can notice that Rubin (1987), firstly, fails to show whether learning strategies are *observable behaviors*, *mental* or both. Secondly, Rubin (1987) states that learning strategies facilitate students’ learning directly. However, according to some other scholars, learning strategies enhance students’ learning indirectly as well as directly.

Oxford (1990: 8) defines *learning strategy* as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.” Her definition is usually taken by many as a model definition because she is an authority and the definition also includes what are missed in the definitions of many scholars.

2.1.2 Classification of Learning Strategies

Classifications of learning strategies carried out at different times were based on different issues. The early taxonomy was based on the strategies good and poor language learners use. Current classification has been based on the direct/indirect contributions strategies make for learning or on the level and type of information processed by learners when they use them.

Wenden and Rubin (1987) categorize learning strategies into *cognitive* and *self-management* strategies. *Cognitive strategy* refers to the procedures used by a student to facilitate his/her learning of a language. *Self-management strategy* involves planning, monitoring and evaluating one’s own process of learning.

O'Malley and Chamot (1990) put learning strategies into three categories: *cognitive*, *meta-cognitive*, and *social/affective*. *Cognitive* strategies are students' learning techniques such as inferencing, contextual guessing and relating new information to other concepts from their memory. "Cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning" (O'Malley and Chamot, 1990: 44). Consciously managing one's own efforts in the learning process refers to *meta-cognitive* strategies and these include higher order decision-making skills such as planning, monitoring, and evaluating one's own performance on learning tasks. *Social/affective* strategies refer to a learner's interaction with his/her peer/s and taking control of one's own emotions in learning. *Social/affective* strategies include asking questions for clarifications and sharing one's academic problems with his/her peers.

Oxford (1990) classifies learning strategies into two broad categories. Her classification is based on the role of the strategies for learning. Strategies that give direct contribution to students' learning are named as *direct* strategies and strategies that play indirect role are called *indirect* strategies. *Direct* strategies include *memory*, *cognitive*, and *compensation* strategies and *indirect* strategies include *meta-cognitive*, *affective*, and *social* strategies. Oxford's (1990) classification of learning strategies is comprehensive and, therefore, has been used as the theoretical framework by many researchers such as Rahimi et al., 2008; Deneme, 2008; Vidal, 2002; Sasaki, 2000; Ellis, 1994 (cited in Alptekin, 2007).

2.1.3. Learning Strategies of Writing

According to Oxford (1990), an authority in the area, the following are the learning strategies of writing for each of the six groups of language learning strategies.

2.1.3.1 Memory Strategies of Writing

Memory strategies of writing include placing new words into a context, using key words, and structured reviewing. **Placing new words into a context** involves applying words that have been heard or read into a meaningful context as a way of remembering them. For example, learners may make a little story by using the new words.

Using key words to remember something requires learners to go through two steps. Firstly, they should identify a familiar word in their own language that sounds like the new word. Secondly, they should create an image of some relationship between the new and familiar words. For instance, to learn the French word *potage* (soup), the English speaker can associate the word with a *pot* and then draw a *pot* that is full of *potage*.

Structured reviewing involves carefully spaced intervals, at first close together and then more widely spaced apart. Learners might start, for instance, with a review of fifteen minutes after the initial learning, then twenty-five minutes afterward, an hour or two afterward, a day later, two days later, a week later, etc. so that they can become so familiar with the information and get it natural and automatic.

2.1.3.2 Cognitive Strategies of Writing

The following are the cognitive strategies of writing. *Using mechanical techniques* involves writing new words on one side of cards and their definitions or full sentences with the words on the other side and then moving the cards from one stack to another when the words are learned. This strategy also includes putting words that have been learned and words that need practice in separate sections of the language learning notebook.

Repeating involves writing the same thing twice or more times. For example, when students carry out a piece of writing, they can repeat words or expressions, styles, tones, examples, evidences, etc. to tell us that they are emphasizing these to help them effectively discuss given ideas or concepts.

Formally practicing with sounds and writing systems focuses on practicing the writing systems of the target language, for example, by copying letters/words or copying or collecting paragraphs developed by using similar methods in the target and students' own languages to compare and contrast the paragraphs in terms of organization of ideas, subject matter treatment, language use, etc. This could help learners write paragraphs in the target language by effectively applying given methods, for it may be easy to understand about the methods from the paragraphs in their own languages.

According to Oxford (1990: 72), "*Recognizing and using routine formulas and patterns* in the target language greatly enhance the learner's comprehension and production. Formulas are unanalyzed expressions, while patterns have at least one slot that can be filled with an alternative word." When students carry out writing tasks, to help them maximize the attractiveness of their writing, they can collect, practice, and employ commonly used expressions, structures, and formats.

The *strategy of recombining* involves writing new meaningful sentences by arranging together words or expressions in new ways. For instance, a learner can recombine expressions such as *going to the warehouse, going to the supermarket, attending a*

meeting, walking, and going to the cinema and write a little story about a woman who does all these things in the same morning. *Practicing naturalistically* includes writing autobiography, interviews of family or friends, factual reports, stories, poems, diary, newsletters, magazines, simulated radio and television programs, letters, etc. in the target language.

Using sources for getting information includes using dictionaries, grammar books, reference books, the internet, television news shows, radio programs, etc. to help learners improve their writing as to word choice, grammar, mechanics, organization, content, etc.

Reasoning deductively involves using general rules and applying them to draw specific rules about a language while writing. It is a top-down strategy leading from general to specific. *Reasoning deductively* is a common and useful type of logical thinking. For example, learners can use the general rule that adverbs usually appear before other adverbs, before adjectives, and after verbs they modify to write given adverbs in the correct position.

Translating involves using one's own language to prepare the first draft and then changing it into the target language. Writing the draft in one's own language may make him/her easily generate and organize ideas.

Transferring involves applying one's grammatical knowledge of first language to second/foreign language or his/her knowledge from one aspect of a language to another aspect or conceptual knowledge from one field to another. For example, students can use this strategy to help them understand or produce the four types of sentences, namely simple, compound, complex, and compound-complex which are classified on the basis of grammatical structure. They can apply their knowledge about the number and the types of clauses (dependent/independent) and about the types of coordinating conjunctions and/or punctuation marks of these sentences in their first/Amharic language to help them easily understand or produce sentences in English.

With regard to *taking notes* as a strategy, learners can take notes on some issues while reading texts in the target language to help them improve their writing skills. For instance, to help them write a similar descriptive essay about their own room, students can take notes about the uses of the room, its size, decoration, furniture, the size of its window, and how these are paragraphed. Thus, this could help them produce a descriptive essay that discusses about all these.

Summarizing as a cognitive learning strategy of writing is making a condensed version of a paragraph or an essay. Writing a summary usually needs concentration. Learners need to apply the following procedures. Firstly, they should identify the main ideas and the major supporting details of the text. Secondly, they should write the ideas in their own words.

Highlighting, another cognitive learning strategy of writing, is using a variety of emphasis techniques such as color underlining, CAPITAL LETTERS, big writing, **bold writing**, and using symbols to help one focus on such information. For example, learners can highlight the title and the introductory sentence of their paragraph to help them effectively develop the theme and produce an appropriate concluding sentence respectively. This is because if they highlight these they may pay attention to these and thus might not deviate from these. Learners can also highlight the topic sentence to help them write adequate and important supporting details. When they highlight the sentence, they can focus on it and thus might not move away from it and therefore can include adequate and appropriate supporting details.

To help them write effective paragraphs or essays, learners can **go through the following series of steps**: write down the main ideas they will discuss in the essay; arrange the ideas from the least important to the most important; develop the ideas into topic sentences and supporting details; draft the essay of an introductory paragraph, body paragraph/s, and a concluding paragraph; revise the essay; edit the essay by focusing on the language and unity, coherence, and adequate development of the ideas and rewrite the essay by improving it.

2.1.3.3 Compensation Strategies of Writing

Compensation strategies of writing include *selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym*. Students can practice writing by choosing topics that interest them; when they select topics, they need to consider their readers' interests, needs, and level of understanding.

Adjusting or approximating the intended messages is often used when learners cannot construct the most appropriate sentences. For instance, instead of producing the more difficult sentence *I would have liked to have visited Hawassa, but I could not go because I lacked the necessary funds*, they can write *I did not go to Hawassa, because I did not have money*.

Coining words involves making up new words to communicate the intended ideas for which learners do not have the right words. For instance, learners can use *tooth-doctor* instead of *dentist* and *paper-holder* instead of *notebook*.

When students write, they can **use circumlocutions or synonyms** if they could not produce single words that can accurately reveal the intended concepts or ideas. A circumlocution is a roundabout expression that includes a group of words to express a single concept, and a synonym is a word that has exactly or nearly the same meaning in the same language. For example, if learners cannot think of the word *briefcase*, they can say *leather package that holds papers*.

2.1.3.4 Metacognitive Strategies of Writing

The metacognitive strategies of writing are discussed as follows. When students learn to write, they can **overview comprehensively a key concept, principle, or set of materials of writing tasks** and associate these with what they have already known. **Overviewing comprehensively** often comprises three steps: knowing why an activity is being done, including necessary vocabulary, and making associations with what have already been known. For instance, getting ready to carry out a writing task, students can write a kind of brainstorming. They can also brainstorm in groups or participate in debates to generate ideas. Moreover, before learners rush to write paragraphs or essays, they can write down ideas on a paper as the ideas come to their mind, without worrying about the correctness of their grammar and order of the ideas.

Paying attention as a metacognitive learning strategy of writing is useful to improve one's writing. It has two modes: *directed attention* and *selective attention*. *Directed attention* can be equivalent to *concentration* and it means deciding generally to pay attention to a writing task and avoid distractors. *Selective attention* involves deciding in advance to focus on particular aspects of writing such as content, organization, grammar, vocabulary, mechanics, tone, etc. Students can also **make efforts to find out how to improve their writing skills** by reading books.

Before learners rush to carry out a piece of writing, they need to **break up the given time into some minutes and allocate these to different tasks** such as to write down the main ideas, draft, revise and edit the paragraph or essay. **Setting goals and objectives** as a

metacognitive strategy of writing includes striving to improve one's writing skills in order to succeed in his/her study, write letters or scientific articles, etc.

Identifying the purpose of a writing task involves identifying the general nature of a writing task, its specific requirements, resources available, and the need for further sources before learners start writing. For example, if students are asked to write an argumentative essay, firstly they note that they want to beat readers' ideas. Then, they need to find counter arguments for each idea, adequately support each idea with evidence, and use appropriate language signposts to point out opposing arguments, state why the readers think like that, reach the turning point, and refute the opposing ideas. After checking if the learners have the necessary knowledge on these, they look for additional information from someone or somewhere.

Seeking practice opportunities as a metacognitive strategy of writing includes going to the target language cinema, attending a meeting where the language is spoken, communicating with pen-pals in the target language, etc.

Self-monitoring involves identifying errors of one's own writing and determining which ones cause serious confusions and then tracking the sources and eliminating such errors. Learners can help each other to monitor their writing errors, without instructor's direct intervention, and read and comment on each other's paragraphs or essays. They may ask their instructor to mark up serious errors and then themselves figure out the correct forms by helping each other and using reference books. The last metacognitive strategy of writing is **self-evaluation**. This strategy involves reviewing one's own paragraphs or essays by noting the style, content, language, etc. Students might also compare their paragraphs or essays with each other. Some important criteria for *self-evaluation* include sentence length, complexity of thoughts, power of arguments, organization, accuracy and social appropriateness.

2.1.3.5 Affective Strategies of Writing

Affective strategies of writing include *using one's own progressive relaxation, deep breathing, listening to music, using laughter, making positive statements about one's own writing performance, taking risks wisely, rewarding oneself, listening to one's own body, using a checklist, writing a diary, and discussing one's feelings with someone else.*

Progressive relaxation involves tensing and relaxing all the main muscle groups one at a time. **Deep breathing** involves breathing low from the diaphragm. When students relax using *progressive relaxation* or *deep breathing*, they reduce anxiety and thus successfully accomplish their writing tasks. **Listening to music** before learners start to carry out especially a difficult writing task can put them in a positive mood. **Using laughter**, for example by using classroom activities such as role-plays, games, active exercises, jokes or watching movies, brings pleasure to learners and thus it helps them successfully accomplish their writing tasks.

Making positive statements to themselves about their performance before they start to carry out writing tasks can help learners feel more confident and thus do the tasks effectively. When they perform the tasks with confidence, their performance will be improved. **Taking risks wisely** involves a conscious decision to take risks regardless of the possibility of making errors or encountering difficulties while writing. When it is said *wisely*, it means not unnecessary risk, like saying anything at all regardless of its degree of relevance; *risk taking* must be tempered by a good judgment. After learners have successfully accomplished especially difficult writing tasks they can **reward themselves** for their performances by telling themselves that they have done well and that they deserve a rest, an entertainment, etc to help them keep on writing well.

Listening to one's own body while writing involves thinking about one's own emotions like if he/she feels tension, anxiety, or fear, or if he/she tries to avoid or minimize the problems by taking appropriate actions. This could help him/her to successfully accomplish the tasks. Before they start writing paragraphs or essays, learners can also **set criteria** such as content, organization, grammar, vocabulary, and mechanics in the form of a checklist to assess their own progress and this could make them work hard because in the end they are to see their performance against the criteria by showing the paragraphs or essays to their classmates, friends, parents or neighbors or by referring to the print or electronic sources. **Writing a diary** involves recording one's own feelings, attitudes, and motivations about his/her practicing of writing and information about strategies one finds useful in the process of learning writing.

Discussing one's feelings with someone else, before and/or while writing, as to his/her feelings about the writing and problems he/she encounters (e.g., unable to use the correct grammar or mechanics) in the process of writing helps him/her improve his/her writing skills.

2.1.3.6 Social Strategies of Writing

Social strategies of writing includes *asking instructor*, *cooperating with peers*, *cooperating with proficient writers of the target language*, *developing cultural understanding*, and *becoming aware of others' thoughts and feelings*. When students carry out writing tasks, they can ***ask their instructor for correction*** of some errors. For example, they may ask their instructor to tell them if they are correctly ordering sentences to show how a story starts and ends. The instructor may say that no correction is needed. To help them successfully accomplish their writing tasks, learners can also ***ask their instructor for clarification or verification*** on what to do, how to do, when to do, etc before/while doing the tasks. ***Cooperating with peers*** involves a concerted effort to work together with other learners on a writing activity. Learners can ask and help each other how to improve their writing tasks. For instance, after they have completed writing, they can ask one another to read and correct their paragraphs or essays.

Cooperating with proficient writers of the target language involves getting permanent or temporary persons who can help learners improve their writing skills. ***Developing cultural understanding*** involves learning about the culture of the target language people so that learners can know what is culturally appropriate to say in their writing. With regard to ***becoming aware of others' thoughts and feelings***, before/while writing paragraphs or essays, learners need to think about the thoughts and feelings of their readers; they should think about what their readers may like and dislike (e.g., ideas, words/expressions, examples, etc). Learners should keep in mind the readers they are writing to and trying to meet their needs and as a result they may pay attention to the learners' ideas.

2.1.4 Studies on Language Learning Strategies

Studies of language learning strategies conducted at different times focused on different issues. The 1970s studies focused on identifying strategies used by good learners and examining the effects of strategies instruction on learners' learning. The studies appeared from two disciplines: cognitive psychology and second language learning. The studies in the field of cognitive psychology were mainly intended to examine the effects of learning strategies training on first language learners' skills development, grammar and vocabulary. The studies in the field of second language learning were concerned with exploring learning strategies good language learners used to make their language learning easier, effective, more enjoyable, and self-directed. Many scholars acknowledge that Rubin

(1975) and Stern (1975) are the prominent researchers who discovered that good language learners, unlike poor language learners, have special ways of managing their learning.

In the 1980s also learning strategies were studied in the fields of cognitive psychology and second language learning. The studies in the case of cognitive psychology focused on discovering the effects of learning strategies training on second/foreign language learners' language improvement, especially reading comprehension and problem solving skills. In relation to this idea, Nambiar (2009: 135) reports the following:

Among the earliest cognitive psychologists to consider the social nature to learning was Slavin (1980) who found that students who were trained to use cooperative learning strategies did better than those who were not provided with such training. Cooperative strategies have also been used in a number of reading comprehension activities and the results have also been positive in that they do enhance the learning...

Learning strategies studies of the 1980s in the case of second language learning aimed at classifying strategies and describing their importance. There was an agreement among the findings of the studies about the role of learning strategies on students' language learning; however, some differences occurred among the scholars concerning the classification.

2.1.5 Instruments for Identifying Students' Language Learning Strategies

2.1.5.1 Strategy Inventory for Language Learning Questionnaire

The *Strategy Inventory for Language Learning (SILL)* questionnaire is the most widely used tool for identifying students' language learning strategies and how often they tend to use the strategies (Oxford, 1990; Griffiths, 2003; Chamot, 2005; Alireza and Abdullah, 2010). "The SILL is a standardized measure with versions for English as a second language (ESL) students and students of a variety of other languages..." (Chamot, 2005:114). The authority of this questionnaire is Oxford (1990). The questionnaire has two versions. One is for *English Speakers Learning a New Language* and coded as 5.1. The other is for *Speakers of Other Languages Learning English* and coded as 7.0 (ESL/EFL). "SILL Version 7.0, containing 50 items, is geared to students of English as a second or foreign language...and takes about 30 minutes to complete, depending on the skill level of the students. The language is very simplified....The SILL's 5-point scale (for all versions) ranges from "never or almost never" to "always or almost always" (Oxford, 1990: 199). For each statement, respondents are required to choose the number that carries the scale-point which is true of them.

The above scholars and some others write that the *SILL* questionnaire has advantages. According to them, the questionnaire has included many items about learners' language learning strategies. It is also easy to conduct the questionnaire to a large number of respondents because the questionnaire is more structured. Moreover, it does not take long time to analyze and interpret the data since they are objectively scored.

However, some scholars argue that the questionnaire has some shortcomings which may affect the reliability. One of the demerits is that some of the items are general in that they are not focused on a particular learning behavior for a specific language skill or aspect. The items are open to different understanding, especially for speakers of other languages, and thus learners' responses may be different according to the contexts in which they understand the items (Alireza and Abdullah, 2010; Griffiths, 2003). Moreover, learners may simply respond what is not true of them to please the researcher; they may report things they think are right, not things actually true of them (Alireza and Abdullah, 2010; Osamu, 1991). "To counteract such difficulties, they strongly recommend methodological triangulation, for instance by following up a questionnaire with interviews..." (Griffiths, 2003:65-66).

2.1.5.2 Interviews

Interviews can be also used to gather data on students' use of language learning strategies and how often they tend to practice them. The interviews, basically, are of two types: introspective interview/think-aloud protocol and retrospective interview, each with its merits and demerits. Introspective interview, usually called think-aloud protocol needs the following procedures. Firstly, students have to be asked to perform given tasks. Then, while they are doing the tasks, the researcher/instructor interrupts a student at a time and asks him/her to report how he/she is doing the tasks i.e., to describe his/her mental actions being used in the process of performing the tasks. Thus, it can be possible to identify learning strategies the student employs in the process of performing the activities and how often he/she utilizes the strategies to help him/her successfully accomplish the tasks. In relation to this idea, Chamot (2005: 114) has this to write: "A think-aloud protocol can be used for individual interviews in which the learner is given a target language task and asked to describe his or her thoughts while working on it. The interviewer may prompt with open-ended questions such as, "What are you thinking right now? Why did you stop and start over?" A student's use of learning strategies depends on the tasks chosen for the think-aloud protocols. If the researcher/instructor chooses tasks that are fairly difficult, this

makes a student use different types of learning strategies often but if the tasks are easy the reverse is true. "As discussed earlier, care should be taken when selecting tasks for thinking aloud; they should be just challenging enough to bring learning strategies into play, without placing so great a cognitive load on the learner that thinking aloud becomes impossible" (Graham, 1997: 85).

The main advantage of the introspective interview/think-aloud protocol is that it gives us almost direct access to learners' thought processes while accomplishing writing tasks. This is because unless they tell us about mental actions they take while performing to help them successfully accomplish the tasks, we cannot know about the actions. In relation to this idea, Graham (1997: 43) says, "...thinking aloud 'involves externalizing the contents of our minds, what we are currently aware of as we engage in a particular activity, without in any way inferring the mental processes or strategies involved'...."

Some scholars state that think-aloud protocol has some downsides. The following five disadvantages, according to Osamu (1991) and Graham (1997), are discussed. Firstly, some "thought processes are not really accessible for verbalization as they occur at an unconscious level. Thus, in verbal reports on second/foreign language learning, learners are most probably commenting on what they have learned (products) rather than how they learned it (processes)" (Osamu, 1991: 43). Secondly, students may report only a few learning strategies that they can remember at the moment among those being used. Thirdly, interrupting learners may disturb their learning. Fourthly, this is the most time-taking form of interview as the researcher/instructor is required to take more time with each student. Lastly, it is difficult for the researcher/instructor to analyze the data because heterogeneous responses are collected.

Learning strategies students use and how often they employ the strategies to help them successfully accomplish writing tasks can be also identified by conducting an interview just after students have completed the tasks. This interview is called retrospective interview. Retrospective interview is usually held with a group of three to five students in order to ask them to remember tasks they accomplish and to report what they have used to help them successfully complete the tasks. "The actual task is videotaped, and the interviewer then plays back the videotape, pausing as necessary, asking the student to describe his or her thoughts at specific moments during the learning task" (Chamot, 2005: 113-115).

Retrospective interview has some advantages. This interview, as Oxford (1990) and Graham (1997) say, makes us access more and different types of learning strategies students use. Moreover, this interview accurately shows students' actual learning strategies since it is held immediately after they have completed the tasks. Furthermore, unlike introspective interview, it is somewhat convenient to conduct. However, learners may fail to recall some of the strategies they have used in the process of accomplishing the tasks. "It is possible to minimize this risk of forgetting by providing subjects with an outline of the areas they are to be asked about prior to the interview" (Graham, 1997: 43).

2.1.5.3 Learners' Note-taking

Learners' note-taking is another tool by which data can be gathered about their use of language learning strategies. Learning strategies students use and how often they tend to practice the strategies as they carry out writing tasks can be assessed by asking them to make notes on their writing problems and strategies they employ to help them solve the problems. They can be also asked to describe the importance of each of the strategies. Oxford (1990: 197-198) discusses the following three note-taking techniques for assessing students' language learning strategies:

Here are three note-taking techniques for strategy assessment. First, a group of students is asked to note down their learning difficulties when performing a language task and to use these notes in an interview. A second use of note-taking involves a daily grid and occurs prior to the semi-structured interview, already mentioned. A third technique asks students to take notes on a grid, describing the strategies they employ; then they rate those strategies in terms of frequency of use, enjoyment, usefulness, and efficiency. As you can see, these note-taking schemes impose a bit of useful structure on students as they keep track of their strategy use.

2.1.5.4 Learners' Diaries

Learners' diaries can be used as one data-gathering tool on their use of language learning strategies. Diaries are notes students keep about their learning of writing with regard to their problems, achievement, attitude, and strategies used to solve problems; however, students should be informed to focus on strategies they use. Osamu (1991) and Oxford (1990) discuss that there are two main techniques for writing diaries.

The first variation is called the "free" diary method, in which subjects are given a brief general instruction what the researchers are looking for and then write their use of LLS freely. Rubin (1981) reported that this method yielded meager results. Most of the descriptions in the diaries,

according to her, write quite vague and lacking in useful information. The second variation is the "directed" diary method, in which subjects are given concrete instruction to focus on the use of a small number of LLS, and write down their use. According to Rubin (1981): 120), this method is "an extremely useful way to obtain data about cognitive strategies". The data collected through this method, however, require much time for analysis, so it is not suitable for a large population of subjects. (Osamu, 1991: 79)

According to Graham (1997), diaries have some limitations. Diaries lack objectivity and therefore the validity of data is questioned. Subjectivity comes from two main sources. Firstly, students may not be honest; they may write what is not true of them, just to please the researcher/instructor. It may be, however, possible to minimize this problem by advising them to be honest and cooperative. Secondly, the interpretation of the researcher/instructor may deviate from the contents or realities of the diaries. The other shortcoming of diaries is that it is difficult to analyze and compare the heterogeneous responses. "It was more difficult, however, to draw firm conclusions from the diaries regarding strategy use, as different students completed different number of diaries and not all chose to comment on all language learning tasks" (Graham, 1997:65).

2.1.5.5 Observations

Scholars such as Osamu (1991) say that observation can be used to identify language learning strategies students use and how often they practice the strategies to make their learning easier, enjoyable, effective, self-directed, and transferable to new contexts. "In this method, researchers gather data by observing the activities of learners in classrooms" (Osamu, 1991: 77). There is consensus among scholars about the ineffectiveness of observation as a data-collecting instrument for strategy assessment. Oxford (1990), Graham (1997) and Osamu (1991) claim that valid data cannot be obtained through observation. This is because, according to the scholars, many of the learning strategies are not observable since they are one's thoughts. Moreover, the researcher/instructor may pay attention to the learning outcomes, not to the learners' strategy use and to the learning processes. Furthermore, "most classes tend to be teacher-directed, and students have few chances to be engaged in active learning with observable LLS" (Osamu, 1991: 77).

2.1.6 Language Learning Strategies Training

2.1.6.1 Theoretical Foundations of Learning Strategies Training

Learning strategies training has roots in cognitivism and humanistic learning theories. After cognitivism emerged, as a result of dissatisfaction with the behaviorists' theory,

learning has been recognized as a process of acquiring knowledge. Learning has been stated as an active process that depends on the mental actions of a learner. As cognitivism began to dominate the principles of teaching/learning, an important change that has been made is considering a student as an active participant who could manage his/her own learning by “selectively attending to incoming data, hypothesizing, comparing, elaborating, reconstructing its meaning and integrating it with previously stored information for future use” (Wenden, 1991:1). Humanist psychologists have underscored the role of self-concept and affective factors in students’ learning. Wenden (1991), quotes Dubin and Olshtain (1986), says that humanistic views focus on meaningful communication, learning as self-realization, a learner to have an important involvement in decision-making, and a teacher to be a facilitator as well as encouraging cooperative learning. In relation to this, Vidal (2002:51) says, “It is teacher’s duty, in the light of a humanistic approach, to stimulate his students to be responsible for their learning, helping them to become conscious about their cognitive processes and training them in the use of more effective strategies.” Thus, learning strategies-based instruction is included in the student-centered approach to teaching/learning that the current government policies of many nations across the world stand in favor of, including Ethiopia. Ze-sheng (2008:3) discusses the following:

Strategy-based instruction is a learner-centered approach to teaching that has two major components: Firstly, students are explicitly taught how, when, and why strategies can be used to facilitate language learning and language use tasks; secondly, strategies are integrated into everyday class materials, and may be explicitly or implicitly embedded into the language tasks. The first of these components has often stood alone as the approach when strategies are included in the language classroom. The second component focuses on integrating and embedding strategies into classroom language tasks. (Ze-sheng, 2008:3)

2.1.6.2 Types of Learning Strategies Training

According to Oxford (1990), an authority on language learning strategies, there are three types of learning strategies training: awareness training, one-time training, and long-term training.

2.1.6.2.1 Awareness Training

Awareness training is also called *consciousness-raising/familiarization training*. This is because students are trained to be familiar with the theoretical concepts of language

learning strategies. They are informed about the definition and types of learning strategies and about how the strategies can help them successfully accomplish their language tasks. “Awareness training is very important, because it is often the individual’s introduction to the concept of learning strategies. It should be fun and motivating, so that participants will be encouraged to expand their knowledge of strategies at a later time” (Oxford, 1990: 203). She further discusses that in order to make the training enjoyable to the learners and thus increase their awareness about strategies the training should not take the *lecture format*. The main limitation of the awareness training is that learners are not asked to practice the strategies ‘*in actual, on-the-spot language tasks*’.

2.1.6.2.2 One-time Training

One-time training involves teaching students about language learning strategies and then asking them to practice using the strategies in actual tasks. To be precise, learners receive descriptions on the importance of the strategies, when and how to use the strategies, and how they can evaluate the success of the strategies to help them solve problems they encounter in the process of learning. “However, one-time training is not connected to long-term sequence of strategy training. One-time training is appropriate for learners who have a need for particular, identifiable, and very targeted strategies that can be taught in one or just a few session(s)” (Oxford, 1990: 203). She tells us that teaching memory strategies without incorporating them into a more extended strategy instruction approach is an example of one-time training. She further writes that one-time training has less benefit than the prolonged training.

2.1.6.2.3 Long-term Training

Long-term training involves teaching students about the theoretical concepts of language learning strategies with regard to the importance and when and how to use them and then asking students to practice the strategies with appropriate language tasks. Moreover, learners receive training on how to monitor and assess their own learning and to evaluate if the strategies have helped them successfully accomplish the tasks. Furthermore, “Like one-time training, long-term training should be tied to the tasks and objectives of the language program. However, long-term training is more prolonged and covers a greater number of strategies. It is likely to be more effective than one-time training” (Oxford, 1990: 203).

2.1.6.3 Approaches to Learning Strategies Training

2.1.6.3.1 Narrow Focus, Broad Focus, or Combination

Approach

Oxford (1990) discusses that learning strategies training can be conducted by using a *narrow focus*, *broad focus*, or *combination approach*, each with its merits and demerits. A ***narrow focus approach*** involves teaching students one or two learning strategies. It does not introduce more strategies in an integrated mode. “Note that the narrow focus is not necessarily the same as one-time strategy training, which concerns the amount of time spent. It is possible to do strategy training with a narrow focus over a long period of time, just as broad-focus training can be long-term” (Oxford, 1990: 205-206). This approach has the following benefits. Firstly, it makes the trainer to cover more learning strategies in short time as only one or two strategies are introduced at a time independently. Secondly, it minimizes the possibility of confusing students with different types of strategies because the strategies are introduced one by one. Thirdly, a ***narrow focus*** allows the researcher/instructor to accurately evaluate the effectiveness of training because he/she teaches each strategy separately. The downside of this approach is that it does not promote students’ language learning because the strategies are not integrated to interact with one another.

A trainer who uses a ***broad focus approach*** introduces more learning strategies from all the classification groups. This approach requires a trainer to conduct the training by integrating different types of language learning strategies of each category so that learners could notice how the strategies interact with each other. A ***broad focus approach*** improves learners’ belief about language learning. “However, this broad focus does not allow precise assessment of training effectiveness in reference to any specific strategy” (op. cit., p 205).

A ***combination approach*** is an amalgamation of broad focus and narrow focus approaches. This approach involves some procedures. Firstly, the trainer provides students with all the language learning strategies of all the classification groups and asks them to rate the role of the strategies. Secondly, among strategies reported by students as useful, the trainer chooses strategies that are not too familiar and too strange. Then, a separate or an integrated and an implicit or explicit training is conducted on the strategies. “This is an excellent way to approach strategy training. It gives learners the “big picture” at first, then moves into specific strategies which the learners have chosen themselves. The element of

learner choice in instructing structuring training is very important, since learning strategies are the epitome of learner choice and self-direction” (op. cit., p 205).

2.1.6.3. 2 *Separate versus Integrated Approach*

Learning strategies training can be carried out by using a *separate* or an *integrated approach*. A ***separate approach*** involves teaching learning strategies independent of the contents and objectives of a language program. The trainer introduces strategies without incorporating them into the language lessons. “Arguments in favor of separate training programs advance the notion that strategies are generalizable to many contexts...and that students will learn strategies better if they can focus all their attention on developing strategic processing skills rather than try to learn content at the same time...” (O’Malley and Chamot, 1990: 152). However, many scholars state that this approach has some shortcomings. According to Oxford (1990) and O’Malley and Chamot (1990), it does not enhance students’ language learning since they do not receive training on how and when to use strategies and on how to evaluate their learning as well as the success of strategies. These scholars also discuss that students may question the benefits of training for being independent of a language course and, thus, they may run against it.

Wenden (1991), O’Malley and Chamot (1990) and Oxford (1990) discuss that ***integrated approach***, unlike *separate approach*, requires the trainer to teach strategies by including them into the contents and objectives of a language course. This approach involves teaching learning strategies through appropriate tasks of a language course. Students are shown when and how to use strategies and how to evaluate the role of the strategies. “Those in favor of integrated strategy instruction programs, on the other hand, argue that learning in context is more effective than learning separate skills whose immediate applicability may not be evident to the learner...and that practicing strategies on authentic academic and language tasks facilitates the transfer of strategies to similar tasks encountered in other classes...” (O’Malley and Chamot, 1990: 152).

2.1.6.3.3 *Implicit versus Explicit Approach*

Learning strategies training can be conducted by choosing an *implicit* or *explicit* approach. An ***implicit approach*** is an embedded approach. The trainer who chooses this approach sets language tasks intended to make students employ learning strategies to help them successfully accomplish the tasks, but the trainer does not inform students about the role of the strategies and when and how to use the strategies (Wenden, 1991; O’Malley and

Chamot, 1990; Oxford, 1990, Wenden and Rubin, 1987). Wenden and Rubin (1987: 159-160) further say, "They are told what to do and led to do it without being informed as to why they should act in a certain way. They are not told that a particular strategy will help performance or when it is appropriate to use it, i.e., it belongs to a certain class of situations or goals." This approach, according to O'Malley and Chamot (1990) and Oxford (1990), has two merits. Firstly, as the strategies are embedded, it minimizes the risk learners may oppose the training. Secondly, "An advantage cited for strategy training embedded in instructional materials is that little teacher training is required....As students work on exercises and activities, they learn to use the strategies that are cued by the textbook" (O'Malley and Chamot, 1990: 153). On the other hand, *implicit approach* has some drawbacks. According to O'Malley and Chamot (1990), this approach does not make students take on more responsibility for their own learning. Moreover, it does not make learners use strategies flexibly in a variety of contexts and maintain strategies overtime (Wenden and Rubin, 1987).

An explicit approach, unlike *implicit approach*, requires the trainer to apply the following procedures: identify language learning strategies by name, explaining/describing the importance of the strategies, demonstrating (through actual language tasks) in which contexts to use and how to use the strategies, and how to transfer the strategies into other contexts, making students practice the strategies, and asking students to evaluate the importance of the strategies in improving their language. With regard to this approach, Chamot (2005:123) writes, "Explicit instruction includes the development of students' awareness of their strategies, teacher modeling of strategic thinking, identifying the strategies by name, providing opportunities for practice and self-evaluation." Scholars such as Chamot, 2005; Griffiths, 2003; Chamot et al., 2007; Oxford, 2003; Alireza and Abdullah, 2010; Oxford, 1990; O'Malley and Chamot, 1990; Wenden, 1991; Wenden and Rubin, 1987 discuss the benefits of an *explicit approach*. They claim that this approach helps learners maintain strategies over time for a variety of learning contexts and thus they take on more responsibility for their own learning. As a result, it improves their language learning. In Oxford's (1990: 201) language, "the general goals of such training are to make language learning more meaningful, to encourage a collaborative spirit between learner and teacher, to learn about options for language learning, to learn and practice strategies that facilitate self-reliance."

2.1.6.3.4 Models for Conducting Learning Strategies Training

There are several models suggested for conducting language learning strategies training. *Hosenfeld et al., 1981; O'Malley and Chamot, 1988; Chamot and Kupper, 1989; Oxford, 1990a; Oxford, 1990; Wenden, 1991; Grenfell and Harris, 1999* are among these. Hosenfeld et al. (1981) state that the following seven-step procedures should be applied to carry out language learning strategies training. Firstly, think-aloud protocol training to students on learning strategies should be conducted. Secondly, strategies students currently use should be identified. Thirdly, the importance of strategies needs to be explained to students. Fourthly, students should be made to analyze their first language learning strategies. Fifthly, students should be asked to use their first language learning strategies in second/foreign language contexts and then strategy training should be conducted. Sixthly, the effectiveness of the training should be evaluated by reassessing students' learning strategies.

O'Malley and Chamot (1988) advocate that a language learning strategies training lesson should have five phases. The first one is *preparation*. *Preparation* requires the trainer to identify strategies learners presently use in their language learning. This can be done by gathering data through *Strategy Inventory for Language Learning (SILL)* questionnaire, group discussions, diary writing, and think-aloud protocols. At this stage, the trainer attempts to raise learners' awareness of their learning strategies. The second phase is *presentation*. This involves explaining when and how to use strategies and demonstrating strategies through example-tasks. The third stage is *practice*. Here, learners are made to accomplish language tasks by using strategies. *Evaluation* takes the fourth stage. The trainer at this stage encourages students to conduct self-evaluation on their use of learning strategies and the role of strategies in helping them successfully accomplish the tasks. The last phase of this model is *expansion*. Learners at this phase are asked to apply strategies in new tasks/contexts.

Chamot and Kupper (1989) squeeze the phases of a language learning strategies training lesson into three. The first phase is *identifying strategies learners currently practice*, by using the data-gathering tools. *Assessing learners' strategy use (as reported by learners)* comes as the second stage. This phase is about evaluating the effectiveness of the strategies (*as reported by learners*) in helping learners successfully accomplish their language tasks. The last phase is *planning the strategy training*; however, Chamot and Kupper (1989) do not discuss how the actual instruction proceeds.

The following procedures for conducting language learning strategies training can be discussed from Oxford (1990). Firstly, by using some tools such as the SILL, data should be gathered on students' language learning strategies. Secondly, among the strategies, strategies that are related to the needs/interests of learners, strategies that are reported by the majority of the learners as useful and transferrable to various language tasks, strategies that are not difficult to learn, and strategies that are important but might involve a bit more effort should be selected. *Considering integration of the strategy instruction* comprises the third step (note that the concept of integration is discussed in 2.1.6.3. 2 above). The fourth step of this model is about *considering motivational issues*. At this stage, the trainer is required to motivate learners to actively participate in the training. The trainer can inspire students by informing them that they will be graded and/or certified for successful completion and that the training helps them improve their language learning. *Preparing tasks* is the fifth step (note that tasks should be prepared by taking ideas from the third step). The sixth step is about *conducting 'completely informed training'* (note that the concept of informed training has been discussed in 2.1.6.3.3 above). The seventh phase requires the trainer to *evaluate the success of the strategy training*. This should be done by collecting data from learners' about their strategy use and by using the trainer's own observation of the processes. The last step of this model is about *revising the strategy training* based on the results obtained in Step 7.

Oxford (1990) writes that the instructor of a language learning strategies training lesson should follow the procedures below:

- Ask learners do an activity without strategy training;
- Ask learners to evaluate their strategy use;
- Suggest and explain some useful strategies and the rationale for using the new strategies;
- Ask learners to practice the strategies in other language tasks;
- Demonstrate how to transfer the strategies to new learning tasks;
- Ask learners to practice the strategies in new learning tasks;
- Ask learners to evaluate their strategy use.

Wenden (1991) condenses the steps of conducting a language learning strategies training lesson into three stages: assessing students' learning strategies, explaining strategies being trained, and modeling the strategies. Assessing learners' strategies involves examining if they currently use the strategies in their learning and what the strategies are. Explaining strategies is about informing learners on the importance of the strategies under training and describing when and how to use the strategies. Modeling involves demonstrating the uses of the strategies to students.

Grenfell and Harris (1999) suggest the trainer to apply the following steps to conduct a language learning strategies training lesson:

- Raise students' awareness about language learning strategies, through some techniques;
- Ask students brainstorm strategies used;
- Model the strategies;
- Ask learners to practice the strategies;
- Guide them in selecting strategies that address their particular needs;
- Evaluate students' language learning and strategy use.

2.1.6.4 Factors Affecting the Effectiveness of Learning Strategies Training

The effectiveness of language learning strategies training can be affected by various factors. The factors can be categorized as learner-related factors, trainer-related factors, and approaches and materials-related factors.

2.1.6.4.1 Learner-related Factors

Learners' target language ability, age, gender, learning styles, and motivation are some of the learner-related factors that can affect the efficacy of learning strategies training. O'Malley and Chamot (1990) and Oxford (1996) say that if students are poor in the target language, they hardly understand the procedures and thus may not benefit from the training.

Students' age and their use of learning strategies are positively correlated. When their age increases, they become good users of different types of learning strategies to make their learning effective and self-directed. The reverse is true when age decreases. This is,

therefore, to say that if one conducts learning strategies training to students of primary or secondary schools, it may not help them make use of the strategies in different contexts to help them improve their language learning.

Studies have shown that female students use different types of learning strategies more frequently than male students. In relation to this, Graham (1997:81) writes the following:

Across all tasks, there was an indication of a more careful, planned approach on the part of girls. In listening, they used the strategies of advance organization and directed attention more frequently than boys, while in writing, oral work and the grammar tasks, planning, monitoring, evaluating and pattern/rule application were more common among girls than boys. Girls also seem more likely to try and learn grammatical items by heart.

This is, therefore, to say that learning strategies training conducted to a group of students that includes more females and fewer males will be more successful in helping students use the strategies more frequently than a class that has fewer females and more males.

Learning strategies students use and how often they tend to employ the strategies also depends on students' learning styles. Extroverts usually prefer social strategies such as working with peers and asking questions for clarification whereas introverts choose meta-cognitive strategies (Oxford, 1990; Rahimi et al., 2008 (quotes Rossi-Le, 1995). This is, therefore, to say that learning strategies training carried out in a class where there are more extroverts and fewer introverts or the reverse will be effective in making students use only given learning strategies.

Students' use of learning strategies depends on their motivation. The more students make decisions as to what objectives they will achieve and the degree of efforts they should make, they will use different types of learning strategies more frequently. "Motivation has also been found to affect the use of language learning strategies, with highly motivated students generally employing strategies more frequently than less motivated students in many types of EF programs..." (Tseng, 2005:323). Thus, if students are not motivated to learn a language, learning strategies training does not help them use the strategies.

2.1.6.4.2 Trainer-related Factors

Some of the trainer-related factors that can affect the efficacy of learning strategies training include trainer's attitude towards learning strategies training, experience in conducting learning strategies training, and his/her learning styles (Oxford, 1990; O'Malley and Chamot, 1990; Sasaki, 2000 (quotes Chamot,1994). A trainer may have a

negative attitude to strategies instruction since it changes his/her roles as diagnostician, a learner, a learner trainer, a coordinator, and a coach. "The specter of role change may discomfort some teachers, who feel that their status is being challenged" (Oxford, 1990: 10). Therefore, he/she may not conduct it effectively with motivation. Moreover, if a trainer does not have experience in conducting learning strategies training, he/she may fail to carry out a fruitful strategies training. This is because learning strategies training requires the trainer to follow a set of procedures (note that procedures are discussed in 2.1.6.3.4 above). Furthermore, if there is a significant difference between a trainer's learning styles and students' learning styles, the process and result of the training can be affected. Therefore, as a solution to the problems, O'Malley and Chamot (1990) suggest that learning strategies training should be conducted by the researcher himself/herself.

2.1.6.4.3 Approaches and Materials-related Factors

O'Malley and Chamot (1990), Oxford (1990) and Sasaki (2000) discuss approaches and materials-related factors that can affect the effectiveness of learning strategies training as follows. According to these scholars, the efficacy of learning strategies training depends on the approaches one uses: a narrow focus, broad focus, or combination approach, separate versus integrated approach, implicit versus explicit approach, and models for conducting learning strategies training (note that these concepts are discussed in 2.1.6.3 above). Moreover, if appropriate teaching/learning materials on language learning strategies in general and language learning strategies training in particular are not available for the trainer to refer to, he/she may not effectively handle the training. Furthermore, the effectiveness of language learning strategies training depends on the learning tasks the trainer sets. This is to say that the training becomes fruitless if tasks chosen to teach strategies do not suit the strategies. This is because learners respond to different tasks using different strategies and some strategies are useful only for particular language tasks.

2.2 Writing Skills

2.2.1 Definition of Writing

Scholars have defined writing in various ways. According to Byrne (1988:1), "Writing involves the encoding of a message of some kind: that is, we translate our thoughts into language." This definition states that writing is a means by which we show our thinking. It is a medium through which we express our ideas or feelings to people. In relation to this idea, Dougherty (1985:2) says, "Our words give shape to our thoughts and feelings, and

what we produce is uniquely ours – a construct no less creative than a piece of music, a painting, or a sculpture.” Moreover, writing is “the domain of language proficiency that encompasses how students engage in written communication in a variety of forms for a variety of purposes and audiences” (online). This definition discusses writing as one of the language skills learners use to communicate with different readers in a range of forms for various purposes. Furthermore, “Writing tasks can be viewed as a series of problems to be solved, problems that range from a concern with words (“What word will best convey my meaning here?”) to the structure of the whole piece (“How can I most effectively organize this essay?”)” (Winterowd, 1981:1). The first two definitions focus on the role of writing whereas the remaining one gives attention to the nature of this skill.

2.2.2 The Development of Writing

Writing that we do with a pen and a paper or on the computer or other electronic materials today has a recent history. It is said that writing began few thousand years ago. The development of this skill, according to Halliday (1989), is associated with the evolution of mankind. This is to say that when mankind advanced in thought and social activities, it began to express its feelings and do interactions through sketching symbols on clays, stones, woods, and leather because speech, which is nearly as old as mankind itself and was a predominant means of communication, became inadequate to make mankind perform activities that needed advanced social interaction. Yule (2006:20) discusses the evolution of writing as follows:

For those languages that have writing systems, the development of writing, as we know it, is a relatively recent phenomenon. We may be able to trace human attempts to represent information visually back to cave drawings made at least 20,000 years ago, or to clay tokens from about 10,000 years ago, which appear to have been an early attempt at bookkeeping, but these artifacts are best described as an ancient precursors of writing. The earliest writing for which we have clear evidence is the kind that Geoffrey Nunberg is referring to a ‘cuneiform’ marked on clay tablets about 5,000 years ago. An ancient script that has a more obvious connection to writing systems in use today can be identified in inscriptions dated around 3,000 years ago. (Yule, 2006:20)

In the process of its development, writing underwent significant changes in terms of the size, shape, and form of the spellings of different languages. According to Harmer (2004), for instance, English writing showed changes in its spelling forms at different periods of time. “English writing has changed considerably over the centuries. Early fourteenth-

century writing, for example, had significantly different spellings from present-day English and some letters were formed differently, too” (Harmer, 2004:2).

2.2.3 The Nature of Writing

Writing is dynamic. “Simply put, the very act of writing often changes writer’s ideas – stimulating new points of view, calling up new images, enabling previously unexamined connections. Sometimes writing persuades and challenges writers as they work” (Burnett and Kastman, 1997:266). Writing is also communicative (Kroll, 1991; CelceMurcia, 1991; Byrne, 1988; Burnett and Kastman, 1997). We usually write to communicate with others/readers on given topics. We do not write without any communicative purpose; there must be a subject matter. The meaning/message discussed through writing is constructed and interpreted by readers; it is not something just kept on paper or screen to pick up. Readers understand the intended meanings of the texts by using their background knowledge and predictions. Moreover, writing is contextual (Atkins et al., 1996; McDonough and Show, 1993; Burnett and Kastman, 1997). We usually write in various ways and forms in different contexts (task, occasion, purpose, audience). Furthermore, writing is collaborative (Harmer, 2001; Grabe and Kaplan, 1996; Burnett and Kastman, 1997). “Writers depend on interaction with others – whether in thought, text, observation, or personal contact – to consider and reconsider, shape and reshape their ideas. Because writers live and learn (and write) in a social environment, their ideas are stimulated and refined by their interactions” (Burnett and Kastman, 1997: 267).

Writing is the most difficult skill of the four macro-language skills (Hickey, 2010; Alsamadani, 2010; Westwood, 2008; Harmer, 1991; Hedge, 1988; Byrne, 1988; Raimes, 1982). Westwood (2008:56) writes, “Written language is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psycho-motor processes.” It is difficult not only for a foreign/second language learner but also for a learner as a native speaker. “It has been argued that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second or foreign language” (Nunan, 1989: 35). Writing is difficult because it needs a wide range of skills. It is not merely a matter of putting a series of words on a paper or the computer. A range of things are needed simultaneously for the effective production of texts. “Writing can be extremely demanding for students because it calls upon many experiential, cognitive, linguistic, affective and psycho-motor memories and abilities”

(Westwood, 2008:56). To be specific, a writer has to make the language as accurate as possible. His/her word-choice must be done carefully to effectively address the intended messages. The text needs to be written in correct grammar. Mechanical issues such as spelling, capitalization, and punctuation should respect the conventions of the target language. Moreover, the topic under writing has to be adequately developed and should have unity and coherence among its ideas. In relation to this, Westwood (2008:56-57) says the following:

...writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription. Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language. The ability to generate ideas and organize appropriate content for writing also needs some measure of creativity and imagination.... Writers also need to be able to spell the necessary words with some accuracy; and finally, writing requires fine motor coordination and automaticity in handwriting or keyboarding. (Westwood, 2008:56-57)

If the difficulty of writing among first, second, and foreign language learners is compared, it becomes more difficult for foreign/second language learners (Talebinezhad and Negari, 2009; Alsamadani, 2010). Two main, but interconnected, reasons can be discussed for this. Firstly, no matter how one studies a foreign or second language he/she may not be as effective as the native of the language. This is, therefore, to say that he/she may make more language-related errors than a first language learner does. Secondly, a foreign or second language learner may not effectively organize and discuss the topic. This is because language and thought are two faces of a coin. It is through language that one thinks (Goshgarian, 1998). This is, therefore, to say that the relevance and adequacy of the contents one comes up with depends on his/her ability in the target language.

2.2.4 The Teaching of Writing

2.2.4.1 The History of the Teaching of Writing

The history of the teaching of writing can be classified into four periods according to Ferris and Hedgcock (2005) and Raimes (1998). Each of the periods has been influenced by a given theoretical perspective and thus the instruction has had a different primary focus.

2.2.4.1.1 From 1966 to 1976

Up to the end of 1960s, writing was overlooked in language teaching classes. The ignorance came from the environmentalists' ideas that rested on structural linguistics and behaviorist psychology. Environmentalists stated language learning as a mechanical process that should follow a stimulus-response-reinforcement pattern. According to this theory, writing was believed to be secondary to speech since it was considered as the orthographic symbol of speech. It was said that mastery of spoken language and its orthographic representations had to come first and then the learning of written language should follow. This is because, according to environmentalists, inconsistency between speech sounds and their orthography could bring interferences with the proper learning of speech. "A writing task that typifies this paradigm is the controlled composition, a narrowly focused paragraph- or essay-length assignment designed principally to give students practice with specific syntactic patterns (e.g., the past simple and past progressive in narration) as well as lexical forms..." (Ferris and Hedgcock, 2005: 11). The teaching of writing of this period focused on training students for grammatical and vocabulary knowledge. The focus was on the teaching of form. The learning included imitation of what were considered to be correct sentences. "Furthermore, the task of writing was tightly controlled to prevent errors caused by first language interference..." (Uso-Juan et al., 2006). The main role of the teacher was to encourage accuracy, which was thought to grow out of practice with the sentence structures. Thus, this period was dominated by the product approach to teaching writing.

2.2.4.1.2 From 1977 to 1986

This period made a shift from a focus on form to the writer and the writing process. That is to say, the process approach to teaching writing was born at this period. "Process-oriented writing pedagogies focused particular attention on procedures for solving problems, discovering ideas, expressing them in writing, and revising emergent texts—typically, in isolation from any cultural, educational, or sociopolitical contexts in which writing might take place..." (Ferris and Hedgcock, 2005:5). According to Clark (2003:5), this approach is the result of some theories of learning and conferences held at different times.

One particularly important influence on the development of process teaching in the early 1960s was what has been referred to as the New Education Movement often associated with the ideas of the psychologist Jerome Bruner. Bruner viewed learning as a process that reflected 'the cognitive level of the student and its relation to the structure of the

academic discipline being studied' ...and emphasized the role of student participation and individual discovery in the learning process.

Participants of the Conference of College Composition and Communication held in 1963 agreed that the theory of writing needed revision and the new concern of language teachers and researchers should be towards investigating how students wrote and learned to write. That was done in response to the reports that revealed there were different feelings regarding the product approach. "Suddenly, all over the country, writing teachers began to embrace a "process" approach to writing, tossing out their handbooks and grammar exercises in order to focus on process-oriented teaching. The sentence 'writing is a process, not a product' became a mantra" (op. cit., p5). Clark (2003) goes on to tell us that the Dartmouth Conference which was held in 1966 is the other key event. Participants of the conference were about 50 English language teachers of the United States and Great Britain. The primary objective of the conference was to discuss problems related to the teaching and learning of writing in the case of the two nations. At the conference, it was reflected that there were some differences between the two countries concerning instruction. In response to that, the participants agreed that writing should be taught using the process approach.

The process approach to teaching writing mainly rests on the expressivism and cognitivism learning theories. "Teachers using a neoromantic or expressivist approach most often encourage students to focus on themselves as individual writers rather than on the text or the social context in which they create their text" (Burnett and Kastman, 1997: 269). The expressivists focused on the writer. They thought that the instructor is a facilitator whose role should be helping learners demonstrate their feelings and thoughts freely without worrying about the conventions/forms of writing. "Based on the belief that writing instruction should be nondirective and personalized, expressionism writing instruction involved tasks designed to promote self-discovery, the emergence of personal voice, and empowerment of the individual's inner writer" (Ferris and Hedgcock, 2005:11). Thus, this shows that expressivists considered fluency as the primary focus of the teaching of writing.

Cognitivists gave attention to the mental processes of the writer. They focused on the phases the writer has to pass through in the process of writing. Cognitivists put great emphasis on the high-order thinking and problem-solving skills such as planning, defining rhetorical problems, positioning problems in a larger context, elaborating definitions, proposing solutions, and generating grounded conclusions. They argued that writing

should pass through the following steps: planning, drafting, editing, revising, and rewriting. And the writer may be asked to carry out these many times (Kim, 2005; Ferris and Hedgcock, 2005; Westwood, 2008). Ferris and Hedgcock (2005) quote Flower and Hayes (1981) and tell us that the cognitive model of the writing process includes task environment, writer's long-term memory, and writing processes. *Task environment* refers to information related to writing assignments (e.g. topic, audience, and motivating clues) and texts that a writer has created so far. *Writer's long-term memory* includes knowledge of a topic, audience, and different writing plans that a writer retrieves and refers to during writing. *Writing process* comprises planning, translating, and reviewing.

The process approach to teaching writing has the following benefits. According to Westwood (2008), it is a student-centered approach and therefore respects learners' roles in the process of teaching/learning of writing: learners are considered as active participants. Moreover, according to Graham et al. (2007), if attempts made by the product and process approaches to motivate students to learn writing are compared, the process approach does more attempts than the product approach because it allowed learners to write freely (often on their own topics). Furthermore, the process approach put emphasis on the process of writing rather than on product to help students learn better through the processes. Moreover, cooperative learning was practiced to exploit its potential benefits. Lastly, as Kim (2005: 35) discusses, "Proponents of the process approach argue that the procedures of process writing help learners to develop more effective ways of conveying meaning and to better comprehend the content that they want to express. They strongly believe that students can discover what they want to say and write more successfully through the process model than the genre approach, as the process approach is viewed as writer centered...."

However, the process approach has the following limitations (Kim, 2005; Ferris and Hedgcock, 2005; Clark, 2003). This approach focused on writers and their cognitive processes and thus ignored the social and cultural contexts in which writing takes place. "Process-oriented writing pedagogies focused particular attention on procedures...in isolation from any cultural, educational, or sociopolitical contexts in which writing might take place..." (Ferris and Hedgcock, 2005: 5). The other downside of this approach, according to Kim (2005), is that learners were always required to write by applying fixed steps whatever the topic is and whoever the writer or reader is. In relation to this idea, Clark (2003:21) says, "Another criticism of the process movement focuses on the emphasis on formula with which the writing process has been presented in the classroom."

2.2.4.1.3 From 1987 to 1996

It can be said that Ferris and Hedgcock (2005) and Raimes (1998) do not agree with each other about the upper limit of this period. Ferris and Hedgcock (2005) write that the end of this period is 1990 whereas Raimes (1998) argues that it goes on up to 1996. However, they agree that this period is mainly characterized by a focus on students' area of studies or academic disciplines. The main role of the instructor was determining what academic content is most appropriate to construct writing tasks and preparing activities around that content (Raimes, 1991). "Instead of replacing writing processes with the pedagogical material characteristic of traditional English courses (i.e., language, literature, and culture), proponents of content- and genre based instruction assert that ESL writing courses should feature the specific subject matter that ESL students must master in their major and required courses" (Ferris and Hedgcock, 2005: 12).

2.2.4.1.4 From 1997 to Present

The above scholars also come to disagree about the cut-off year of this period. According to Ferris and Hedgcock (2005), this period kicks-off from 1997, but according to Raimes (1998) it goes back six years, i.e., 1990. It can be also said that the scholars disagree with each other concerning the main focus of the writing instruction of this period. According to Ferris and Hedgcock (2005), the primary focus has been on sociopolitical issues and critical pedagogy. However, Raimes (1998) argue that this period has considered readers (and discursive communities) in the process of writing. In relation to this idea, Coffin (2003: 10) writes the following:

First, student writing is always embedded within relationships around teaching and learning and these relationships influence, not least, the extent to which students come to write successfully in higher education. Second, the conventions governing exactly what constitutes 'appropriate academic writing' are social to the extent that these have developed within specific academic and disciplinary communities over time. Third, student academic writing is a social practice in that the writers, students, are learning not only to communicate in particular ways, but are learning how to 'be' particular kinds of people: that is, to write 'as academics', 'as geographers', 'as social scientists'.

This period, according to Raimes (1998), has been influenced by the theories of social constructionism. "Social constructionist approaches to composition emphasize the role of community in shaping discourse and the importance of understanding community expectations when working with students" (Clark, 2003: 15).



2.2.4.2 Writing Tasks

2.2.4.2.1 Controlled Writing

Controlled writing asks students to carry out writing activities that are completely controlled by the instructor. Some of the typical controlled writing tasks include copying correct sentences, filling in blanks by choosing correct responses among given alternatives, matching beginning and endings of sentences, and sequencing jumbled words (Atkins et al., 1996; Baker and Westrup, 2000; Gomez and Gomez, 1996). Students are asked to write down correct sentences of the target language from the black/white board or a screen in their notebooks. The main objective of this task is to demonstrate new vocabulary and grammar of the target language. "Copying sentences helps students to practice new language and is also a good way to practice their writing skills. It is especially useful for students who normally write in a different script. Everything the students copy is correct and this is a motivating way to learn: it helps build confidence in their writing skills" (Baker and Westrup, 2000: 70). However, as these scholars state, the downside of this activity is that it does not promote learners' critical thinking since it involves just copying and students do not have to think more. Moreover, students are asked to carry out substitution drills. They are given incomplete sentences of the target language and are asked to complete the sentences by choosing appropriate words, phrases, or clauses among the alternatives given. This activity is also intended to practice the target language vocabulary and grammar. Matching beginning and endings of sentences is also a controlled writing task. For this activity, firstly, correct sentences are selected and half of each sentence is put under the right hand column of the black/white board or a screen and the other half appears under the left hand column. Then, students are asked to decide which two sentence halves go together to form a complete sentence. Sequencing jumbled words in a sentence is also a controlled writing task. Learners are given incorrect sentences as to word order and are asked to rewrite the sentences by putting words in the correct order. In conclusion, the teaching/learning of controlled writing focuses on accuracy.

2.2.4.2.2 Guided Writing

Guided writing, unlike controlled writing, asks students to accomplish tasks by writing appropriate responses of their own. They are not usually made to repeat something or choose responses among given alternatives or match something. "Here the students are given guidance, e.g. some content by way of ideas, notes etc, but in the exercises they

have some choice and far more opportunity to make mistakes” (Atkins et al., 1996:116). Guided writing involves tasks such as gap-fill sentences, changing sentences, completing sentences, and parallel sentences (Westwood, 2008; Atkins et al., 1996; Baker and Westrup, 2000). For gap-fill sentences, students are provided with sentences missing words, phrases or clauses and are asked to complete the sentences by writing appropriate words, phrases or clauses of their own. “This is a more challenging activity, where students have to think of and write some of the words in sentences themselves” (Baker and Westrup, 2000:72). For changing sentences, learners are given correct sentences and asked to rewrite the sentences by making changes on the grammatical structures such singular to plural, active voice to passive voice, different tenses, etc. Students can also be given the beginning of sentences and are made to correctly end the sentences by writing words or group of words of their own, unlike controlled writing where learners are asked to choose among alternatives given. In guided writing, correct sentences are given to students and students are asked to rewrite the sentences by making the sentences true for themselves. Westwood (2008: 71-72) writes the following with regard to guided writing:

...guided writing usually entails more direct modeling by the teacher of specific writing strategies, styles and genres, followed by guided and independent application of the same strategies by the students. A teacher could begin, for example, by demonstrating at the whiteboard how to generate ideas for a given topic, how to create and organize an opening paragraph, and how to develop the remaining ideas in logical sequence. Students then take it in turns to present their own material to the group, receiving constructive feedback from peers.

In conclusion, the teaching/learning of guided writing focuses on accuracy; however, here, there is a greater tolerance of errors than in controlled writing.

2.2.4.2.3 Free Writing

Free writing usually asks students to produce paragraphs or essays on their own or given topics without being controlled by the instructor: they decide about what to write, how much to write, how to organize, the pace, and the writing conventions (Zemach and Rumisek, 2005; Atkins et al., 1996; Feldman, 2000; Baker and Westrup, 2000; Gomez and Gomez, 1996). The main role of the instructor is to give a little support to guide students how to come up with effective paragraphs or essays. The teaching/learning of free writing mainly asks students to discuss as many ideas/contents as possible. They are taught to keep on writing down whatever comes into their mind about the topic; they should not stop writing to think and choose the most appropriate vocabulary, grammar, spelling,

punctuation, and capitalization even if they may encounter problems. They are not usually encouraged to stop writing to refer to a dictionary or other materials to help them make their writing error-free. Feldman (2000:196-197) says the following about free writing:

In free writing, you write continuously for a fixed period of time, such as 5 or 10 minutes. The only rule that governs free writing is to write continuously, without stopping. It does not matter if the product is good; it does not matter if it's good. The only principle you must follow in free writing is to get something-any-thing-down on paper.

The typical tasks of the free writing includes writing paragraphs or essays on students' own or given topics, creative writing, diaries, dialogues, writing a new version of a story, and rewriting the ending of a book. Free writing considers that the *process* of writing is much more important than the product of writing. "Proponents claim that free writing provides the incentive and practice necessary to write in effective and interesting ways, as well as practice in choosing topics..." (Gomez and Gomez, 1996: 211). However, according to these scholars, free writing hardly improves students' writing skills.

2.2.4.3 Integration of Writing with the other Skills

Writing can be taught by integrating it with listening, speaking, and reading. Nation (2009), Kroll (1991), CelceMurcia (1991) and McDonough and Shaw (1993) discuss how the teaching of writing can be carried out by combining it with each of the macro-language skills. Kroll (1991) tells us that we can, firstly, dictate passages to students. Then, from the passages, we write key vocabulary on the black/white board and ask students to write the passage from memory by using the vocabularies. This scholar goes on to discuss that note-taking is also a common instance where listening and writing can be integrated. Students can be asked to take notes on lectures. They can also be asked to interview or discuss each other on given topics and take notes on one another's talk. Thus, this may help them learn new vocabulary and grammar as well as improve their writing pace.

There are some examples where speaking and writing can be integrated. For instance, before asking students to write paragraphs or essays, the instructor can ask them to brainstorm in small groups. In the brainstorming session, each of the group members speaks and the others write down whatever seems to be important for them for later reference.

Reading can be used to teach writing. For instance, students can be asked to read passages and then paraphrase, summarize, interpret and analyze the ideas. They can be also asked to

read texts and then write similar paragraphs or essays of their own. Thus, they may practice a lot of things such as vocabulary, grammar, mechanics (spelling, capitalization, punctuation), and how to achieve unity, coherence, and adequate development.

2.2.4.4 Factors Affecting the Effectiveness of Writing Instruction

The effectiveness of the teaching of writing depends on a range of factors (Westwood, 2008; Nation, 2009; Graham et al., 2007; Kruse, 2008; Nik et al., 2010). The factors can be classified as student-related factors, instructor-related factors, and approaches and materials-related factors.

2.2.4.4.1 Student-related Factors

Student-related factors that can affect the effectiveness of the teaching of writing include language problem, negative self-efficacy belief, lack of motivation, and lack of writing practice, all interlocked with each other (Westwood, 2008; Nik et al., 2010; Graham et al., 2007; Nation, 2009). If learners could not choose appropriate words to express the intended meaning, produce grammatically and logically correct sentences, and correctly spell, capitalize, and punctuate, they cannot write/learn to write to the level expected of them. “The most significant component in writing that hinders their writing proficiency is language use as they have to learn the grammar, syntactic structure, vocabulary, rhetorical structure and idioms of a new language (ESL)” (Nik et al., 2010:57).

If students have negative self-efficacy belief about their writing performance, this may affect their learning of writing. It may be that they did not perform well in the past or that they compare their work with the work of their peers and/or others and think that they perform poorly; alternatively, they may be told by their peers and/ or instructors that they are poor, or told and/ or think that writing is difficult to learn, or they cannot make meaningful efforts in the process of writing or learning to write. In relation to this idea, Graham et al. (2007: 205) say, “..., self-perception of competence is closely connected to an individual’s involvement in writing as well as to the quality of his or her self-regulation. The relationship between these aspects is a bidirectional one: a student is unlikely to be involved in writing if he or she is not self-efficacious; in the same way, feeling competent about writing makes a student more willing to write.”

Lack of motivation on the part of students also hampers their efforts to learn writing. If they are not motivated to learn writing, this can hinder the effectiveness of the teaching of this skill because they may not be inspired to engage in the writing tasks. Students’ lack of

motivation, according to Graham et al. (2007), can be associated with their attitude towards this skill. If they have a negative attitude towards writing, this detracts their motivation to it. They may also lack motivation if they do not know about the importance of this skill. Moreover, if the mode of instruction is teacher-dominated and thus students are not made to participate in the teaching/learning process and if they are not usually tested on this skill, or if the mode of testing does not match with the instruction, this also affects students' motivation to practice writing.

The effectiveness of writing instruction also depends on students' writing practice. This is to say that if students do not practice writing in and out of classrooms, this may affect their learning of this skill since they might fail to learn various practical issues of the skill.

2.2.4.4.2 Instructor-related Factors

Lack of motivation, effectiveness, and experience in teaching writing are some of the instructor-related factors that can affect the effectiveness of writing instruction. If the instructor does not teach writing with motivation, the instruction becomes fruitless. His/her lack of motivation to teach this skill can be associated with students, himself/herself, and textbooks. The instructor may not be inspired to teach writing if his/her students are not motivated to learn writing and usually fail to show improvements on their writing skills owing to the interconnected causes discussed above. Moreover, if the instructor when he/she was a student at different levels of learning had developed a negative attitude towards this skill because of some reasons such as a negative self-efficacy belief of writing, this affects his/her inspiration to teach writing. Furthermore, the instructor may not be motivated to handle the teaching of writing effectively if the teaching/learning material he/she is required to deal with does not include different types of activities and topics that consider students' level of learning and needs as well as being sequenced in appropriate ways. Lack of motivation on the part of the instructor may affect the effectiveness of the writing instruction in two main, but interconnected, ways. Firstly, the instructor may not come up with maximum effort to employ various techniques to make the teaching/learning effective to help students improve their writing skills. Secondly, students may imitate his/her behavior manifested by the lack of motivation. Moreover, the effectiveness of the teaching of writing cannot be fruitful if the instructor is ineffective in teaching this skill. Furthermore, if he/she lacks experience in teaching writing, this may impede the effectiveness of the instruction because the instructor may

lack techniques that can be learned from his/her teaching experiences about how to make the teaching/learning motivating.

2.2.4.4.3 Approaches and Materials-related Factors

The effectiveness of the writing instruction also depends on the approaches we use and the teaching/learning materials or textbooks we deal with (Graham et al., 2007; Westwood, 2008; Nation, 2009). If we use approaches that hardly address the actual teaching of writing, the effectiveness of the instruction could be affected. Approaches we use to correct students' errors of writing could hamper the success of the writing instruction. Time allotted to students to accomplish writing tasks is another factor that can come under approaches. This is to say that, if students are not given enough time to practice or perform the tasks, they may not benefit from this to improve their writing skills. On the other hand, students will be bored if the time is long and thus does not consider the nature and the objectives of the tasks. Our ineffectiveness to motivate students by using various strategies or techniques may also impede the success of the writing instruction. "...ineffective educational practices (i.e. teaching methods) contribute to children's difficulty in learning to read and write (Westwood, 2008: 4).

Moreover, if the teaching/learning materials or textbooks do not include a variety of writing tasks prepared by taking into account the level of difficulty and students' needs and/or if the tasks are not sequenced in appropriate ways, the teaching of the writing could not be fruitful. Graham et al. (2007: 204) discuss the following about how approaches and materials could affect the effectiveness of the writing instruction:

First, writing is often taught in a rigid way, with the teacher emphasizing conformity to text types and writing conventions.... Second, students are often given writing tasks as exercises detached from other classroom activities, according to teachers' instructional goals that students cannot share or understand. Third, writing tasks are often boring. Students are regularly asked to narrate, describe, expose, and argue in written form, but these are not always enjoyable tasks, especially when there is no audience except the teacher, and writing often turns into routine practice.

2.2.5 Writing Skills Tests

2.2.5.1 Types of Writing Skills Tests

Based on the purposes they are administered, as it is also true for the other skills and content subjects, writing skills tests can be categorized as proficiency tests, achievement tests, diagnostic tests, and placement tests (Hughes, 2003; Harmer, 2001).

2.2.5.1.1 Proficiency Tests

Writing skills tests constructed to measure students' overall language competence are known as *proficiency tests*. *Proficiency tests* are intended to assess students' ability in a language with no training or lessons to them. The contents of the tests are not based on the contents and objectives of a language course. The contents are selected based on a specification about what or how students should be able to perform in the target language to be judged proficient. IELTS (International English Language Testing System) and TOFL (Tests of Foreign Language) tests are examples of proficiency tests. Harmer (2001: 321-322) writes the following about proficiency tests:

Proficiency tests give a general picture of a student's knowledge and ability (rather than measure progress). They are frequently used at stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate. Proficiency tests have a profound backwash effect since, where they are external exams, students obviously want to pass them, and teachers' reputations sometimes depend (probably unfairly) upon how many of them succeed.

2.2.5.1.2 Achievement Tests

Achievement tests, unlike *proficiency tests*, are intended to measure students' competence on specific language aspects they have been taught about. Thus, *achievement tests* are based on the course syllabus. The contents of the tests consider the contents and objectives of a language course. "In contrast to proficiency tests, achievement tests are directly related to language courses, their purpose being to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives" (Hughes, 2003:12-13). Moreover, *achievement tests* are normally administered at the end of a course in order to determine if the objectives of the course have been successfully met on the part of the learners. *Achievement tests* can be also conducted at the end of each lesson in order to see if students are making progress and thus measures can be taken accordingly to help students improve their writing skills. "Achievement tests only work if they contain item types which the students are familiar with.... If students are faced with completely new material, the test will not measure the learning that has been taking place, even though it can still measure general language proficiency" (Harmer, 2001:321).

2.2.5.1.3 Diagnostic Tests

Diagnostic tests, like *achievement tests*, are based on a language syllabus. Their contents go in line with the contents and objectives of language course students are dealing with.

However, unlike *achievement tests*, *diagnostic tests* are intended to demonstrate weaknesses students show in the process of writing or learning to write. *Diagnostic tests* are intended to identify specific aspects of learning of writing tasks students still need to learn or practice. Teacher-made writing skills tests conducted every day or every week can be *diagnostic tests*. "..., diagnostic tests can be used to expose learner difficulties, gaps in their knowledge, and skill deficiencies during a course. Thus, when we know what the problems are, we can do something about them" (Harmer, 2001: 321).

2.2.5.1.4 Placement Tests

Placement tests share many of the characteristics of the *proficiency tests*. Firstly, *placement tests*, like *proficiency tests*, are intended to identify competent candidates; however, these two tests do this with different objectives. *Placement tests* are used to examine if candidates have basic writing skills so as to successfully accomplish a specific discipline or area of study whereas *proficiency tests* are normally intended to show 'stages people have to reach if they want to be admitted to a foreign university, get a job, or obtain some kind of certificate'. "Placement tests, as their name suggests, are intended to provide information that will help to place students at the stage (or in the part) of the teaching program most appropriate to their abilities. Typically they are used to assign students to classes at different levels" (Hughes, 2003: 16). Moreover, *placement tests*, like *proficiency tests*, are not based on the contents and objectives of a language course; however, *placement tests* usually consider the general framework of the syllabus of the area of learning. *Placement tests* do not share the characteristics of achievement tests and diagnostic tests. In relation to this idea, Harmer (2001: 321) writes this:

Diagnostic tests: while placement tests are designed to show how good a student's English is in relation to a previously agreed system of levels, diagnostic tests can be used to expose learner difficulties, gaps in their knowledge, and skill deficiencies during a course. Thus, when we know what the problems are, we can do something about them.

Writing skills tests conducted to identify appropriate candidates to various fields of studies or language skills training at different levels of learning are *placement tests*.

2.2.5.2 Approaches to Scoring Composition Tests

Composition tests can be marked by using *error-count*, *analytic*, or *holistic* approaches.

2.2.5.2.1 Error-count Approach

An *Error-count* approach is sometimes called *mechanical accuracy*. This approach involves counting errors a candidate makes on different aspects of writing and subtracting the number from the value allotted to each of the aspects. Then, the total score of a candidate is arrived at by adding up the remaining mark/s of each aspect of the composition. For instance, if the total value of a composition test is 30%, firstly, the assessor may break this down by giving 7 points for content, 8 points for grammar, 6 points for mechanics, 5 points for vocabulary, and 4 points for organization. Then, the assessor reads the composition and counts errors a student makes on each of the aspects and deducts the number from the value of each aspect. Language scholars state that the only advantage of an *error-count* approach is that it is the most objective of the other scoring approaches. However, as Heaton (1990) says, its limitations outweigh this. This scholar discusses that it is the least suitable of the scoring approaches to achieve validity and therefore it is not recommended to be used. Heaton (1990: 148) further writes the following:

Since no decision can be reached about the relative importance of most errors, the whole scheme is actually highly subjective. For example, should errors of tense be regarded as more important than certain misspellings or the wrong use of words? Furthermore, as a result of intuition and experience, it is fairly common for an examiner to feel that a composition is worth several marks more or less than the score he or she has awarded and to another the assessment accordingly. Above all, the mechanical accuracy method unfortunately ignores the real purpose of composition writing—communication; it concentrates only on the negative aspects of the writing task, placing the students in such a position that they cannot write for fear of making mistakes. The consequent effect of such a marking procedure on the learning and teaching of the writing skills can be disastrous.

2.2.5.2.2 Analytic Approach

The analytic approach involves marking a composition test by dividing it into some components such as content, organization, grammar, vocabulary, and mechanics and allotting different weights to the aspects. The total mark of a student will be the sum of the scores he/she attains on each aspect (Ferris and Hedgecock, 2005; Heaton, 1990; Hughes, 2003). *Analytic approach*, according to these scholars, has the following main benefits. It allows the assessor to evaluate a student's performance on different aspects of writing so that the assessor can see how a student is performing on each aspect of writing. Thus, a student

may be encouraged to take appropriate measures to evenly improve his/her ability on the aspects. Moreover, this approach makes the evaluator include important aspects of writing skills. Furthermore, it makes the scoring more reliable because it includes pertinent components of a composition. However, *analytic approach* has some downsides. According to Hughes (2003), this approach needs more time to mark. Moreover, Ferris and Hedgecock (2005: 314-315) point out the following major drawbacks:

Measuring the effectiveness of a text by tallying sub skill scores can diminish the interconnectedness of written discourse, conveying the false impression that writing can be understood and fairly assessed by analyzing separable text features.... Thus, component scales may not be used effectively according to their internal criteria, resulting in a halo effect in which one component score may positively or negatively influence another. A related disadvantage of analytic marking involves how raters operationalize overly simplified, misleading, ambiguous, or overlapping descriptors. ... Finally, analytic scoring may unfairly bias readers in favor of samples containing elements that are easily identified on the basis of the rubric's components and descriptors.

2.2.5.2.3 Holistic Approach

A *holistic approach* is sometimes called *impressionistic approach*. This approach involves reading a student's composition quickly and then giving a mark on the basis of an overall impression of the text. Ferris and Hedgecock, 2005; Hughes, 2003; Arena, 1990 discuss the merits and demerits of *holistic approach* as follows. This approach does not need more time to mark. Moreover, Ferris and Hedgecock (2005: 308) discuss the advantages of this approach as follows:

A chief advantage of holistic scoring is that the procedure requires readers to respond to a text as a whole, rather than to a dimension that may stand out to an individual reader as particularly weak or strong (e.g., originality of ideas, grammatical accuracy). The method likewise emphasizes what the writer has done skillfully, as opposed to the text's perceived deficiencies...

However, *holistic approach* does not show a student's strong and weak sides on each aspect of writing. The instructor as well as a learner could not know aspects of writing that need further learning. Secondly, according to the above scholars, the assessment might be subjective because scores the assessor gives to different students with similar quality depends on the mood he/she has at the time of scoring. "As it is possible for composition to appeal to a certain reader but not to another, it is largely a matter of luck whether or not a single examiner likes a particular script. As has been demonstrated, the examiner's mark is a highly subjective one based on a fallible judgment, affected by fatigue, carelessness,

prejudice, etc” (Heaton, 1990:147). Thirdly, according to Ferris and Hedgecock (2005), the evaluator may give high scores to longer texts than shorter texts although they have similar quality. These scholars say, “...holistic scoring may produce negative washback by penalizing students' efforts to take risks, because "writers may display only novice ability with more complex forms, while those using simpler forms get higher ratings..." (p.309). Thus, the reliability and validity of a *holistic approach* is strongly questioned.

2.3 Belief and Attitude

Beliefs can be defined as perception we hold on a concept/object or a person regarding something. “Beliefs represent the knowledge or information we have about the world (although these may be accurate or inaccurate) and, in themselves, are non-evaluative” (Gross, 2005: 406). *Attitude* can be stated as the positive or negative image we form about a thing/idea or a principle after we perceive something and form opinions about it and when the opinions get very strong. Dandapani (2004:193) defines *attitude* as “a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learned and has become one’s typical mode of response.”

Belief and *attitude* share some similarities and differences. Chauble and Chauble (2007); Albery et al. (2008); Hogg and Vaughan (2002); Dandapani (2004) discuss that *belief* and *attitude* cannot be directly observed; they can only be inferred from responses made by a student. Moreover, *belief* and *attitude* are learned; not inborn traits. However, unlike *belief* where there are no such forms, *attitude* is mainly described as positive or negative. The above scholars discuss that the *attitude* of a student towards something (e.g., instructional approach) is usually measured through a set of questions constructed on a five- point Likert Scale. “Likert developed a more refined Likert Attitude Scale. It resembles a simple questionnaire, but involves refined techniques of item-selection. It is a series of statements either favorable or unfavorable on a five- point scale...Each response is given a numerical score. An individual’s score is the sum of his ratings on all items” (Dandapani, 2004: 194). Chauble and Chauble (2007: 146) write the similarities and differences of belief and attitude as follows:

Along with similarity, there is a disparity, too, between an attitude and a belief. An attitude and a belief are results of education, perception and inspiration. Both of them influence an individual’s behavior, but there is a difference in the nature of the two. An attitude has an emotional touch, whereas a belief is free of any emotional

touch. A belief may not influence behavior to that extent to which an attitude is prone to do. An attitude is motivated, but a belief is neutral. ... An attitude will not be fatal, but a belief may be disastrous and fatal.... An attitude is clear and definite in nature, but there is no such clarity and certainty in a belief.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the research design, procedures of the experiment, and methods of data analysis. Specifically, this chapter includes the research design along with the paradigm by which the study is guided. Moreover, this chapter discusses the procedures of the experiment; namely, preparation of teaching material for the experimental group, instruments of data collection: pre and post-tests, questionnaires and interviews, selection of setting and departments, assignment of experimental and control groups, selection of instructors, training instructors, computation of the reliability of the questionnaires, administration of pre-experiment questionnaires, conducting the experiment, administration of the post-tests and post-experiment questionnaires, conducting the interviews, marking of the post-tests, and computation of the inter-rater reliability for the post-tests. Furthermore, this chapter presents methods of data analysis that include the analyses of the results of the tests, questionnaires and interviews.

3.1 The Research Design

This project is mainly an experimental study conducted to examine if training in the learning strategies of writing has significant effects on students' writing skills with regard to including relevant contents, organizing contents appropriately, and using accurate grammar, appropriate vocabulary and correct mechanics. To this end, the selected freshman program students were randomly assigned to the experimental and control groups. Students in the experimental group were taught lessons of the '*Basic Writing Skills*' course with training on the learning strategies of writing, whereas those in the control group were taught the lessons without training on the learning strategies of writing.

The first three specific objectives were examined through hypothesis testing, whereas the fourth one (see 1.3 in *Chapter One*) was investigated through another statistical method (see section 3.3.2.3 below). The interviews were held with randomly selected students of the experimental group. Focus was given to exploring the three themes: students' feelings about the training in terms of improving their use of the learning strategies of writing, their belief about taking on more responsibility for their own learning of writing, and their attitude towards the training. Thus, the study was guided by the pragmatic theoretical framework about approaches to research design. Muijs (2004:11) discusses the following in relation to this idea, "Many researchers take a pragmatic approach to research and use

quantitative methods when they are looking for breadth, want to test a hypothesis or want to study something quantitative. If they are looking for depth and meaning, they will prefer to use qualitative methods.” This is, therefore, to say that the design of this study was guided by the theoretical framework of pragmatic approach to research design. This is because pragmatism allows the researcher to use mixed-methods approaches in collecting and analyzing data to answer the research hypotheses and question. It allows him to use different data sources and methods to minimize the limitation of any single approach.

3.2 Procedures of the Experiment

3.2.1 Preparation of Teaching Material for Experimental Group

Teaching material on ‘*Basic Writing Skills*’ course was prepared by choosing the **combination, integrated, and explicit approaches** (refer to 2.1.6.3 above for the discussions made on the approaches). A **combination approach** involves providing students with all the learning strategies of writing from the six groups and asking them to rate the role of the strategies and then, among the strategies reported by students as useful, the instructor chooses strategies that are not too familiar and too strange to conduct training. Regarding this approach, Oxford (1990: 205) says the following:

This is an excellent way to approach strategy training. It gives learners the “big picture” at first, and then moves into specific strategies which the learners have chosen themselves. The element of learner choice in instructing structuring training is very important, since learning strategies are the epitome of learner choice and self-direction.

An **integrated approach** involves teaching learning strategies of writing through appropriate writing tasks and thus students are shown when and how to use the strategies and evaluate the role of the strategies. Regarding this, O’Malley and Chamot, (1990:152) discuss:

Those in favor of integrated strategy instruction programs, on the other hand, argue that learning in context is more effective than learning separate skills whose immediate applicability may not be evident to the learner...and that practicing strategies on authentic academic and language tasks facilitates the transfer of strategies to similar tasks encountered in other classes ...

An **explicit approach** asks the trainer to apply the following procedures: identify learning strategies of writing by name, explaining/describing the importance of the strategies, demonstrating (through actual writing tasks) when (contexts) and how to use the strategies and transfer the strategies into other contexts, making students practice the strategies, and

asking students to evaluate the importance of the strategies in improving their writing skills. Oxford (1990: 201) discusses the benefits of an *explicit approach* as, “the general goals of such training are to make language learning more meaningful, to encourage a collaborative spirit between learner and teacher, to learn about options for language learning, to learn and practice strategies that facilitate self-reliance.”

The teaching material was prepared by using the *model of Oxford (1990)* for conducting learning strategies training. Oxford (1990) discusses that language learning strategies training lesson should have the following steps:

- i. Ask learners to do an activity without strategy training;
- ii. Ask learners to evaluate their strategy use;
- iii. Suggest and explain some useful strategies and the rationale for using the strategies;
- iv. Ask learners to practice the strategies in new language tasks;
- v. Demonstrate how to transfer the strategies to new learning tasks;
- vi. Ask learners to practice the strategies in new learning tasks;
- vii. Ask learners to evaluate their strategy use.

Her model was chosen, first, because it is the most suitable model and thus it has been preferred by many researchers. Second, the model briefly discusses procedures that are easy to understand. (See *Appendix B1* for the teaching material.)

3.2.2 Preparation of Instruments of Data Collection

3.2.2.1 Pre and Post-tests

Pre and post-tests were prepared by the researcher. The tests were constructed based on the course syllabus (see *Appendix A1* for the course syllabus). The tests were intended to measure students' writing skills with regard to including relevant contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performances. Students were asked to complete sentences by writing appropriate subjects and predicates and rewrite sentences by correcting errors, complete paragraphs by writing appropriate topic sentences, concluding sentences, and relevant details, rearrange jumbled sentences in logical orders and complete paragraphs by writing appropriate cohesive devices, complete essays by writing appropriate thesis statements and concluding paragraphs, identify parts of an essay: introduction, body, and conclusion, rearrange jumbled paragraphs in logical orders, and write essays to argue for or against. To validate the tests, comments were obtained from the research supervisor and

most senior colleagues of the researcher. (See *Appendices D1 and E1* for the pre and post-tests respectively.)

3.2.2.2 Questionnaires

Three different questionnaires were adapted in the form of a five-point Likert Scale by considering students' English language ability to make the questionnaires easy to understand. The first questionnaire was intended to collect data on experimental group students' use of the learning strategies of writing. The questionnaire was adapted from Oxford (1990: 294-296) and included thirty-five items where each item has five possible responses: *always, usually, sometimes, rarely, never*. The second questionnaire was intended to obtain data on experimental and control groups students' belief about taking on more responsibility for their own learning of writing. This questionnaire was adapted from Spratt et al. (2002:265) and included thirteen items where each item has five possible answers: *strongly agree, agree, undecided, disagree, strongly disagree*. The third questionnaire was intended to gather data on experimental group students' attitude towards practicing writing tasks through receiving training on the learning strategies of writing. This questionnaire was prepared by taking ideas from Gardner (1985:184), an authority of AMTB (Attitude Motivation Test Battery) for Second Language Learning, and included twenty-five items where each item has five possible responses: *strongly agree, agree, undecided, disagree, strongly disagree*. The questionnaires included a cover page that discusses the purposes of the questionnaires and asks the students to read the items carefully and respond honestly and frankly. The project supervisor and researcher's most senior colleagues were requested to comment on the questionnaires regarding content validity, face validity and clarity of the items. (See *Appendices F1 – H1* for the questionnaires.)

3.2.2.3 Interviews for the Experimental Group

Three different semi-structured interviews were prepared in English for the students in the experimental group. The first interview was intended to investigate if the students felt that practicing the writing tasks through receiving training on the learning strategies of writing helped them learn how the strategies are useful and thus continued to use the strategies appropriately in and outside classrooms to help them successfully accomplish their writing tasks. The second interview was meant to explore if the students thought that the training improved their belief that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing. The last interview was intended to see the

students' feeling about practicing the writing tasks through receiving training on the learning strategies of writing. A semi-structured form was chosen because, first, it has the characteristics of both structured and unstructured interview, each with its strengths. Second, data obtained through such interview are not difficult to categorize and interpret. Care was taken concerning language issues and sequencing of questions while preparing the interviews. (See *Appendices II – K1* for the interviews.)

3.2.3 Selection of the Setting

For the study, the researcher purposefully chose Hawassa University. The researcher chose Hawassa University, to which he is member of staff, because he felt that conducting the study here would minimize the social, financial and time constraints that might hamper the findings of the study. Moreover, the University admits a cohort of students with similar educational background and demographic characteristics that all other universities admit across the country.

3.2.4 Selection of Departments

From the existing departments of the University, Mathematics Department (a total of 42 students) and Management Department (a total of 82 students) were randomly selected (by drawing lots) for the pilot and the main study respectively. The researcher used a simple random sampling because it allows each department to have equal chance of being selected, i.e., the probability of a department being selected is unaffected by the selection of another department. Thus, it is possible to be confident that the department chosen represents all the departments of the University.

3.2.5 Assignment of Experimental and Control Groups

The following procedures were applied to assign students into *experimental* and *control* groups in the case of the pilot and the main study. First, pre-tests were administered to students. Second, the test papers of each student were marked by two instructors who received training on how to score the tests. The *analytic approach* was chosen to mark the compositions. This approach is preferred for it is the most effective approach to achieve reliability (refer to 2.2.5.2.2 above for the discussions made on *analytic approach*). The rating scale used for the approach is the one provided by Heaton (1990). Heaton (1990: 146) describes the scale in this way: "The following rating scale is the result of considerable and careful research conducted in the scoring of compositions in the United States" (see *Appendix L1* for the scoring scales).

Third, *Pearson r* was computed on the SPSS (*Statistical Package for the Social Sciences*) version 20 to see the correlations of the scores given by the instructors regarding students' performance to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance (see *Tables 4.1– 4.6* in *Chapter 4* for the correlation of the pilot study and *Tables 5.1 – 5.6* in *Chapter 5* for the correlation of the main study). Then, the average scores were taken since the correlation was strong positive (for the scores given by each rater and for the average scores, see *Appendices M1 – R1* and *D2 – I2* for the pilot and the main study, respectively).

Fourth, without naming *experimental* and *control*, an equal number of students was put into two groups randomly by drawing lots. Fifth, histograms were produced for students' scores on each of the aspects of writing and overall writing performances to see if the data look like they approximate a normal distribution, and it is shown that the distributions are symmetric and have the shape of the cross-section of a bell where many of the scores are around the mean scores. In relation to this idea, Connolly (2007: 43/46) says the following:

Before we even think about calculating summary statistics for a scale variable it is important to first look carefully at the data for that variable to see how they are distributed. There are basically three types of chart that you can do this with: the histogram; the stem and leaf display; and the box plot....Overall the histogram is a good chart to use when displaying the characteristics of a single scale variable as it is simple to understand and is able to display the shape and distribution of the data very clearly and accessibly.

Sixth, *Independent-Samples T Test* was computed on the SPSS version 20 to see if the two groups had similar writing performances on each of the aspects and overall writing performances, and the computation showed that they had similar performances (see *Table 4.7* in *Chapter 4* for the results of the pilot study and *Table 5.7* in *Chapter 5* for the results of the main study). Finally, the groups were named *experimental* and *control* by drawing lots. Thus, this allows the groups to have equal chance of being selected as *experimental* or *control*, i.e., the probability of a group being selected as *experimental* or *control* is unaffected by the selection of another group. Therefore, it is possible to be confident that the internal characteristics of the groups were similar.

3.2.6 Selection of Instructors

The following procedures were employed in order to choose an instructor to handle the

pilot study and two instructors to mark the tests of the pilot and the main study. First, the researcher identified instructors (12) who often have offered writing courses such as *Basic Writing Skills*, *Sophomore English*, *Advanced Writing I*, *Advanced Writing II*, or *Report Writing*. The researcher did that because he thought that the instructors may have motivation to teach writing and from their experience of teaching writing, they could become effective in teaching it (refer to 2.2.4.4.2 above for discussions made). Then, among the instructors, he randomly selected (by drawing lots) one instructor to handle the pilot study and two instructors to score the tests of the pilot and the main study.

3.2.7 Training Instructors

Prior to the experiment, training on the instructional approach of the experimental group was offered to the instructor selected to handle the pilot study. Moreover, training was given to the instructors selected to score the tests of the pilot and the main study.

3.2.8 Computation of the Reliability of the Questionnaires

Cronbach Alpha was computed on the *SPSS* version 20 to examine the reliability of the items of the questionnaires. The computation showed that the items of the questionnaires were reliable at above 0.80. *Cronbach Alpha* was chosen because the Likert Scale ranges from 1 to 5.

3.2.9 Administration of Pre-experiment Questionnaires

The questionnaire meant to collect data on the experimental group students' use of the learning strategies of writing was administered before the experiment. The questionnaire was filled in by all students (21) of the pilot study and by 37 students (out of 41) of the main study. The questionnaire which was intended to obtain data on the students in the experimental and the control group with regard to their belief about taking on more responsibility for their own learning of writing was also administered prior to the training. All the students of the pilot study and 40 students of the main study responded to the questionnaire.

3.2.10 Conducting the Experiment

The same instructor handled the experimental and control groups of the pilot study as the researcher believes that this could minimize instructor-related extraneous variables. "Having the same person teaches both...classes would be recommended to control threats to internal validity" (Ary et al., 2010:137). The pilot study took 30 hours (5 hours a week

for 6 consecutive weeks). The pilot study was intended to point out problems related to the teaching material of the experimental group, instruments of data collection, time allotted to fill in the questionnaires and to conduct the experiment, and procedures of data collection and data analysis. Therefore, in response to the lessons learned from the pilot study, the researcher himself handled the experiment of the main study (refer to 4.5 in *Chapter 4* for the lessons learned from the pilot study). The main study took 80 hours (5 hours a week for 16 consecutive weeks). The experimental and control groups of the pilot and the main study were made to attend the same sessions (morning).

3.2.11 Conducting Post-tests

The same post-tests were administered to the experimental and control groups of the pilot and the main study. The tests were intended to measure the writing skills of the groups with regard to including relevant contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performances after the groups were made to practice writing tasks through the two different instructional approaches. They took the tests by the same invigilators in the same examination rooms and in the same session (morning) in which they had taken the pre-tests.

3.2.12 Administration of Post-experiment Questionnaires

The questionnaire that was administered to the students in the experimental group before the experiment to collect data on their use of the learning strategies of writing was administered to the students after the experiment. The questionnaire was filled in by all the students (21) of the pilot study and by 37 students (out of 41) of the main study. The questionnaire which was administered to the students in the experimental and the control group before the experiment to gather data on their belief about taking on more responsibility for their own learning of writing was also administered to the students after the experiment. This questionnaire was filled in by all the students of the pilot study and by 40 students of the main study. Moreover, the questionnaire prepared to collect data on the experimental group students' attitude towards practicing writing tasks through receiving training on the learning strategies of writing was administered to the students after the training. All the students of the pilot study and 39 students of the main study responded to this questionnaire.

3.2.13 Conducting Interviews

After the training, interviews were held with 14 (4 for the pilot study and 10 for the main study) randomly selected students of the experimental group (refer to 3.2.2.3 above for the purposes of the interviews). Attempts were made to make the environment conducive for the interviews. Moreover, the researcher took care of his accent and pace while interviewing the students. Furthermore, the interview sessions were interactive and tape-recorded.

3.2.14 Marking the Post-tests

The pilot and main study post-test papers of each student in the experimental and the control groups were marked by two instructors who received training on how to mark the tests and the average scores were taken. (For the scores given by each rater and for the average scores, see *Appendices S1 – X1* and *Appendices J2 – O2* for the pilot and main studies respectively.) *Analytic approach* was used to mark the compositions. As discussed above, the *analytic approach* is chosen because of its benefit to achieve reliability. The rating scale chosen for the approach is the one suggested by Heaton (1990). (Refer to 3.2.5 above for the explanations made on this approach and on the scoring scales.)

3.2.15 Computation of the Inter-rater Reliability for the Post-tests

Pearson r was computed on the *SPSS* version 20 to see the correlations of the marks given by the raters concerning the performance of the students in the experimental and the control groups for each of the aspects of writing and overall writing performance on the post-tests. The computation showed that the *r*-values are closer to 1.000; the *p*-value is .000; the correlations are significant at the 0.01 level (2-tailed). (See *Tables 4.8– 4.13* in *Chapter 4* for the correlation of the pilot study and *Tables 5.8 – 5.13* in *Chapter 5* for the correlation of the main study.)

3.3 Methods of Data Analysis

3.3.1 Analysis of the Results of the Tests

For the pilot and the main study, *Independent-Samples T Test* was computed on the *SPSS* version 20 to examine if there is a statistically significant difference between the experimental and the control groups with regard to their writing skills to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance on the tests. The *Independent-*

Samples T Test was chosen because the groups are independent in that they were categorized into the experimental and the control groups randomly, by drawing lots. In relation to this idea, Stephens (2004: 34) says, “The purpose of the test is to compare the means of two populations when independent samples have been chosen.” The significance level was taken at 0.05 (5 percent).

Paired-Samples T Test was also run on the *SPSS* version 20 to see if there is a statistically significant difference between the pre and post-test mean scores of the students in the experimental and the control group regarding their writing skills to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performances. “This *t*-test compares one set of measurements with a second set from the same sample. It is often used to compare “before” and “after” scores in experiments to determine whether significant change has occurred” (Voelker et al., 2001: 88). The significance level was taken at 0.05 (5 percent).

Before computing the *Independent* and *Paired-Samples T Tests*, histograms were produced for the experimental and the control group students’ scores on each of the aspects and their overall writing performances to see if the distributions are symmetric and have the shape of the cross-section of a bell where many of the scores are closer to the mean scores.

The *T Tests* only tell us there is a statistically significant difference, but do not tell us the magnitude of the effects. For that reason, effect sizes were calculated for the *Independent* and *Paired-Samples T Tests* which revealed statistically significant differences/improvements. “There are a wide variety of effect size measures around but the one we use in conjunction with the *t*-test is called *Cohen’s d*. The formula for this effect size is as follows: $d = (\text{Mean for group A} - \text{Mean for group B}) / \text{Pooled standard deviation}$ Where the Pooled standard deviation = $(\text{Standard deviation of group 1} + \text{Standard deviation of group 2}) / 2$ ” (Muijs, 2004:136). (Note that *group A/1* means *pre-test* or *pre-training* and *group B/2* means *post-test* or *post-training* in the case of the *Paired-Samples T Test*.) Cohen, as cited in Muijs (2004:139), suggests the following guidelines for determining the effect sizes: 0–0.20 = weak effect; 0.21–0.50 = modest effect; 0.51–1.00 = moderate effect; >1.00 = strong effect.

3.3.2 Analysis of the Results of the Questionnaires

The results of the *learning strategies of writing, belief, and attitude* questionnaires of the pilot and the main study were analyzed using the *SPSS (Statistical Package for the Social*

Sciences) version 20. To analyze the data, the researcher applied the procedures used by prominent social science researchers of these days such as Hong et al., 2003; Evans, 2007; Knowles and Kerkman, 2007; Prokop et al., 2007; Barteau, 2009 .

3.3.2.1 Analysis of the Results of the Learning Strategies of Writing Questionnaire

In order to examine if training in the learning strategies of writing significantly improves students' use of each group of the strategies and their overall strategies use, the following procedures were applied to analyze the results of the learning strategies of writing questionnaire. First, the items of the questionnaire were categorized into the six groups of the learning strategies of writing (see *Appendix F1* for the classification of the items of the questionnaire); however, for the reasons discussed in Chapter 4, section 4.5, the items were not categorized into the six groups in the case of the pilot study).

Second, for the pre and post-training questionnaire, values 1 to 5 were given for *never*, *rarely*, *sometimes*, *usually*, and *always* respectively so that the minimum scores a student would score is the number of the items of a group multiplied by 1, and the maximum scores a student would score is the number of the items of a group multiplied by 5. Thus, the minimum scores a student would score on the questionnaire is 35 (35x1) and the maximum scores a student would score on the questionnaire is 175 (35x5). (See *Appendices Y1* and *A2* for the scores of the pilot study and *Appendices P2* and *R2* for the scores of the main study.)

Third, histograms were produced for the students' pre and post-training scores on each of the groups and on the overall scores to see if the distributions have the shape of the cross-section of a bell where many of the scores are closer to the mean scores.

Fourth, *Paired-Samples T Test* was computed on the *SPSS* version 20 to examine if there is a statistically significant difference between the students' pre and post-training use of each group of the learning strategies of writing and the overall strategies use. The significance level was taken at 0.05 (5 percent). For the reasons stated above, *Cohen's d* was also computed in order to determine the effect sizes.

3.3.2.2 Analysis of the Results of the Belief Questionnaire

In order to examine if there is a statistically significant difference between the students who receive training on the learning strategies of writing and the students who do not

receive training on the learning strategies of writing with regard to improving their belief about taking on more responsibility for their own learning of writing, the following procedures were applied to analyze the results of the belief questionnaire. First, for the pre and post-training questionnaire, values 1 to 5 were given for *strongly disagree*, *disagree*, *undecided*, *agree*, and *strongly agree* respectively so that the minimum scores a student would score on the questionnaire is 13 (13x1) and the maximum scores a student would score on the questionnaire is 65 (13x5). (See *Appendices Z1* and *B2* for the scores of the pilot study and *Appendices Q2* and *S2* for the scores of the main study.)

Second, histograms were produced for the pre and post-training questionnaire scores of the experimental and control groups to see if the distributions have the shape of the cross-section of a bell where many of the scores are closer to the mean scores.

Third, *Independent-Samples T Test* was computed on the *SPSS* version 20 to examine if there is a statistically significant difference between the experimental and control groups with regard to improving their belief about taking on more responsibility for their own learning of writing. The significance level was taken at 0.05 (5 percent). *Cohen's d* was also computed in order to determine the effect sizes.

Paired-Samples T Test was also run on the *SPSS* version 20 to see if there is a statistically significant difference between the pre and post-training mean scores of the experimental and control groups with regard to believe that it should be mainly they, not the instructor, who should take on more responsibility for their own learning of writing. The significance level was taken at 0.05 (5 percent). *Cohen's d* was also computed in order to determine the effect sizes.

3.3.2.3 Analysis of the Results of the Attitude Questionnaire

In order to see if the students in the experimental group have a positive or negative attitude towards practicing the writing tasks through receiving training on the learning strategies of writing, the following procedures were applied to analyze the results of the attitude questionnaire. First, the questionnaire was entered on the *SPSS* version 20 by giving values 1 to 5 for *strongly disagree*, *disagree*, *undecided*, *agree*, and *strongly agree* respectively so that the minimum score a student would score on the questionnaire is 25 (25x1) and the maximum score a student would score on the questionnaire is 125 (25x5). (See *Appendix C2* for the scores of the pilot study and *Appendix T2* for the scores of the main study.) Second, the negatively worded items were re-coded into *Same Variables*.

Third, each student's total score was found by adding up his/her score on each item. Fourth, students below 62.5 (125/2, average score), students between 62.5 and 93.75 (3/4 of 125), and students above 93.75 (3/4 of 125) were counted and changed into percentile separately and described as neutral, negative, or positive respectively. Lastly, conclusion about attitude was made in line with the majority of the subjects.

3.3.3 Analysis of the Results of the Interviews

The following steps were applied to analyze the results of the interviews. First, data were transcribed and edited. Then, similar responses of each question of the interviews were categorized together in themes. Lastly, the results were discussed and then implications were drawn according to the views of the majority of the participants.

**CHAPTER FOUR: ANALYSIS AND DISCUSSION OF THE PILOT STUDY
RESULTS, SUMMARY OF THE FINDINGS, AND LESSONS LEARNED
FROM THE PILOT STUDY**

4.0 Introduction

This chapter presents the results of the analysis and discussion of the pre and post-tests, the questionnaires and interviews of the pilot study. Moreover, this chapter includes the summary of the findings of the analysis and discussion of the results. Furthermore, the lessons learned from the pilot study are discussed in this chapter.

**4.1 Analysis and Discussion of the Pre and Post-test Results of the
Experimental and the Control Groups**

4.1.1 Results of the Pre-test

4.1.1.1 Results of Inter-rater Reliability of Students' Scores in the Pre-test

Pearson r was computed to examine the correlation of scores given by the two raters of the experimental and control groups with regard to students' writing performance to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance in the pre-test. The following tables show the results.

Table 4.1: Correlation of the Raters' Scores in Evaluating Contents in Writing

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.888**	1	.993**
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.888**	1	.993**	1
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.1 above demonstrates the correlation of the scores given by the two raters of the experimental and the control groups in evaluating the students' selections of relevant contents in their writing. The table indicates that the r-value of the experimental group is .888 and the r-value of the control group is .993. Thus, the r-values of both groups are closer to 1.000. The p-value of both groups is .000 and the correlation is significant at the 0.01 level (2-tailed). This shows that there is a strong positive correlation between the two raters' evaluation of the students' performance to include relevant contents in their writing.

Table 4.2: Correlation of the Raters' Scores in Evaluating the Organization of Ideas in

Writing

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.955**	1	.955**
		.000		.000
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.955**	1	.995**	1
	.000		.000	
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

The above table demonstrates the correlation of the assessment of the two raters of the experimental and the control groups with regard to the students' performance to organize their ideas approximately. In the table, it is shown that the r-value of the experimental and the control groups is .995, which is closer to 1.000. The p-value of both groups is .000. The correlation is significant at the 0.01 level (2-tailed). This indicates that the raters of both groups strongly agree on their evaluation of the students' performance to organize their ideas in appropriate order.

Table 4.3: Correlation of the Raters' Scores Given in Evaluating Grammar

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.997**	1	.989**
		.000		.000
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.997**	1	.989**	1
	.000		.000	
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 above reveals the correlation of the scores given by the two raters of the experimental and the control groups concerning the students' performance to use accurate grammar in writing. As can be seen from the table, the r-value of the experimental group is .997 and the r-value of the control group is .989. We can notice that the r-values are closer to 1.000. The p-value of both groups is .000. The correlation is significant at the 0.01 level (2-tailed). Thus, this shows that there is a strong positive correlation between the raters' assessment of the students' performance to use correct grammar in their writing: the evaluation of the first rater is strongly consistent with the evaluation of the second rater.

Table 4.4: Correlation of the Raters' Scores in Evaluating Vocabulary uses

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.994**	1	.985**
		.000		.000
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.994**	1	.985*	1
	.000		.000	
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

The above table demonstrates the correlation of the scores given by the two raters of the experimental and the control groups regarding the students' performance to use appropriate vocabulary in writing. The table reveals that the r-value of the experimental group is .994. The r-value of the control group is .985. Thus, the r-values are closer to 1.000. The p-value of both groups is .000, and the correlation is significant at the 0.01 level (2-tailed). Therefore, this indicates that there is a strong positive correlation between the raters' evaluation of the students' performance to use appropriate vocabulary in their writing.

Table 4.5: Correlation of the Raters' Scores in Evaluating use of Mechanics

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.939**	1	.948**
		.000		.000
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.939**	1	.948**	1
	.000		.000	
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.5 above depicts the correlation of the evaluation of the two raters of the experimental and the control groups with regard to the students' performance to use correct mechanics. In the table, it is indicated that the experimental group has the r-value of .939 and the control group has the r-value of .948. Thus, the r-values of both groups are closer to 1.000 and the p-value of the groups is .000. The correlation is significant at the 0.01 level (2-tailed). This shows that there is a strong positive correlation between the raters' evaluation of the students' performance to correctly spell, capitalize and punctuate: there is a high consistency between the markings of the raters.

Table 4.6: Correlation of the Raters' Scores in Evaluating Overall Writing Performance

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.984**	1	.996**
		.000		.000
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.984**	1	.996**	1
	.000		.000	
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.6 above demonstrates the correlation of the scores given by the two raters of the experimental and the control groups with regard to the students' overall writing performance in the pre-test. The table depicts that the r-values of the experimental and the control groups are .984 and .996 respectively. We can see that the r-values of both groups are closer to 1.000 and the p-value is .000. The correlation is significant at the 0.01 level (2-tailed). This shows that there is a strong positive correlation between the assessors' evaluation of the students' overall writing performance in the test. That is, the evaluation of the first rater is strongly consistent with the evaluation of the second rater.

In conclusion, we can see from the preceding six consecutive tables that there are strong positive correlation between the scores given by the two raters of the experimental and the control groups in evaluating each student's performance in the pre-test. It could be concluded that the raters effectively implemented the training they had received on marking writing exams focusing on content, organization, grammar, vocabulary, mechanics and overall writing.

4.1.1.2 Results of Independent-Samples T Test of Students' Performances in the Pre-test

Independent-Samples T Test was conducted to see if the students in the experimental and the control groups had similar performances in including relevant contents, organizing contents in

logical order, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance in the pre-test. The following table shows the results.

Table 4.7: The Independent-Samples T Test Results

	Experimental Group			Control Group			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Content	21	11.20 24	9.29 940	21	12.20 71	8.57 517	40	-.364	.718	Not Significant
Organization	21	14.22 62	7.39 928	21	15.29 76	6.96 941	40	-.483	.632	Not Significant
Grammar	21	10.52 38	7.54 358	21	9.702 4	5.58 268	40	.401	.690	Not Significant
Vocabulary	21	7.321 4	4.82 580	21	7.142 9	4.93 050	40	.119	.906	Not Significant
Mechanics	21	2.202 4	1.40 894	21	2.464 3	1.59 547	40	-.564	.576	Not Significant
Overall Writing Performance	21	45.47 62	27.6 0422	21	46.81 43	25.4 6035	40	-.163	.871	Not Significant

As indicated in Table 4.7 above, the mean score of the experimental group is 11.2024, and the mean score of the control group is 12.2071 with regard to including relevant contents in writing. The calculated standard deviation of the experimental group is 9.29940, and that of the control group is 8.57517. The t and p-values are depicted as -.364 and .718 respectively. This shows that the students assigned to the experimental and the control groups had similar performance in content selection in the pre-test (df = 40, t-value < table value, p-value > .05).

The above table depicts that the mean score of the experimental group is 14.2262, and that of the control group is 15.2976 with regard to organizing ideas appropriately in writing. The calculated standard deviations are demonstrated as 7.39928 and 6.96941 for the experimental and the control groups respectively. The t-value is -.483, and the p-value is .632. This indicates that the students assigned to the experimental and the control groups had similar performance in organizing their ideas in writing in the pre-test (df = 40, t-value < table value, p-value > .05).

As we can see from the above table, with regard to using accurate grammar in writing, the experimental group scores the mean of 10.5238, and the control group scores the mean of 9.7024. The computed standard deviations are 7.54358 and 5.58268 for the experimental and the control groups respectively. The t-value is .401, and the p-value is .690. Thus, it can be concluded that the students in the experimental and the control groups had similar performance in using grammar in writing in the pre-test (df = 40, t-value < table value, p-value > .05).

Table 4.7 above indicates that the mean score of the experimental group is 7.3214, and the mean score of the control group is 7.1429 concerning their use of appropriate vocabulary in writing. The standard deviations are 4.82580 and 4.93050 for the experimental and the control group respectively. The t and p-values are .119 and .906 respectively. Thus, we can conclude that the students in the experimental and the control groups had similar performance in using vocabulary in writing in the pre-test (df = 40, t-value < table value, p-value > .05).

As demonstrated in Table 4.7 above, the mean score of the experimental group is 2.2024 with regard to using correct mechanics. The mean score of the control group is 2.4643. The standard deviation of the experimental group is 1.40894, and that of the control group is

1.59547. The t-value is -.564. The p-value is .576. This shows that the students assigned to the experimental and the control groups had similar performances in using mechanics in the pre-test (df = 40, t-value < table value, p-value > .05).

Table 4.7 above depicts that the experimental and the control groups have the mean scores of 45.4762 and 46.8143 respectively for the overall writing performance. The experimental group has the standard deviation of 27.60422, and the control group has the standard deviation of 25.46035. The t-value is -.163. The p-value is .871. Thus, it is possible to conclude that the students assigned to the experimental and the control groups had similar overall writing performance, i.e., in content selections, organizing contents, and using grammar, vocabulary and mechanics in the pre-test (df = 40, t-value < table value, p-value > .05).

4.1.2 Results of the Post-test

4.1.2.1 Results of Inter-rater Reliability of Students' Scores in the Post-test

Pearson r was computed to examine the correlations of scores given by the two raters of the experimental and control groups regarding students' writing performance to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance in the post-test. The following tables demonstrate the results.

Table 4.8: Correlation of the Raters' Scores in Evaluating Contents in Writing

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.993**	1	.970**
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.993**	1	.970**	1
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.8 above shows the extent to which the assessment of the first rater is consistent with the assessment of the second rater of the experimental and the control groups regarding the students' performance to discuss relevant contents in the post-test. In the table, it is revealed that the r-value of the experimental group is .993, and the r-value of the control group is .970. We can notice that the r-values are closer to 1.000. The p-value of both groups is .000, and the correlation is significant at the 0.01 level (2-tailed). This shows that there is a strong positive correlation between the evaluation of the two raters of the experimental and the control groups concerning the students' performance to write relevant contents: the raters strongly agree with each other in their marking of the students' performance.

Table 4.9: Correlation of the Raters' Scores in Evaluating the Organization of Ideas in Writing

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.972**	1	.974**
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.972**	1	.974**	1
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

The above table demonstrates the correlation of the scorings of the two raters of the experimental and the control groups concerning the students' performance to organize their ideas appropriately in the post-test. As we can see from the table, the r-values are .972 and .974 for the experimental and the control groups respectively. Thus, the r-values are closer to 1.000. The p-value of both groups is .000, and the correlation is significant at the 0.01 level (2-tailed). This indicates that there is a strong positive correlation between the raters'

evaluation of the students' performance to write their ideas in logical order: the assessors strongly agree in their marking of the performance of the students.

Table 4.10: Correlation of the Raters' Scores Given in Evaluating Grammar

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.941**	1	.992**
		.000		.000
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.941**	1	.992**	1
	.000		.000	
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.10 above depicts the correlations of the scores given by the two raters of the experimental and the control groups regarding the students' performance to use accurate grammar in the post-test. Accordingly, .941 is revealed as the r-value of the experimental group, and .992 is indicated as the r-value of the control group. We can see that the r-values are closer to 1.000. The p-value of both groups is .000. The correlation is significant at the 0.01 level (2-tailed). This shows that there is a strong positive correlation between the assessments of the raters of both groups with regard to the students' performance to produce accurate grammar in their writing. That is, the assessment of the first rater is strongly consistent with the assessment of the second rater.

Table 4.11: Correlation of the Raters' Scores in Evaluating Vocabulary uses

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.982**	1	.945**
		.000		.000
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.982**	1	.945**	1
	.000		.000	
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

The above table demonstrates the correlation of the assessment of the two raters of the experimental and the control groups concerning the students' performance to use appropriate vocabulary in the post-test. In the table, it is revealed that the r-value of the experimental group is .982. The r-value of the control group is .945. Thus, the r-values of both groups are closer to 1.000, and the p-value is .000. The correlation is significant at the 0.01 level (2-tailed). This indicates that there is a strong positive correlation between the scorings of the raters of both groups regarding the students' performance to use appropriate vocabulary in their writing. That is, the raters show a strong consistency on their evaluation of the students' performance.

Table 4.12: Correlation of the Raters' Scores in Evaluating uses of Mechanics

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.936**	1	.798**
		.000		.000
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.936**	1	.798**	1
	.000		.000	
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.12 above reveals the correlation of the evaluation of the two raters of the experimental and the control groups concerning the students' performance to use correct mechanics in the post-test. The table demonstrates that the r-value of the experimental group is .936, which is closer to 1.000. The r-value of the control group is .798, which is also closer to 1.000. Moreover, the p-value is .000 for both groups. The correlation is significant at the 0.01 level (2-tailed). This indicates that the correlation of the assessment of the raters of both groups with regard to the students' performance to use correct mechanics in their writing are strong positive - there is a strong consistency between the raters' assessment of the students' performance.

Table 4.13: Correlation of the Raters' Scores in Evaluating Overall Writing Performance

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.992**	1	.989**
		.000		.000
N	21	21	21	21
Pearson Correlation Rater 2 Sign. (2-tailed)	.992**	1	.989**	1
	.000		.000	
N	21	21	21	21

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.13 above demonstrates the correlation of the scorings of the two raters of the experimental and the control groups regarding the students' overall writing performance in the post-test. In the table, it is shown that the r-values of the experimental and control groups are .992 and .989 respectively. Thus, the r-values are closer to 1.000. The p-value is .000 for both groups. The correlation is significant at the 0.01 level (2-tailed). This tells us that there is a strong positive correlation between the assessors of the experimental and the control groups with regard to the students' overall writing performance, i.e., in discussing relevant ideas, organizing ideas appropriately, and using accurate grammar, appropriate vocabulary and correct mechanics. It could be said that the raters effectively applied the training they had

received on scoring writing tests focusing on content, organization, grammar, vocabulary, mechanics and overall writing.

4.1.2.2 Results of Independent-Samples T Test of Students' Performance in the Post-test

Independent-Samples T Test was conducted to examine if there is a statistically significant difference between the experimental and the control groups with regard to their writing performance to include relevant ideas, organize ideas appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance in the post-test. The following table demonstrates the results.

Table 4.14: The Independent-Samples T Test Results

	Experimental Group			Control Group			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Content	21	26.9167	10.19262	21	26.5357	7.72386	40	.137	.892	Not Significant
Organization	21	24.1310	5.56867	21	22.4524	5.86708	40	.951	.347	Not Significant
Grammar	21	14.9762	7.12562	21	16.1071	6.96355	40	-.520	.606	Not Significant
Vocabulary	21	11.4762	4.83083	21	11.2381	3.95480	40	.175	.862	Not Significant
Mechanics	21	2.7500	1.16458	21	2.5357	.60872	40	.747	.459	Not Significant
Overall Writing Performance	21	80.2500	26.29972	21	78.8690	22.68226	40	.182	.856	Not Significant

Table 4.14 above depicts that the mean score of the experimental group is 26.9167, and the mean score of the control group is 26.5357 with regard to including relevant contents in writing. The standard deviations are indicated as 10.19262 and 7.72386 for the experimental and the control groups respectively. The t and p-values are .137 and .892 respectively. This shows that there is no statistically significant difference between the experimental and the control groups with regard to their performance to include relevant contents in the post-test (df = 40, t-value < table value, p-value > .05).

The above table also indicates that the mean score of the experimental group is 24.1310 with regard to organizing ideas appropriately in writing. The mean score of that of the control group is 22.4524. The standard deviation of the former group is 5.56867, and the standard deviation of the latter group is 5.86708. The t and p-values are demonstrated as .951 and .347 respectively. This indicates that there is no a statistically significant difference between the experimental and the control groups regarding their performance to organize ideas appropriately in the post-test (df = 40, t-value < table value, p-value > .05).

Table 4.14 above reveals that the experimental group has the mean score of 14.9762, and that of the control group has the mean score of 16.1071 with regard to using accurate grammar in writing. The standard deviation of the former group is shown as 7.12562. The standard deviation of the latter group is indicated as 6.96355. The t-value is -.520. The p-value is .606. Thus, this indicates that the difference between the experimental and the control groups concerning their performance to use accurate grammar in writing in the post-test is statistically insignificant (df = 40, t-value < table value, p-value > .05).

The above table shows that the mean score of the experimental group is 11.4762 with regard to using appropriate vocabulary in writing. The mean score of the control group is 11.2381. The standard deviation of the experimental group is 4.83083. The standard deviation of the control group is 3.95480. The table also demonstrates that the t-value is .175, and that of the p-value is .862. This shows that the difference between the mean scores of the experimental and the control groups with regard to using appropriate vocabulary in writing in the post-test is statistically insignificant (df = 40, t-value < table value, p-value > .05).

As indicated in Table 4.14 above, with regard to using correct mechanics, the experimental group scores the mean of 2.7500. The control group scores the mean of 2.5357. The standard deviation of the experimental group is 1.16458. The standard deviation of the control group is .60872. The t-value is depicted as .747, and the p-value is demonstrated as .459. This indicates that there is no a statistically significant difference between the experimental and the control groups regarding their performance to correctly spell, capitalize and punctuate in the post-test ($df = 40$, $t\text{-value} < \text{table value}$, $p\text{-value} > .05$).

The above table also demonstrates that the mean score and the standard deviation of the experimental group is 80.2500 and 26.29972 respectively regarding overall writing performance. The mean score and the standard deviation of that of the control group is 78.8690 and 22.68226 respectively. As indicated in the table, the t-value is .182, and that of the p-value is .856. Thus, the t-value is less than the table value, and the p-value is greater than .05 alpha level. This shows that there is no a statistically significant difference between the experimental and the control groups concerning their overall writing performance in the post-test. That is to say, we should not reject the null hypothesis to accept the alternative hypothesis, and thus there is no a statistically significant difference between the experimental group who received training on the learning strategies of writing and the control group who did not receive training on the learning strategies of writing with regard to their writing skills to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics.

To sum up, as discussed above, there is no a statistically significant difference between the experimental and the control groups with regard to their writing skills to include substantive contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance after the experiment. However, when the means are compared, except for grammar, the experimental group exceeds that of the control group on all the aspects and overall writing performance. This is, therefore, to say that if the experimental group had received training on more strategies of the six groups and if the duration of the experiment had been extended, this group could have significantly outperformed that of the control group on all the writing aspects.

4.1.3 Results of Paired-Samples T Test of Students' Performance

Paired-Samples T Test was conducted to see if there is a statistically significant difference between the pre and post-test mean scores of the experimental and the control groups with regard to their writing performance to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance. The following tables demonstrate the results.

Table 4.15: The Paired-Samples T Test Results of Students' Performance to Include Relevant Contents

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	21	11.2024	9.29940	21	26.9167	10.19262	20	-8.483	.000	Significant
Control Group	21	12.2071	8.57517	21	26.5357	7.72386	20	-8.851	.000	Significant

Table 4.15 above depicts the results of the *Paired-Samples T Test* of the performance of the experimental and the control groups to include relevant contents in their writing. As shown in the table, the pre-test mean score of the experimental group is 11.2024 whereas the post-test mean score of the group is 26.9167. The standard deviation of the pre-test is 9.29940, and that of the post-test is 10.19262. The table also reveals that the t-value is -8.483, and the p-value is .000. This shows that there is a statistically significant difference between the students' pre and post-test mean scores regarding their performance to include relevant contents in their writing. That is to say, after the training, the students significantly improved their

performance to write paragraphs or essays that include substantive contents (df = 20, t-value > table value, p-value < .05). Cohen's d = 1.61 which shows the effect size is strong.

The above table also demonstrates that the pre-test mean score of the control group is 12.207, while the post-test mean score of the group is 26.5357. The calculated standard deviation of the pre-test is 8.57517. The calculated standard deviation of the post-test is 7.72386. The table also reveals that the t-value is -8.851, and that of the p-value is .000. This indicates that the difference between the students' pre and post-test mean scores with regard to their performance to discuss relevant ideas in their writing is statistically significant: after learning/practicing the writing lessons, the control group also brought a statistically significant improvement to produce paragraphs or essays that include relevant ideas (df = 20, t-value > table value, p-value < .05). Cohen's d = 1.75 which shows the effect size is strong.

As discussed above, after the experiment, both of the groups significantly improved their performance to include relevant contents in their writing; however, when we see the post-test mean scores, the experimental group exceeds that of the control group with a mean difference of .381 although the difference is statistically insignificant.

Table 4.16: The Paired-Samples T Test Results of Students' Performance to Organize Ideas Appropriately

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	21	14.22	7.39	21	24.13	5.56	20	-5.901	.000	Significant
		62	928		10	867				
Control Group	21	15.29	6.96	21	22.45	5.86	20	-5.512	.000	Significant
		76	941		24	708				

The above table depicts the results of the *Paired-Samples T Test* of the performance of the experimental and the control groups to compose well organized paragraphs or essays. The table indicates that the experimental group has the mean scores of 14.2262 and 24.1310 for the pre and post-tests respectively. As we can see from the table, the calculated standard deviation of the pre-test is 7.39928 whereas the standard deviation of the post-test is 5.56867. The t and p-values are indicated as -5.901 and .000 respectively. This indicates that the students significantly improved their performance to organize contents appropriately after the training (df = 20, t-value > table value, p-value < .05). Cohen's d = 1.53 which shows the effect size is strong.

Table 4.16 above also demonstrates that the control group scores the mean of 15.2976 on the pre-test and scores the mean of 22.4524 on the post-test. The standard deviations of the pre and post-tests are 6.96941 and 5.86708 respectively. The p-value is .000. The t-value is 5.5121. This indicates that there is a statistically significant difference between the students' pre and post-test mean scores with regard to their performance to produce well organized paragraphs or essays. That is, after learning/practicing the lessons, the students showed a statistically significant improvement to organize ideas in logical orders (df = 20, t-value > table value, p-value < .05). Cohen's d = 1.11 which shows the effect size is strong.

As discussed above, after the experiment, both of the groups significantly improved their performance to organize ideas appropriately in their writing; however, when we compare the post-test mean scores, the experimental group exceeds that of the control group with a mean difference of 1.6786 although the difference is not statistically significant.

Table 4.17: The Paired-Samples T Test Results of Students' Performance to use Accurate Grammar

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	21	10.5238	7.54358	21	14.9762	7.12562	20	-3.716	.001	Significant
Control Group	21	9.7024	5.58268	21	16.1071	6.96355	20	-6.443	.000	Significant

Table 4.17 above reveals the results of the *Paired-Samples T Test* of the performance of the experimental and the control groups to use accurate grammar in their writing. As we can see from the table, the pre and post-test mean scores of the experimental group are 10.5238 and 14.9762 respectively. The standard deviation of the pre-test is 7.54358. The standard deviation of the post-test is 7.12562. The t and p-values are indicated as -3.716 and .001 respectively. This indicates that the students significantly improved their performance to construct grammatically correct sentences/expressions after the training (df = 20, t-value > table value, p-value < .05). Cohen's d = .61 which shows the effect size is moderate.

The above table also demonstrates that the control group has the mean score of 9.7024 for the pre-test and has the mean score of 16.1071 for the post-test. The standard deviation of the pre-test is 5.58268 whereas the standard deviation of the post-test is 6.96355. The t-value is -6.443, and that of the p-value is .000. This shows that there is a statistically significant difference between the students' pre and post-test mean scores concerning their performances to use accurate grammar in their writing. That is to say, after practicing/learning the writing lessons, the students brought statistically significant improvements to construct grammatically

correct sentences or expressions ($df = 20$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). Cohen's $d = 1.02$ which shows the effect size is strong.

Thus, after the experiment, both of the groups significantly improved their performances to use accurate grammar in their writing; however, when we see the post-test mean scores, the control group surpasses that of the experimental group with a mean difference of .8691 although the difference is statistically insignificant.

Table 4.18: The Paired-Samples T Test Results of Students' Performance to use Appropriate Vocabulary

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	21	7.3214	4.82580	21	11.4762	4.83083	20	-4.960	.000	Significant
Control Group	21	7.1429	4.93050	21	11.2381	3.95480	20	-4.390	.000	Significant

Table 4.18 above depicts the results of the *Paired-Samples T Test* of the performance of the experimental and the control groups to use appropriate vocabulary in writing. The table demonstrates that the experimental group scores the mean of 7.3214 on the pre-test and scores the mean of 11.4762 on the post-test. The calculated standard deviation of the pre-test is 4.82580 while the standard deviation of the post-test is 4.83083. The t-value is -4.960. The p-value is .000. This reveals that, after the training, the students significantly improved their performance to words/expressions that can effectively address the intended messages ($df = 20$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). Cohen's $d = .86$ which shows the effect size is moderate.

As indicated in the above table, the control group has the mean score of 7.1429 for the pre-test and has the mean score of 11.2381 for the post-test. The calculated standard deviation of the pre-test is 4.93050. The standard deviation of the post-test is 3.95480. The t and p-values are shown as -4.390 and .000 respectively. Thus, this shows that the difference between the pre and post-test mean scores of the students regarding their performance to use appropriate vocabulary in writing is statistically significant: after learning the writing lessons, the students brought statistically significant improvements to write words/expressions that can effectively address the intended messages (df = 20, t-value > table value, p-value < .05). Cohen's d = .92 which shows the effect size is moderate.

The above discussion indicates that, after practicing/learning the writing lessons, both of the groups brought statistically significant improvements to use appropriate vocabulary in writing; however, when we compare the post-test mean scores, the experimental group exceeds that of the control group with a mean difference of .2381 although the difference is not statistically significant.

Table 4.19: The Paired-Samples T Test Results of Students' Performance to use Correct Mechanics

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	21	2.20	1.40	21	2.75	1.16	20	-1.843	.080	Not Significant
Control Group	21	2.46	1.59	21	2.53	.608	20	-.224	.825	Not Significant

The above table demonstrates the results of the *Paired-Samples T Test* of the performance of the experimental and the control groups to use correct mechanics. As we can see from the table, the experimental group has the mean score of 2.2024 for the pre-test and has the mean score of 2.7500 for the post-test. The standard deviation of the pre-test is 1.40894 whereas the standard deviation of the post-test is 1.16458. The t and p-values are -1.843 and .080 respectively. This indicates that the students did not significantly improve their performance to correctly spell, capitalize and punctuate after the training ($df = 20$, $t\text{-value} < \text{table value}$, $p\text{-value} > .05$). Cohen's $d = .42$ which shows the effect size is modest.

Table 4.19 above also reveals that the control group scores the mean of 2.4643 on the pre-test and scores the mean of 2.5357 on the post-test. The calculated standard deviation of the pre-test is 1.59547. The calculated standard deviation of the post-test is .60872. The table also depicts that the t-value is -.224, and that of the p-value is .825. Thus, there is no a statistically significant difference between the pre and post-test mean scores of the students regarding their performance to use correct mechanics: the students did not bring statistically significant improvement on the use of spelling, capitalization and punctuation after the experiment ($df = 20$, $t\text{-value} < \text{table value}$, $p\text{-value} > .05$). Cohen's $d = .06$ which shows the effect size is weak.

As indicated above, both of the groups did not show a statistically significant improvement to correctly spell, capitalize and punctuate after the experiment; however, when the post-test mean scores are compared, the experimental group surpasses that of the control group with a mean difference of .2143 although the difference is statistically insignificant.

Table 4.20: The Paired-Samples T Test Results of Students' Overall Writing Performance

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	21	45.47 62	27.60 422	21	80.250 0	26.29 972	20	-7.769	.000	Significant
Control Group	21	46.81 43	25.46 035	21	78.869 0	22.68 226	20	-7.597	.000	Significant

Table 4.20 above depicts the results of the *Paired-Samples T Test* of the overall writing performance of the experimental and the control groups. As indicated in the table, the experimental group has the mean score of 45.4762 for the pre-test and has the mean score of 80.2500 for the post-test. The calculated standard deviation of the pre-test is 27.60422 while the calculated standard deviation of the post-test is 26.29972. The t-value is -7.769, and the p-value is .000. Hence, this indicates that the students significantly improved their overall writing performance, i.e., to include relevant contents, organize contents appropriately, and use accurate grammar, appropriate vocabulary and correct mechanics, after the training (df = 20, t-value > table value, p-value < .05). Cohen's d = 1.29 which shows the effect size is strong.

As we can see from the above table, the control group scores the mean of 46.8143 on the pre-test and scores the mean of 78.8690 on the post-test. The standard deviation of the pre-test is 25.46035 whereas the standard deviation of the post-test is 22.68226. The t-value is shown as -7.597, and that of the p-value is demonstrated as .000. This shows that there is a statistically significant difference between the pre and the post-test mean scores of the students with

regard to their overall writing performance. That is to say, after being taught the writing lessons, the students significantly improved their writing performance to include relevant contents, organize ideas appropriately, and use accurate grammar, appropriate vocabulary and correct mechanics ($df = 20$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). Cohen's $d = 1.33$ which shows the effect size is strong.

The above discussion reveals that, after the experiment, both of the groups significantly improved their writing skills on all the aspects of writing, except mechanics; however, when we see the post-test mean scores, the experimental group exceeds that of the control group with a mean difference of 1.381 although the difference is statistically insignificant.

4.2 Analysis and Discussion of the Results of the Questionnaires

4.2.1 Results of the Learning Strategies of Writing Questionnaire

Paired-Samples T Test was computed on the *SPSS (Statistical Package for the Social Sciences)* version 20 to examine if there is a statistically significant difference between the pre and post-training mean scores of the students in the experimental group to use the strategies. The following table demonstrates the results.

Table 4.21: The Paired-Samples T Test Results of Students' use of the Learning Strategies of Writing

Pre-training			Post-training			DF	T-value	P-value	Significance
N	X	SD	N	X	SD				
21	54.6190	13.41446	21	57.0952	14.03533	20	-.553	.586	Not Significant

Table 4.21 above shows the results of the *Paired-Samples T Test* of the students' use of the learning strategies of writing. The table depicts that the mean score of the pre-training is 54.6190 whereas the mean score of the post-training is 57.0952. The calculated standard deviations are shown as 13.41446 and 14.03533 for the pre and post-trainings respectively.

The table also indicates that the t-value is -.553, and that of the p-value is .586. Thus, the calculated value is less than the table value, and the p-value is greater than .05 alpha level. This shows that there is no statistically significant difference between the students' pre and post-training use of the strategies. Thus, the null hypothesis cannot be rejected in favor of the alternative hypothesis. That is to say, training in the learning strategies of writing does not significantly improve students' use of the strategies; however, the post-training mean score exceeds that of the pre-training mean score. This result corresponds with the interview results where the participants responded that the training made them learn the role of the strategies and, as a result, employ the strategies appropriately in and outside class to help them successfully accomplish their writing tasks. We can conclude that if the students had received training on more strategies from all the six groups and if the duration of the training had been extended, they could have significantly improved their use of the strategies.

4.2.2 Results of the Belief Questionnaire

4.2.2.1 Results of Independent-Samples T Test of Students' Belief in the Pre and Post-trainings

Independent-Samples T Test was conducted on the *SPSS* version 20 to see if the students assigned to the experimental and the control groups had similar belief about taking on more responsibility for their own learning of writing before the experiment and to examine if there is a statistically significant difference between the post-training mean scores of the students in the experimental and the control groups about taking on more responsibility for their own learning of writing. The following table demonstrates the results.

Table 4.22: The Independent-Samples T Test Results of Students' Belief in the Pre and Post-Trainings

	Experimental Group			Control Group			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Pre-training	21	43.19 05	7.89 062	21	41.23 81	10.28 059	20	.690	.494	Not Significant
Post-training	21	45.28 57	8.79 285	21	42.47 62	9.729 43	20	.982	.332	Not Significant

Table 4.22 above depicts that the experimental group has the mean score of 43.1905 whereas the control group has the mean score of 41.2381 for the pre-training. The calculated standard deviation of the experimental group is 7.89062. The calculated standard deviation of the control group is 10.28059. The table also indicates that the t-value is .690. The p-value is demonstrated as .494. Thus, we can conclude that the students in the experimental and the control groups had similar belief about taking on more responsibility for their own learning of writing before conducting the experiment ($df = 40$, $t\text{-value} < \text{table value}$, $p\text{-value} > .05$).

The above table also demonstrates that the mean score of the experimental group is 45.2857 whereas the mean score of the control group is 42.4762 for the post-training. The standard deviation of the former group is 8.79285, and that of the latter group is 9.72943. The t-value is .982. The p-value is shown as .332. We can notice that the calculated value is less than the table value, and the p-value is greater than .05 alpha level. Thus, the null hypothesis cannot be rejected in favor of the alternative hypothesis. That is to say, after the training, there is no a statistically significant difference between the experimental and the control groups about taking on more responsibility for their own learning of writing. However, the experimental

group outstrips the control group with a mean difference of 2.8095. This corresponds with the interview results where the interviewees responded that they thought practicing the writing tasks through receiving training on the learning strategies of writing improved their belief that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing. Thus, we can conclude that if the students in the experimental group had received training on more strategies of each of the six groups and if the duration of the experiment had been increased, they could have significantly outperformed the students in the control group to improve their belief that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing.

4.2.2.2 Results of Paired-Samples T Test of Students' Belief

Paired-Samples T Test was conducted on the *SPSS* version 20 to examine if there is a statistically significant difference between the pre and post-training mean scores of the experimental and the control groups with regard to their belief about taking on more responsibility for their own learning writing. The table below shows the results.

Table 4.23: The Paired-Samples T Test Results of Students' Belief

	Pre-training			Post-training			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	21	43.1905	7.89062	21	45.2857	8.79285	20	-.899	.379	Not Significant
Control Group	21	41.2381	10.28059	21	42.4762	9.72943	20	-.413	.684	Not Significant

Table 4.23 above demonstrates the results of the *Paired -Samples T Test* of the experimental and the control groups with regard to their belief about taking on more responsibility for their own learning of writing. The table depicts that the mean score of the experimental group is 43.1905 for the pre-training and the mean score of the group is 45.2857 for the post-training. The standard deviation of the pre-training is 7.89062 whereas the standard deviation of the post-training is 8.79285. The t-value is -.899. The table also indicates that the p-value is .379. This shows that, after receiving the training, the students in the experimental group did not show a statistically significant improvement to believe that that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing (df = 40, t-value < table value, p-value > .05).

As indicated in Table 5.23 above, the control group has the mean score of 41.2381 for the pre-experiment and has the mean score of 42.4762 for the post-experiment. The calculated standard deviations are shown as 10.28059 and 9.72943 for the pre and post-experiment respectively. The t-value is -.413. The p-value is depicted as .684. Thus, the difference between the pre and post-experiment mean scores of the students is statistically insignificant. That is to say, after the experiment, the students did not bring a statistically significant improvement to believe that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing (df = 40, t-value < table value, p-value > .05).

As we can see from the above discussion, after the experiment, both of the groups did not bring a statistically significant improvement to believe that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing; however, when the post-experiment mean scores are compared, the experimental group exceeds that of the control group with a mean difference of 2.809 though the difference is not statistically significant.

4.2.3 Results of the Attitude Questionnaire

The data of the attitude questionnaire were analyzed using *SPSS* version 20 to see if the students in the experimental group have a positive or negative attitude towards practicing the writing tasks through receiving training on the learning strategies of writing. The following table demonstrates the results of the statistical analysis.

Table 4.24: Results of the Statistical Analysis of Students' Attitude

Scores	Number of Respondents		Attitudes
	Frequency	Percentage	
< 62.5	1	4.76%	Neutral
62.5 – 93.75	7	33.34%	Negative
93.76 - 125	13	61.90%	Positive

Table 4.24 above depicts that the number of students who scores below 62.5 (125/2, average score) is 1. This becomes 4.76% of the total respondents. These students have neither a negative nor positive attitude towards practicing the writing tasks through receiving training on the learning strategies of writing. As indicated in the table, the number of students who respond between 62.5 and 93.75 (3/4 of 125) is 7. This figure takes 33.34% of the total respondents. It is shown that these students have a negative attitude towards the instructional approach. As can be seen from the table, 13 respondents score above 93.75 (3/4 of 125). This figure is 61.90% of the total participants. These students have a positive attitude towards practicing the writing lessons in the context of receiving training on the learning strategies of writing. As the responses of the majority of the respondents show, the students have a positive attitude towards practicing the writing tasks through receiving training on the learning strategies of writing. This corresponds with the interview results where the participants responded that they enjoyed the instructional approach. This matches with the study by Rajak (2004) which found that students had a positive attitude, for they felt that they benefited from the training.

4.3 Discussion of the Results of the Interviews

4.3.1 Results of Students' Feelings about the Training to improve their use of the Learning Strategies of Writing

The results of the interview conducted with the randomly selected subjects of the experimental group in order to investigate if the subjects felt that practicing the writing tasks through receiving training on the learning strategies of writing helped them learn how the strategies are useful and thus continued to use the strategies appropriately in and outside classrooms to help them successfully accomplish their writing tasks are discussed as follows. Firstly, the participants were asked to discuss if the training helped them know the role of the learning strategies of writing. All of the respondents said that the training helped them. They went on to discuss that it made them know the strategies and how the strategies helped them to improve their writing skills. And, thus they thought that this improved their writing skills and increased their motivation to learn writing.

In addition, the interviewees were asked if they knew when and how to use the learning strategies of writing. All of the participants said that they used the strategies appropriately by using the knowledge gained from the training to help them successfully carry out their writing tasks.

Moreover, all the respondents reported that the training made them maintain the learning strategies of writing over time. The interviewees revealed that they became aware that the strategies are useful to improve their writing, and therefore they used the strategies whenever they performed writing tasks in and outside class.

Furthermore, to the question that asked the participants if they would say that they used the learning strategies of writing to help them successfully accomplish other relevant academic tasks in and outside classroom, all of the respondents replied that they made use of the strategies because they received training on when and how to use the strategies and thus enjoyed the training.

Lastly, the interviewees were asked if they faced problems related with the trainer, writing tasks/activities, and the instructional approach. Three of the participants replied that they did not face any problem; they found the lessons very interesting. However, one interviewee

responded that the instructional approach is new to him; he said that he did not learn writing at primary and secondary schools in this way.

In conclusion, the results of the interview indicated that the participants feel that practicing the writing tasks through receiving training on the learning strategies of writing increased their awareness about the role of the strategies and, as a result, used the strategies in various contexts appropriately in and outside class to help them successfully accomplish their writing tasks. This confirms the results of the questionnaire above where the post-training mean score exceeds that of the pre-training mean score with regard to students' use of the strategies; however, the difference is statistically insignificant.

4.3.2 Results of Students' Feelings about the Training to improve their

Belief about taking on more Responsibility for their own Learning of Writing

The results of the interview held with the randomly selected subjects of the experimental group in order to explore if the subjects thought that the training improved their belief about taking on more responsibility for their own learning of writing are discussed as follows. Firstly, the interviewees were asked if they thought the training improved their belief that it is mainly they, not the instructor, who should check if there were observed progresses on writing. Three of the interviewees replied that they thought the training improved their belief because they could learn from the activities that their writing skills would be improved if they took more responsibility for their own learning of writing. They added that they learned that the instructor should guide them by showing ways to learn and improve their writing skills. However, the remaining interviewee said that he thought the training did not improve his belief that more responsibility should be taken by him with regard to checking progress he makes in writing.

The interviewees were also asked if they thought the training improved their belief that it is mainly they, not the instructor, who should stimulate their interest to learn/practice writing. Three of the interviewees responded that they thought the training improved their belief that it should be mainly they who should arouse their own curiosity to learn or practice writing. These participants said that, after being made to practice the writing lessons, they developed awareness that they are expected to stimulate their own interest because the instructor cannot

be with them always to arouse their curiosity. However, the remaining participant said that the training did not improve his belief that it should be mainly his responsibility to stimulate his own interest to learn/practice writing. This participant insisted that he believed the instructor is knowledgeable and therefore knows how to motivate him.

Moreover, the participants were asked if they thought the training improved their belief that it is mainly they, not the instructor, who should decide procedures they must follow while carrying out writing tasks/activities. Two of the participants replied that the training improved their belief that it should be mainly they. These interviewees said that practicing the writing tasks through receiving training on the learning strategies of writing made them learn that mainly themselves need to decide on appropriate procedures to the nature and purposes of writing tasks. The remaining two interviewees, however, responded that they thought the training did not improve their belief because they believe that the instructor should take more responsibility to decide steps they must apply while doing writing tasks/activities.

Besides, the interviewees were asked if they thought the training improved their belief that it is mainly they, not the instructor, who should choose tasks/activities for practicing writing. Three of them responded that the training improved their belief. They said that, after being made to practice the writing tasks through receiving training on the learning strategies of writing, they learned that it should be mainly they who should choose activities that match the nature and purposes of writing tasks. The remaining interviewee, however, responded that he thought the training did not improve his belief that it is mainly his own responsibility to choose tasks/activities for practicing writing.

Moreover, the participants were asked if they thought the training improved their belief that it is mainly they, not the instructor, who should decide what aspects of writing (e.g., content, organization, grammar, vocabulary, mechanics, etc.) they must focus on in learning/practicing writing. Three of the respondents replied that they thought the training improved their belief that it should be mainly they, not the instructor, who should decide aspects of writing they should focus on while practicing writing. These participants added that receiving the training made them learn that they should carry out writing tasks by focusing on given aspects and then might show these to their classmates to comment so that they might be told what aspects of writing they must focus on to improve their paragraphs or essays. The remaining

participant, however, responded that he thought the training did not improve his belief that it should be mainly his responsibility to decide what aspects to focus on when he writes paragraphs or essays.

Lastly, the interviewees were asked if they thought the training they received on the learning strategies of writing improved their belief that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing. All of the participants responded that they thought the training improved their belief that it should be mainly they who should take more responsibility for their own learning of writing. They said that their belief could be improved because they were made to practice writing tasks through receiving training on how, why, when and where to take responsibility for their own learning of writing.

To sum up, the results of the interview revealed that the interviewees feel that practicing the writing tasks through receiving training on the learning strategies of writing improved their belief about taking on more responsibility for their own learning of writing. This agrees with the results of the questionnaire above where the post-training mean score exceeds the pre-training mean score with regard to students' belief about taking on more responsibility for their own learning of writing; however, the difference is statistically insignificant.

4.3.3 Results of Students' Attitude towards the Training

The results of the interview conducted with the randomly selected subjects of the experimental group in order to see their feelings about practicing the writing tasks through receiving training on the learning strategies of writing are discussed as follows. Firstly, the interviewees were asked if they thought that practicing/learning the writing tasks through receiving training on the learning strategies of writing increased their motivation to learn writing. All of the participants responded that it increased their motivation to learn writing. They responded that they were motivated because they learned many things about writing and the lessons were introduced in interesting ways, i.e., the lessons included learning strategies of writing that helped them improve their writing skills.

The participants were then asked to express their feelings about practicing/learning writing tasks through receiving training on the learning strategies of writing. All of them responded

that they were happy and found the instructional approach very attractive as well as useful. They said that the approach was enjoyable because they thought that they improved their writing skills as they learned that learning strategies of writing are useful to improve their writing skills and thus practiced the strategies with writing activities in and outside class.

Moreover, the interviewees were asked if they liked practicing/learning writing tasks through receiving training on the learning strategies of writing. All of them responded that they liked practicing the writing tasks/activities through receiving the training. They added that they learned from the training that learning strategies of writing would help them improve their writing skills.

Furthermore, the participants were asked if they had comments about practicing/learning the writing tasks through receiving training on the learning strategies of writing. Three of the respondents said that the lessons were interesting because of the teaching/learning approach and they were also made to practice the activities with the strategies to help them improve their writing skills. The remaining participant, however, commented that the time allotted to the training was not enough. He added that he collected a very useful teaching/learning material on the course, but he could not deal with the activities in detail due to shortage of time.

Lastly, the interviewees were asked about their attitude towards practicing/learning writing tasks through receiving training on the learning strategies of writing. All of the interviewees responded that they had a positive attitude towards the instructional approach because it made them learn the importance of the strategies and thus used the strategies to improve their writing, which is a very important skill for them.

In conclusion, the results of the interview showed that the participants benefited from the training and thus developed positive attitude towards practicing the writing tasks through receiving training on the learning strategies of writing. This matches well with the results of the questionnaire above where it is demonstrated that the respondents had a positive attitude towards the training.

4.4 Summary of the Findings

The main objective of this study was to examine if training in the learning strategies of writing has significant effects on students' writing skills with regard to including relevant contents, organizing contents appropriately, and using accurate grammar, appropriate vocabulary and correct mechanics. The specific objectives of the study were to:

- i. Identify what differences students show in their performance when they learn writing skills with receiving training on the learning strategies of writing and without receiving training on the learning strategies of writing with regard to including relevant contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance;
- ii. See to what extent training in the learning strategies of writing improves students' use of the strategies;
- iii. Identify whether students who learn writing skills with receiving training on the learning strategies of writing and without receiving training on the learning strategies of writing show differences in terms of improving their belief about taking on more responsibility for their own learning of writing;
- iv. Find out whether students have positive or negative attitudes towards practicing writing tasks through receiving training on the learning strategies of writing.

To this effect, the study had the following hypotheses:

(a) Hypotheses for Students' Writing Skills

Null Hypothesis (H₀): There is no statistically significant difference between students who receive training on the learning strategies of writing and those who do not receive training on the learning strategies of writing with regard to their writing skills to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance;

Alternative Hypothesis (H_a): There is a statistically significant difference between students who receive training on the learning strategies of writing and those who do not receive training on the learning strategies of writing with regard to their writing skills to include

relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance.

(b) Hypotheses for Students' Improvement of use of the Learning Strategies of Writing

Null Hypothesis (H₀): Training in the learning strategies of writing does not significantly improve students' use of the strategies;

Alternative Hypothesis (H_a): Training in the learning strategies of writing significantly improves students' use of the strategies.

(c) Hypotheses for Students' Improvement of their Belief about taking on more Responsibility for their own Learning of Writing

Null Hypothesis (H₀): There is no statistically significant difference between students who receive training on the learning strategies of writing and those who do not receive training on the learning strategies of writing with regard to improving their belief about taking on more responsibility for their own learning of writing;

Alternative Hypothesis (H_a): There is a statistically significant difference between students who receive training on the learning strategies of writing and those who do not receive training on the learning strategies of writing with regard to improving their belief about taking on more responsibility for their own learning of writing.

Independent-Samples T Test conducted revealed that the experimental and the control groups had similar writing skills with regard to including relevant contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance in the pre-test. The *Independent-Samples T Test* computed for the post-test also showed that there is no a statistically significant difference between the writing performance of the experimental and the control groups with regard to all of the above aspects of writing ad overall writing performance; however, the mean scores of the former group are greater than that of the latter group, except for grammar. This is, therefore, to say that if the experimental group had received training on more strategies of the six groups and if the

duration of the experiment had been extended, this group could have significantly outperformed the control group.

Besides, *Paired-Samples T Test* computed demonstrated that, after the experiment, the experimental and the control groups significantly improved their writing skills with regard to including relevant contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance.

Paired-Samples T Test computed revealed that the students in the experimental group did not show a statistically significant improvement on their use of the learning strategies of writing after the training; however, the post-training mean score exceeds that of the pre-training mean score. This corresponds with the interview results where the participants responded that they thought the training made them improve their use of the strategies. Thus, if the students had received training on more strategies of the six groups and if the duration of the training had been extended, they could have significantly improved their use of the strategies.

Independent-Samples T Test computed showed that the experimental and the control groups had similar belief about taking on more responsibility for their own learning of writing before the experiment and it also demonstrated that there is no statistically significant difference between the groups with regard to their belief after the experiment. Moreover, *Paired-Samples T Test* computed showed that the experimental and the control groups did not significantly improve their belief about taking on more responsibility for their own learning of writing after the experiment.

Lastly, the results of the statistical analysis conducted showed that the students in the experimental group had a positive attitude towards practicing the writing tasks through receiving training on the learning strategies of writing. This was confirmed by the results of the interview in which the participants demonstrated that they enjoyed the instructional approach because they felt that it benefited them.

4.5 Lessons Learned from the Pilot Study

From the pilot study, the researcher could learn some lessons that would help him maximize the quality of the main study. The lessons learned are discussed in relation to the teaching

material for the experimental group, analysis and discussion of the results of the questionnaire on the experimental group students' use of the learning strategies of writing, and instructor of the experiment. The researcher learned that more learning strategies of writing from each of the six categories should be included to make the students practice various writing tasks or activities by using the strategies.

Moreover, regarding the analysis of the results of the pilot study questionnaire on the experimental group students' use of the learning strategies of writing, the items were not categorized into the six groups. The researcher did that because the students did not receive training on more strategies from each category, for the duration of the experiment was 30 hours (5 hours a week for 6 consecutive weeks) only. For the main study, however, the researcher learned that he should analyze the results of the questionnaire by categorizing the items into the six categories because more strategies of each group would be included and the duration of the experiment would be 80 hours (5 hours a week for 16 consecutive weeks). Thus, it would be examined if training brings a statistically significant improvement on students' use of each group of the learning strategies of writing. Lastly, it was observed that a few students tried to give unnecessary reasons not to take the tests, to fill in the questionnaires and to appear for the interviews when they were contacted through the instructor of the experiment. The researcher decided that he should handle the experiment of the main study as he thought that would increase students' cooperativeness.

CHAPTER FIVE: ANALYSIS AND DISCUSSION OF THE MAIN STUDY DATA

5.0 Introduction

This chapter presents the analysis and discussion of the data of the main study collected through the tests, questionnaires and interviews respectively. To be precise, this chapter presents the results of the inter-rater reliability and *Independent-Samples T Test* of students' scores in the pre and post-tests and the results of *Paired-Samples T Test* of students' performance. Moreover, this chapter includes the statistical analysis and discussion of the data of the questionnaires. Lastly, the interview results of the students' feelings about the training to improve their use of the learning strategies of writing and their belief about taking on more responsibility for their own learning of writing and the results of their feelings towards the training are discussed in this chapter.

5.1 Analysis and Discussion of the Pre and Post-test Results of the Experimental and Control Groups

5.1.1 Results of the Pre-test

5.1.1.1 Results of Inter-rater Reliability of Students' Scores in the Pre-test

Pearson r was computed on the *SPSS* version 20 to examine if the scorings of the two raters of the experimental and the control groups are correlated with regard to students' pre-test writing performance to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance. The following tables demonstrate the results.

Table 5.1: Correlation of the Raters' Scores in Evaluating Contents in Writing

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.999**	1	.993**
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	.999**	1	.993**	1
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).

Table 5.1 above shows the correlation of the evaluations of the two assessors of the experimental and the control groups regarding the students' performance to discuss relevant contents in their writing. In the table, it is indicated that the r-value of the experimental group is .999, which is closer to 1.000. And, the r-value of the control group is .993, which is also closer to 1.000. The p-value of both groups is .000, and thus the correlation is significant at the 0.01 level (2-tailed). This shows that there is a strong positive correlation between the scorings of the raters of the experimental and the control groups regarding the students' performance to discuss relevant ideas in their writing: students of the two groups who scored high and low marks according to the first rater also scored high and low marks according to the second rater.

Table 5.2: Correlation of the Raters' Scores in Evaluating the Organization of Ideas in Writing

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.997**	1	.995**
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	.997**	1	.995**	1
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).



Table 5.2 above depicts the correlation of the scores given by the two assessors of the experimental and the control groups with regard to the students' performance to organize ideas appropriately in their writing. The table shows that the r-value of the experimental group is .997 and the r-value of the control group is .995. Thus, the r-values of both groups are closer to 1.000. The p-value of both groups is .000, and the correlation is significant at the 0.01 level (2-tailed). This indicates that the assessment of the raters of both groups concerning the students' performance to organize their ideas appropriately strongly and positively agrees. That is, students who scored low and high marks according to the first marker also scored low and high marks according to the second marker.

Table 5.3: Correlation of the Raters' Scores Given in Evaluating Grammar

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.995**	1	.992**
		.000		.000
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	.995**	1	.992**	1
	.000		.000	
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).

Table 5.3 above demonstrates the correlation of the scores given by the two assessors of the experimental and the control groups regarding the students' performance to use accurate grammar in their writing. As we can see from the table, the r-values are .995 and .992 for the experimental and the control groups respectively. Thus, the r-values are closer to 1.000. It is also shown that the p-value is .000 for both groups, and the correlation is significant at the 0.01 level (2-tailed). Therefore, this indicates that there is a strong positive correlation between the scorings of the raters of both groups with regard to the students' performance to use grammatically correct sentences/expressions. That is, the assessors strongly agree in their marks that they gave high scores to those who used appropriate grammar and low scores to those who did not use accurate grammar.

Table 5.4: Correlation of the Raters' Scores in Evaluating Vocabulary uses

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	1.000**	1	1.000**
		.000		.000
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	1.000**	1	1.000*	1
	.000		*	
			.000	41
N	41	41	41	

** Correlation is significant at the 0.01 level (2-tailed).

Table 5.4 above demonstrates the correlation of the assessment of the two raters of the experimental and the control groups concerning the students' performance to use appropriate vocabulary in their writing. The table depicts that the r and p-values of both groups are 1.000 and .000 respectively. The correlation is significant at the 0.01 level (2-tailed). This shows that there is a strong positive correlation between the scorings of the raters of both groups. That is to say, students of the two groups who scored high and low marks according to the first rater also scored high and low marks according to the second rater.

Table 5.5: Correlation of the Raters' Scores in Evaluating uses of Mechanics

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	1.000**	1	.738**
		.000		.000
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	1.000**	1	.738**	1
	.000		.000	
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).

Table 5.5 above reveals the correlation of the scores given by the two raters of the experimental and the control groups regarding the students' performance to use correct mechanics in their writing. As can be seen from the table, the r-values are 1.000 and .738 for

the experimental and the control groups respectively. The p-value of both groups is .000. Thus, the correlation is significant at the 0.01 level (2-tailed). This indicates that the assessors strongly agree in their evaluation of the students' performance to use correct mechanics: both raters gave high and low scores for the same students from the experimental and the control groups.

Table 5.6: Correlation of the Raters' Scores in Evaluating Overall Writing Performance

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.999**	1	.995**
		.000		.000
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	.999**	1	.995**	1
	.000		.000	
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).

Table 5.6 above demonstrates the correlation of the scores given by the two raters of the experimental and the control groups with regard to the students' overall writing performance, i.e., to discuss substantive ideas, organize ideas appropriately, and use accurate grammar, appropriate vocabulary and correct mechanics. As indicated in the table, the r-value of the experimental group is .999, and the r-value of the control group is .995. Thus, the r-values are closer to 1.000, and the p-value of both groups is .000. The correlation is significant at the 0.01 level (2-tailed). This shows us that there is a strong agreement between the scorings of the makers of both groups in evaluating the students' overall writing performance. That is, students who scored high and low scores according to the first rater also scored high and low scores according to the second rater.

We can conclude from the preceding six consecutive tables that there is a strong positive correlation between the two raters of the experimental and the control groups in marking the students' pre-test scores. This implies that the raters effectively implemented the training they

had received on marking students' test paper focusing on content, organization, grammar, vocabulary, mechanics and overall writing performance.

5.1.1.2 Results of Independent-Samples T Test of Students' Performance in the Pre-test

Independent-Samples T Test was computed on the *SPSS* version 20 to examine if the students assigned to the experimental and the control groups had similar writing skills with regard to including relevant contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance in the pre-test.

Table 5.7: The Independent-Samples T Test Results

	Experimental Group			Control Group			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Content	41	14.45	7.21	41	13.14	8.15	80	.768	.445	Not Significant
Organization	41	17.12	5.51	41	16.15	6.86	80	.701	.486	Not Significant
Grammar	41	12.19	5.38	41	11.43	6.46	80	.576	.567	Not Significant
Vocabulary	41	7.70	3.87	41	6.29	4.31	80	1.56	.122	Not Significant
Mechanics	41	2.52	1.03	41	2.21	1.73	80	.968	.336	Not Significant
Overall Writing Performance	41	53.68	19.95	41	49.25	25.69	80	.871	.386	Not Significant

As indicated in Table 5.7 above, the experimental group scores the mean of 14.45, and the control group scores the mean of 13.14 with regard to including relevant contents in writing. The calculated standard deviation of the experimental group is 7.21, and that of the control

group is 8.15. The table depicts that the t and p-values are .768 and .445 respectively. This shows that the students assigned to the experimental and the control groups had similar performance in content selection (df = 80, t-value < table value, p-value > .05).

Table 5.7 above depicts that the mean score of the experimental group is 17.12, whereas the mean score of the control group is 16.15 in respect of organizing ideas appropriately in writing. The calculated standard deviation of the former group is 5.51 while the calculated standard deviation of the latter group is 6.86. The table indicates that the t-value is .701, and that of the p-value is .486. This indicates that the students in the experimental and the control groups had similar performance in organizing ideas (df = 80, t-value < table value, p-value > .05).

The above table reveals that the experimental group scores 12.19 mean, and the control group scores the mean of 11.43 with respect to using accurate grammar in writing. The former group has the calculated standard deviation of 5.38, whereas the latter group has the calculated standard deviation of 6.46. The t and p-values are shown as .576 and .567 respectively. This shows that the students assigned to the experimental and the control groups had similar performance in using grammar (df = 80, t-value < table value, p-value > .05).

Table 5.7 above demonstrates that the experimental group has the mean score of 7.70, and the control group has the mean score of 6.29 with regard to using appropriate vocabulary in writing. The calculated standard deviation of the former group is 3.87 whereas the calculated standard deviation of the latter group is 4.31. The table depicts that the t-value is 1.56, and the p-value is .122. This indicates that the students in the experimental and the control groups had similar performance in using vocabulary (df = 80, t-value < table value, p-value > .05).

As Table 5.7 above indicates, in relation to using correct mechanics, the mean score of the experimental group is 2.52 while the mean score of the control group is 2.21. The calculated standard deviation of the former group is 1.03 whereas the calculated standard deviation of the latter group is 1.73. The t-value is .968, and that of the p-value is .336. This shows that the students assigned to the experimental and the control groups had similar performance in using mechanics (df = 80, t-value < table value, p-value > .05).

Table 5.7 above, regarding overall writing performance, demonstrates that the experimental group scores the mean of 53.68. The control group scores the mean of 49.25 mean. The table reveals that the experimental group has the calculated standard deviation of 19.95. The control group has the calculated standard deviation of 25.69. As we can see from the table, the t-value is .871, and the p-value is .386. Thus, we can conclude that the students assigned to the experimental and the control groups had similar overall writing performance, i.e., to include relevant contents, organize contents appropriately, and use accurate grammar, appropriate vocabulary and correct mechanics (df = 80, t-value < table value, p-value > .05) .

5.1.2 Results of the Post-test

5.1.2.1 Results of Inter-rater Reliability of Students' Scores in the Post-test

Pearson r was computed to examine the correlations of the evaluation of the two raters of the experimental and the control groups with regard to students' post-test writing performance to include substantive contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance. The following tables demonstrate the results.

Table 5.8: Correlation of the Raters' Scores in Evaluating Contents in Writing

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	1.000**	1	1.000**
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	1.000**	1	1.000**	1
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).

Table 5.8 above demonstrates the extent to which the assessment of the first rater is consistent with the assessment of the second rater of the experimental and the control groups with regard to the students' performance to include relevant contents in writing. As indicated in the table, the r and p-values of both groups are 1.000 and .000 respectively. The correlation is significant at the 0.01 level (2-tailed). This shows that there is a strong positive correlation

between the scorings of the assessors. That is to say, students who scored low and high marks according to the first assessor also scored low and high marks according to the second assessor.

Table 5.9: Correlation of the Raters' Scores in Evaluating the Organization of Ideas in Writing

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.981**	1	.995**
		.000		.000
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	.981**	1	.995**	1
	.000		.000	
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).

The above table depicts the correlation of the evaluation of the two scorers of the experimental and the control groups regarding the students' performance to organize ideas appropriately in writing. Accordingly, the table reveals that the r-value of the experimental group is .981, which is closer to 1.000, and the r-value of the control group is .995, which is also closer to 1.000. The p-value is .000 for both groups. And, the correlation is significant at the 0.01 level (2-tailed). This indicates that the scorings of the raters of both groups are strongly and positively correlated: the evaluation of the first rater is strongly consistent with the evaluation of the second rater.

Table 5.10: Correlation of the Raters' Scores Given in Evaluating Grammar

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	1.000**	1	1.000**
		.000		.000
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	1.000**	1	1.000**	1
	.000		.000	
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).

Table 5.10 above shows the correlation of the scores given by the two assessors of the experimental and the control groups concerning the students' performance to use accurate grammar in writing. The table reveals that the r and p-values of both groups is 1.000 and .000 respectively. The correlation is significant at the 0.01 level (2-tailed). This indicates that the raters of both groups absolutely agreed in their evaluation of the students' performance to use accurate grammar. That is, students who scored high and low marks according to the first rater also scored high and low marks according to the second rater.

Table 5.11: Correlation of the Raters' Scores in Evaluating Vocabulary uses

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	1.000**	1	1.000**
		.000		.000
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	1.000**	1	1.000**	1
	.000		.000	
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).

The above table depicts the correlation of the scores given by the two raters of the experimental and the control groups regarding the students' performance to use appropriate vocabulary in writing. As we can see from the table, the experimental and the control groups

have the r-value of 1.000 and the p-value of .000. It is shown that the correlation is significant at the 0.01 level (2-tailed). This indicates that there is a strong positive correlation between the markings of the raters of both groups

Table 5.12: Correlation of the Raters' Scores in Evaluating uses of Mechanics

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.972**	1	.987**
		.000		.000
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	.972**	1	.987**	1
	.000		.000	
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).

Table 5.12 above shows the extent to which the evaluation of the first assessor is consistent with the evaluation of the second assessor of the experimental and the control groups concerning the students' performance to use correct mechanics. As we can see from the table, the r-value of the experimental group is .972, and the r-value of the control group is .987. Thus, the r-values are nearly 1.000. The p-value of both groups is .000. The correlation is significant at the 0.01 level (2-tailed). This shows that there is a strong positive correlation between the evaluations of the raters of both groups with regard to the students' performance to use correct mechanics: the assessors strongly agreed in their evaluation of the students' performance to use correct mechanics.

Table 5.13: Correlation of the Raters' Scores in Evaluating Overall Writing Performance

	Experimental Group		Control Group	
	Rater 1	Rater 2	Rater 1	Rater 2
Pearson Correlation Rater 1 Sign. (2-tailed)	1	.999**	1	1.000**
		.000		.000
N	41	41	41	41
Pearson Correlation Rater 2 Sign. (2-tailed)	.999**	1	1.000**	1
	.000		.000	
N	41	41	41	41

** Correlation is significant at the 0.01 level (2-tailed).

Table 5.13 above demonstrates the correlation of the scores given by the two raters of the experimental and the control groups regarding the students' overall writing performance, i.e., to include relevant contents, organize contents appropriately, and use accurate grammar, appropriate vocabulary and correct mechanics. The table reveals that the r-value of the experimental group is .999, which is nearly 1.000. The r-value of the control group is 1.000. Both of the groups have the p-value of .000. It is indicated that the correlation is significant at the 0.01 level (2-tailed). This shows that there is a strong positive correlation between the markings of the assessors with regard to the students' overall writing performance. That is to say, students who scored low and high marks according to the first assessor also scored low and high marks according to the second assessor.

It can be concluded from the above six consecutive tables that there are strong positive correlations between the scores given by the two assessors of the experimental and the control groups with regard to the students' post-test performances. This implies that the assessors effectively applied the training they had received on marking students' exam papers focusing on content, organization, grammar, vocabulary, mechanics and overall writing performance.

5.1.2.2 Results of Independent-Samples T Test of Students' Performance in the Post-test

Independent-Samples T Test was computed on the *SPSS* version 20 to examine if there is a statistically significant difference between the experimental and the control groups with regard to their post-test writing performance to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance. The following table shows the results.

Table 5.14: The Independent-Samples T Test Results

	Experimental Group			Control Group			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Content	41	32.48	7.01	41	26.06	6.99	80	4.15	.000	Significant
Organization	41	30.13	5.01	41	27.37	4.94	80	2.50	.014	Significant
Grammar	41	26.10	6.25	41	20.32	6.03	80	4.25	.000	Significant
Vocabulary	41	15.39	3.48	41	11.58	4.49	80	4.28	.000	Significant
Mechanics	41	4.84	1.14	41	3.89	1.19	80	3.70	.000	Significant
Overall Writing Performance	41	108.96	20.47	41	89.24	20.94	80	4.31	.000	Significant

Table 5.14 above reveals that the mean score of the experimental group is 32.48 whereas the mean score of the control group is 26.06 with regard to including relevant contents in writing. The standard deviation of the experimental group is 7.01. The standard deviation of the control group is 6.99. The table indicates that the t-value is 4.15, and the p-value is .000. This shows that there is a statistically significant difference between the experimental and the

control groups indicating that the experimental group outperformed that of the control group ($df = 80$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). The students in the experimental group significantly exceeded the students in the control group to discuss relevant ideas in their writing because the former group students could benefit from practicing the writing tasks/activities through receiving training on the learning strategies of writing wherein, to help them discuss relevant as well as adequate details, they were made to practice using the strategies when carrying out writing tasks in or outside class. Cohen's $d = .92$ which shows the effect size is moderate.

As indicated in the above table, the experimental group scores the mean of 30.13 with regard to organizing ideas appropriately in writing. That of the control group scores the mean of 27.37. The standard deviation of the experimental group is indicated as 5.01 and the standard deviation of the control group is shown as 4.94. The table demonstrates that the $t\text{-value}$ is 2.50, and the $p\text{-value}$ is .014. This indicates that there is a statistically significant difference between the experimental and the control groups showing that the experimental group surpassed that of the control group ($df = 80$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). The students in the experimental group significantly exceeded that of the students in the control group because the former group students could benefit from practicing the writing tasks/activities in the context of receiving training on the learning strategies of writing in which, to help them organize ideas in logical orders, they were asked to practice using the strategies when they carry out writing tasks inside or outside class. Cohen's $d = .55$ which shows the effect size is moderate.

Table 5.14 above depicts that the mean score of the experimental group is 26.10, and that of the control group is 20.32 with regard to using accurate grammar in writing. The table demonstrates that the standard deviation of the experimental group is 6.25 whereas the standard deviation of the control group is 6.03. The t and $p\text{-values}$ are revealed as 4.25 and .000 respectively. This shows that the difference between the students in the experimental and the control groups with regard to using accurate grammar in their writing is statistically significant indicating that the experimental group exceeded that of the control group ($df = 80$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). The students in the former group significantly outperformed that of the students in the latter group because the students of the former group

could benefit from practicing the writing tasks/activities in the context of receiving training on the learning strategies of writing where, to help them construct grammatically correct sentences/expressions, they were asked to use the strategies when they practice writing tasks inside or outside class. Cohen's $d = .94$ which shows the effect size is moderate.

As demonstrated in Table 5.14 above, with regard to using appropriate vocabulary in writing, the experimental group scores the mean of 15.39 while the control group scores the mean of 11.58. In the table, it is shown that the former group has the standard deviation of 3.48 whereas the latter group has the standard deviation of 4.49. The t -value is 4.28, and the p -value is .000. This demonstrates that there is a statistically significant difference between the experimental and the control groups where the experimental group outperformed that of the control group ($df = 80$, t -value $>$ table value, p -value $<$.05). The students in the experimental group significantly exceeded the students in the control group because the students in the experimental group could benefit from practicing the writing tasks/activities through receiving training on the learning strategies of writing wherein, to help them use words/expressions that can address the intended messages, they were made to use the strategies when they practice writing tasks in or outside class. Cohen's $d = .96$ which shows the effect size is moderate.

As shown in the above table, the mean score of the experimental group is 4.84 whereas the mean score of the control group is 3.89 with regard to using correct mechanics. The former group has the standard deviation of 1.14 while the latter group has standard deviation of 1.19. The t -value is shown as 3.70, and the p -value is shown as .000. This demonstrates that the difference between the students in the experimental and the control groups with regard to using correct mechanics is statistically significant indicating that the experimental group outstripped that of the control group ($df = 80$, t -value $>$ table value, p -value $<$.05). The students in the former group significantly exceeded the students in the latter group because the students in the former group could benefit from practicing the writing tasks/activities through receiving training on the learning strategies of writing in which, to help them use correct spelling, capitalization and punctuation, they were asked to practice using the strategies when they carry out writing tasks in or outside class. Cohen's $d = .81$ which shows the effect size is moderate.

As indicated in Table 5.14 above, concerning overall writing performance, the experimental group has the mean score of 108.96. The control group has the mean score of 89.24. The standard deviation of the former group is revealed as 20.47. The standard deviation of the latter group is shown as 20.94. The table demonstrates that the t-value is 4.31 and the p-value is .000. Thus, the t-value is greater than the table value, and the p-value is less than .05 alpha level. This shows that the null hypothesis should be rejected and the alternative hypothesis should be accepted saying there is a statistically significant difference between the experimental group who received training on the learning strategies of writing and the control group who did not receive training on the learning strategies of writing with regard to their writing skills to include relevant contents, organize contents appropriately, and use accurate grammar, appropriate vocabulary and correct mechanics indicating that the experimental group significantly exceeded that of the control group. Cohen's $d = .95$ which shows the effect size is moderate. The students in the experimental group significantly surpassed that of the students in the control group because the students in the former group could benefit from practicing the writing tasks/activities through receiving training on the learning strategies of writing wherein, to help them improve their writing skills, they were made to practice using the strategies when they carry out writing tasks inside or outside class. The results are consistent with the findings of Gamelin (1996); McMullen (2009); Lv and Chen (2010); Rajak (2004), among some, who found that the students who were made to practice/learn writing tasks/activities through receiving training on the learning strategies of writing significantly outperformed their peers who were not taught in this way.

5.1.3 Results of Paired-Samples T Test of Students' Performance

Paired-Samples T Test was computed on the SPSS version 20 to examine if there is a statistically significant difference between the pre and the post-test mean scores of the experimental and the control groups with regard to their writing skills to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance. The following tables demonstrate the results.

Table 5.15: The Paired-Samples T Test Results of Students' Performance to Include Relevant Contents

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	41	14.45	7.21	41	32.48	7.01	40	-21.68	.000	Significant
Control Group	41	13.14	8.15	41	26.06	6.99	40	-11.20	.000	Significant

Table 5.15 above demonstrates the results of the *Paired-Samples T Test* of the performance of the experimental and the control groups to include relevant contents in their writing. As indicated in the table, the pre-test mean score of the experimental group is 14.45, and the post-test mean score of the group is 32.48. The standard deviation of the pre-test is 7.21 whereas the standard deviation of the post-test is 7.01. The t-value is shown as -21.68. The table also depicts that the p-value is .000. This shows that there is a statistically significant difference between the pre and the post-test performances of students in the experimental group to include substantive contents in their writing ($df = 40$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). That is to say, after practicing the writing tasks through receiving training on the learning strategies of writing, the students brought a statistically significant improvement to write paragraphs or essays that include relevant details: the instructional approach helped them to improve their writing skills in this regard. Cohen's $d = 2.53$ which shows the effect size is strong.

Table 5.15 above also depicts that the pre-test mean score of the control group is 13.14 while the post-test mean score of the group is 26.06. The calculated standard deviation of the pre-test is 8.15 whereas the standard deviation of the post-test is 6.99. As we can see from the table, the t-value is -11.20, and the p-value is .000. This shows that there is a statistically significant difference between the pre and the post-test mean scores of the students to discuss substantive contents in their writing ($df = 40$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). That is,

after being taught the lessons, the students in the control group also showed a statistically significant improvement to include relevant contents in their paragraphs or essays. Cohen's $d = 1.71$ which shows the effect size is strong.

As discussed above, after the experiment, both of the groups significantly improved their performances to write paragraphs or essays that include relevant contents; however, as the post-test mean score of the experimental group shows, this group exceeds that of the control group. This confirms the results of the *Independent-Samples T Test* discussed earlier where students in the experimental group significantly outperformed students in the control group to discuss substantive ideas in their paragraphs or essays.

Table 5.16: The Paired-Samples T Test Results of Students' Performance to Organize Ideas Appropriately

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	41	17.12	5.51	41	30.13	5.01	40	-15.32	.000	Significant
Control Group	41	16.15	6.86	41	27.37	4.94	40	-11.81	.000	Significant

Table 5.16 above reveals the results of the *Paired-Samples T Test* of the performance of the experimental and the control groups to appropriately organize ideas in their writing. The table indicates that the experimental group scores the mean of 17.12 on the pre-test and the mean of 30.13 on the post-test. The calculated standard deviation of the pre-test is 5.51, whereas the standard deviation of the post-test is 5.01. The table also depicts that the t-value is -15.32. The p-value is shown as .000. Thus, this demonstrates that the difference between the pre and the post-test performance of the students with regard to organizing ideas appropriately in their writing is statistically significant indicating that, after practicing/learning the writing lessons through receiving training on the learning strategies of writing, the students significantly

improved their performances to achieve coherence ($df = 40$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). Cohen's $d = 2.47$ which shows the effect size is strong.

As we can see from the above table, the pre and the post-test mean scores of the control group are 16.15 and 27.37 respectively. The standard deviation of the pre-test is 6.86 while the standard deviation of the post-test is 4.94. The table also demonstrates that the t and p -values are -11.81 and .000 respectively. This indicates that there is a statistically significant difference between the pre and the post-test mean scores of the control group indicating that, after being taught the lessons, the students significantly improved their performance to organize ideas appropriately in their writing ($df = 40$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). Cohen's $d = 1.90$ which shows the effect size is strong.

As indicated above, after the experiment, both of the groups significantly improved their performance to compose well organized paragraphs or essays; however, as the post-test mean score of the experimental group demonstrates, this group surpasses that of the control group. This matches with the results of the *Independent-Samples T Test* discussed above where students in the experimental group significantly exceeded students in the control group to achieve coherence in their writing.

Table 5.17: The Paired-Samples T Test Results of Students' Performance to use Accurate Grammar

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	41	12.19	5.38	41	26.10	6.25	40	-17.46	.000	Significant
Control Group	41	11.43	6.46	41	20.32	6.03	40	-9.57	.000	Significant

Table 5.17 above depicts the results of the *Paired-Samples T Test* of the performance of the experimental and the control groups to use accurate grammar in their writing. The table

depicts that the experimental group has the mean score of 12.19 on the pre-test and has the mean score of 26.10 on the post-test. The standard deviation of the pre-test is shown as 5.38 while the standard deviation of the post-test is shown as 6.25. As indicated in the table, the t and p -values are -17.46 and .000 respectively. This shows that the difference between the students' pre and post-test mean scores as to use accurate grammar in their writing is statistically significant ($df = 40$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). That is, after the students had received the training, they significantly improved their performance to produce grammatically correct sentences/expressions. Cohen's $d = 2.39$ which shows the effect size is strong.

The above table also demonstrates that the control group scores the mean of 11.43 on the pre-test and the mean of 20.32 on the post-test. The standard deviations are shown as 6.46 and 6.03 for the pre and the post-tests respectively. The t -value is revealed as -9.57, and the p -value is depicted as .000. This indicates that the difference between the pre and post-test mean scores of the students to use accurate grammar in their writing is statistically significant ($df = 40$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). That is to say, after practicing/learning the writing lessons, students in the control group also showed a statistically significant improvement to construct grammatically accurate sentences/expressions. Cohen's $d = 1.42$ which shows the effect size is strong.

Thus, after the experiment, both of the groups significantly improved their performance to produce grammatically accurate sentences or expressions; however, as the post-test mean score of the experimental group reveals, this group exceeded that of the control group. This corresponds with the results of the *Independent-Samples T Test* discussed earlier in which students in the former group significantly outperformed students in the latter group to construct grammatically accurate sentences/expressions.

Table 5.18: The Paired-Samples T Test Results of Students' Performance to use Appropriate Vocabulary

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	41	7.70	3.87	41	15.39	3.48	40	-13.02	.000	Significant
Control Group	41	6.29	4.31	41	11.58	4.49	40	-7.35	.000	Significant

Table 5.18 above demonstrates the results of the *Paired-Samples T Test* of the performance of the experimental and the control groups to use appropriate vocabulary in their writing. The table indicates that the pre and the post-test mean scores of the experimental group are 7.70 and 15.39 respectively. The standard deviation of the pre-test is 3.87 while the standard deviation of the post-test is 3.48. The t-value is -13.02, and that of the p-value is .000. This demonstrates that there is a statistically significant difference between the students' pre and post-test mean scores to use appropriate vocabulary ($df = 40$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). That is to say, after the training, the students showed a statistically significant improvement to produce words that can effectively address the intended messages. Cohen's $d = 2.09$ which shows the effect size is strong.

Table 5.18 above also indicates that the control group has the mean of 6.29 on the pre-test and the mean of 11.58 on the post-test. The standard deviation of the pre-test is shown as 4.3, but the standard deviation of the post-test is revealed as 4.49. The t and p-values are demonstrated as -7.35 and .000 respectively. Thus, there is a significant difference between the students' pre and post-test mean scores with regard to their performances to use appropriate vocabulary: after learning/practicing the writing lessons, the students significantly improved their performances to write vocabulary that can effectively address the intended messages ($df = 40$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). Cohen's $d = 1.20$ which shows the effect size is strong.

As discussed above, after the experiment, both of the groups significantly improved their performances to produce appropriate words/expressions; however, as the experimental group's post-test mean score indicates, this group surpassed that of the control group. This confirms the results of the *Independent-Samples T Test* discussed earlier where students in the experimental group significantly exceeded students in the control group to write words or expressions that can effectively communicate the intended messages.

Table 5.19: The Paired-Samples T Test Results of Students' Performance to use Correct Mechanics

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	41	2.52	1.03	41	4.84	1.14	40	-11.48	.000	Significant
Control Group	41	2.21	1.73	41	3.89	1.19	40	-5.05	.000	Significant

Table 5.19 above demonstrates the results of the *Paired-Samples T Test* of the performance of the experimental and the control groups to use correct mechanics. As indicated in the table, the pre and post-test mean scores of the experimental group are 2.52 and 4.84 respectively. The calculated standard deviation of the pre-test is 1.03 whereas that of the post-test is 1.14. The t-value is revealed as -11.48, and the p-value is shown as .000. Thus, the difference between the students' pre and post-test mean scores is statistically significant indicating that, after the training, the students significantly improved their performances to use correct spelling, capitalization and punctuation ($df = 40$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). Cohen's $d = 2.14$ which shows the effect size is strong.

As we can see from the above table, the control group has the mean score of 2.21 on the pre-test and has the mean score of 3.89 on the post-test. The standard deviations are shown as 1.73 and 1.19 for the pre and post-tests respectively. The table also demonstrates that the t-

value is -5.05. The p-value is .000. This shows that there is a significant difference between the pre and post-test mean scores of the students with regard to their performances to use correct mechanics (df = 40, t-value > table value, p-value < .05). That is to say, after practicing/learning the writing lessons, the students significantly improved their performance to correctly spell, capitalize and punctuate. Cohen's d = 1.15 which shows the effect size is strong.

Thus, both of the groups brought statistically significant improvements to use correct mechanics after practicing/learning the writing lessons; however, as the experimental group's post-test mean score indicates, this group exceeded that of the control group. This corresponds with the results of the *Independent-Samples T Test* discussed earlier where the experimental group significantly surpassed the control group to correctly spell, capitalize and punctuate.

Table 5.20: The Paired-Samples T Test Results of Students' Overall Writing Performance

	Pre-test			Post-test			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	41	54.00	20.31	41	108.96	20.47	40	-22.04	.000	Significant
Control Group	41	49.25	25.69	41	89.24	20.94	40	-11.60	.000	Significant

The above table depicts the results of the *Paired-Samples T Test* of the overall writing performance of the experimental and the control groups. As shown in the table, the experimental group scores the mean of 54.00 on the pre-test and scores the mean of 108.96 on the post-test. The calculated standard deviations are shown as 20.31 and 20.47 for the pre and post-tests respectively. It is indicated that the t-value is -22.04, and the p-value is .000. This indicates that there is a statistically significant difference between the students' pre and post-test overall writing performances (df = 40, t-value > table value, p-value < .05). That is to say,

after the students had received the training, they significantly improved their overall writing performance - to discuss relevant ideas, organize ideas appropriately, and use accurate grammar, appropriate vocabulary and correct spelling, capitalization and punctuation. Cohen's $d = 2.73$ which shows the effect size is strong.

Table 5.20 above also reveals that the control group scores the mean of 49.25 on the pre-test and scores the mean of 89.24 on the post-test. The standard deviation of the pre-test is shown as 25.69 while the standard deviation of the post-test is shown as 20.94. The t -value is -11.60, and that of the p -value is .000. This shows that the difference between the students' pre and post-test mean scores with regard to their overall writing performance is statistically significant indicating that, after practicing/learning the lessons, the students significantly improved their performances ($df = 40$, t -value $>$ table value, p -value $<$.05). Cohen's $d = 1.71$ which shows the effect size is strong. We can say that students in the control group could benefit from the test, achievement, because they might expect that they were to be tested whether or not they achieved the course objectives and thus might give attention to prepare themselves in that way. In relation to this idea, Harmer (2001: 321) says, "Achievement tests at the end of a program (like progress tests at the end of a unit, a fortnight, etc.) should reflect progress, not failure."

As discussed above, after practicing/learning the writing lessons, both of the groups significantly improved their overall writing performance; however, as the post-test mean score of the experimental group witnesses, this group exceeded that of the control group. Thus, this confirms the results of the *Independent-Samples T Test* already discussed wherein students in the experimental group significantly outstripped that of students in the control group to improve their overall writing performance.

5.2 Analysis and Discussion of the Results of the Questionnaires

5.2.1 Results of the Learning Strategies of Writing Questionnaire

Paired-Samples T Test was computed on the *SPSS* version 20 to examine if there is a statistically significant difference between the pre and post-training mean scores of the students in the experimental group to use the learning strategies of writing. The following table demonstrates the results.

Table 5.21: The Paired-Samples T Test Results of Students' use of the Learning Strategies of Writing

	Pre-training			Post-training			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Students' use of Memory Strategies	37	2.75	.98	37	4.10	.73	36	-7.57	.000	Significant
Students' use of Cognitive Strategies	37	31.24	6.07	37	47.51	6.57	36	-14.32	.000	Significant
Students' use of Compensation Strategies	37	8.56	2.32	37	12.24	2.54	36	-9.53	.000	Significant
Students' use of Metacognitive Strategies	37	21.45	4.69	37	32.16	4.05	36	-10.80	.000	Significant
Students' use of Affective Strategies	37	13.02	2.59	37	19.56	3.08	36	-10.72	.000	Significant
Students' use of Social Strategies	37	16.13	3.98	37	24.43	3.78	36	-10.80	.000	Significant
Students' Overall Strategies use	37	93.18	16.85	37	140.02	17.13	36	-14.27	.000	Significant

As indicated in Table 5.21 above, the mean score of the pre-training is 2.75 whereas the mean score of the post-training is 4.10 with regard to students' use of the memory strategies. The calculated standard deviation of the pre-training is .98 while the calculated standard deviation of the post-training is .73. The table depicts that the t and p-values are -7.57 and .000

respectively. This shows that there is a statistically significant difference between the students' pre and post-training mean scores regarding their use of the memory strategies ($df = 36$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). That is, after the students had received the training, they significantly improved their use of the memory strategies of writing. Cohen's $d = 1.58$ which shows the effect size is strong.

Table 5.21 above depicts that the pre-training has the mean score of 31.24, while the post-training has the mean score of 47.51 as to students' use of the cognitive strategies. The calculated standard deviations are demonstrated as 6.07 and 6.57 for the pre and post-trainings respectively. The t and p -values are revealed as -14.32 and .000 respectively. Thus, the difference between the students' pre and post-training mean scores concerning their use of the cognitive strategies is statistically significant ($df = 36$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). That is to say, after the training, the students showed a statistically significant improvement on their use of the cognitive strategies of writing. Cohen's $d = 2.57$ which shows the effect size is strong.

As shown in Table 5.21 above, with regard to students' use of the compensation strategies, the mean score of the pre-training is 8.56, whereas the mean score of the post-training is 12.24. The calculated standard deviation of the pre-training is 2.32, while the calculated standard deviation of the post-training is 2.54. The t -value is .53, and that of the p -value is .000. This shows that there is a statistically significant difference between the pre and post-training mean scores of the students regarding their use of the cognitive strategies: after the students had received the training, they significantly improved their use of the compensation strategies of writing ($df = 36$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). Cohen's $d = 1.51$ which shows the effect size is strong.

Table 5.21 above demonstrates that the pre-training has the mean score of 21.45 while the post-training has the mean score of 32.16 with regard to students' use of the metacognitive strategies. The calculated standard deviation of the pre-training is shown as 4.69, but the calculated standard deviation of the post-training is indicated as 4.05. The t -value is revealed as -10.80, and the p -value is shown as .000. This indicates that the difference between the pre and post-training mean scores of the students as to their use of the metacognitive strategies is statistically significant ($df = 36$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). To be precise, after the

training, the students significantly improved their use of the metacognitive strategies of writing. Cohen's $d = 2.45$ which shows the effect size is strong.

The above table reveals that the mean score of the pre-training is 13.02 whereas the mean score of the post-training is 19.56 concerning students' use of the affective strategies. The calculated standard deviations are shown as 2.59 and 3.08 for the pre and post-trainings respectively. The table depicts that the t-value is -10.72, and that of the p-value is .000. Thus, there is a statistically significant difference between the students' pre and post-training mean scores regarding their use of the affective strategies: after the training, the students showed a statistically significant improvement on their use of the affective strategies of writing ($df = 36$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). Cohen's $d = 2.31$ which shows the effect size is strong.

As demonstrated in Table 5.21 above, regarding students' use of the social strategies, the pre-training has the mean score of 16.13 while the post-training has the mean score of 24.43. The standard deviation of the pre-training is 3.98, but the standard deviation of the post-training is 3.78. It is revealed that the t-value is -10.80, and that of the p-value is .000. This shows that the pre and post-training mean scores as to the students' use of the social strategies are significantly different ($df = 36$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). That is to say, the students brought a statistically significant improvement on their use of the social strategies of writing after they had received the training. Cohen's $d = 2.14$ which shows the effect size is strong.

Table 5.21 above also depicts that the mean score of the pre-training is 93.18, whereas the mean score of the post-training is 140.02 with regard to students' overall strategies use. The pre-training has the calculated standard deviation of 16.85. The post-training has the calculated standard deviation of 17.13. The t and p-values are indicated as -14.27 and .000 respectively. Thus, the t-value is greater than the table value, and the p-value is less than .05 alpha level. This shows that the null hypothesis should be rejected and the alternative hypothesis should be accepted saying training in the learning strategies of writing significantly improves students' use of the strategies. That is, practicing the writing tasks through receiving training on the learning strategies of writing made the students bring a statistically significant improvement on their use of the strategies. Cohen's $d = 2.76$ which

shows the effect size is strong. These results correspond with the findings of the interview wherein the participants unanimously responded that they thought practicing the writing tasks in the context of receiving training on the learning strategies of writing improved their use of the strategies to help them successfully accomplish the writing tasks. The results match with the findings of Dujsik (2008) and Sasaki (2000), among some, who found that the strategies-based instruction significantly improves students' use of the strategies when they carry out writing tasks.

5.2.2 Results of the Belief Questionnaire

5.2.2.1 Results of Independent-Samples T Test of Students' Belief in the Pre and Post-trainings

Independent-Samples T Test was computed on the *SPSS* version 20 to see if the students assigned to the experimental and the control groups had similar beliefs about taking on more responsibility for their own learning of writing before the experiment and to examine if there is a statistically significant difference between the post-training mean scores of the experimental and the control groups about taking on more responsibility for their own learning of writing. The following table demonstrates the results.

Table 5.22: The Independent-Samples T Test Results of Students' Belief in the Pre and Post-trainings

	Experimental Group			Control Group			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Pre-training	40	38.77	10.12	40	39.72	8.56	78	.453	.652	Not Significant
Post-training	40	50.55	10.55	40	40.85	9.79	78	-4.26	.000	Significant

As can be seen from Table 5.22 above, the pre-training mean scores of the experimental and the control groups are 38.77 and 39.72 respectively. The calculated standard deviation of the former group is 10.12, and that of the latter group is 8.56. It is indicated that the t-value is

.453. The p-value is shown as .652. This shows that the students assigned to the experimental and the control groups had similar beliefs about taking on more responsibility for their own learning of writing before the experiment ($df = 78$, $t\text{-value} < \text{table value}$, $p\text{-value} > .05$).

Table 5.22 above also depicts that the experimental group scores the mean of 50.55, while the control group scores the mean of 40.85 for the post-training. The standard deviation of the experimental group is shown as 10.55, whereas the standard deviation of the latter group is revealed as 9.79. The table demonstrates that the t and p -values are -4.26 and $.000$ respectively. We can notice that the calculated value is greater than the table value and the p -value is less than $.05$ alpha level. This shows that the null hypothesis should be rejected in favor of the alternative hypothesis saying there is a statistically significant difference between the experimental group students who received training on the learning strategies of writing and the control group students who did not receive training on the learning strategies of writing with regard to improving their belief about taking on more responsibility for their own learning of writing indicating that the students in the experimental group significantly exceeded that of the students in the control group to improve their belief that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing. Cohen's $d = .95$ which shows the effect size is moderate. This was confirmed by the results found through the interview conducted with the participants in the experimental group in which they unanimously responded that they thought learning the writing lessons in the context of receiving training on the learning strategies of writing improved their belief. In relation to this, Wenden and Rubin (1987: 8) write, "It is intended that insights derived from the research guide the development of learner training activities so that learners become not only more efficient at learning and using their second language but also more capable of self-directing these endeavors."

5.2.2.2 Results of Paired-Samples T Test of Students' Belief

Paired-Samples T Test was conducted on the *SPSS* version 20 to examine if there is a statistically significant difference between the pre and post-training mean scores of the experimental and the control groups with regard to their belief about taking on more responsibility for their own learning of writing. The table below demonstrates the results.

Table 5.23: The Paired-Samples T Test Results of Students' Belief

	pre-training			post-training			DF	T-value	P-value	Significance
	N	X	SD	N	X	SD				
Experimental Group	40	38.77	10.12	40	50.55	10.55	39	-6.85	.000	Significant
Control Group	40	39.72	8.56	40	40.85	9.79	39	-.78	.435	Not Significant

Table 5.23 above reveals the results of the *Paired-Samples T Test* of the experimental and the control groups with regard to their belief about taking on more responsibility for their own learning of writing. The table indicates that the pre-training mean score is 38.77 and the post-training mean score is 50.55 for the experimental group. The calculated standard deviation of the pre-training is revealed as 10.12, but the standard deviation of the post-training is shown as 10.55. The t-value is depicted as -6.85, and that of the p-value is shown as .000. Thus, the difference between the students' pre and post-training mean scores with regard to their belief about taking on more responsibility for their own learning of writing is statistically significant ($df = 39$, $t\text{-value} > \text{table value}$, $p\text{-value} < .05$). That is to say, after the students had received the training, they significantly improved their belief that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing. Cohen's $d = 1.14$ which shows the effect size is strong.

As indicated in Table 5.23 above, the pre and post-experiment mean scores of the control group are 39.72 and 40.85 respectively. The pre-experiment has the calculated standard deviation of 8.56, while the post-experiment has the calculated standard deviation of 9.79. The table also depicts that the t and p-values are -.78 and .435 respectively. This shows that there is no a statistically significant difference between the students' pre and post-experiment

mean scores regarding their belief about taking on more responsibility for their own learning of writing (df = 39, t-value < table value, p-value > .05). That is, after the experiment, the students did not bring a statistically significant improvement to believe that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing.

Thus, this confirms the results of the *Independent-Samples T Test* discussed earlier wherein the experimental group that practiced the writing tasks through receiving training on the learning strategies of writing significantly exceeded that of the control group which did not practice the writing tasks in this way. To be precise, the students in the experimental group outstripped the students in the control group in improving their belief that it is mainly they, not the instructor, who should take on more responsibility for their own learning of writing.

5.2.3 Results of the Attitude Questionnaire

The data of the attitude questionnaire were analyzed using *SPSS* version 20 in order to see if the students in the experimental group had positive or negative attitudes towards practicing the writing tasks in the context of receiving training on the learning strategies of writing. The table below depicts the results of the statistical analysis.

Table 5.24: Results of the Statistical Analysis of Students' Attitude

Scores	Number of Respondents		Attitudes
	Frequency	Percentage	
< 62.5	0	0%	Neutral
62.5–93.75	3	7.70%	Negative
93.76–125	36	92.30%	Positive

Table 5.24 above reveals that the number of respondents who scores below 62.5 (125/2, average score) is 0. This figure is 0% of the total respondents. Thus, none of the students is neutral. The table also indicates that the number of respondents whose scores fall between 62.5 and 93.75 (3/4 of 125) is 3. It is shown that this takes 7.70% of the total participants. These students have a negative attitude towards practicing/learning the writing lessons through receiving training on the learning strategies of writing. As indicated in the above

table, the scores of 36 respondents are above 93.75 (3/4 of 125). This takes 92.30% of the students responded to the items of the questionnaire. These participants have a positive attitude towards practicing the writing tasks/activities in the context of receiving training on the learning strategies of writing. Therefore, as the large majority of the respondents witness, we can conclude that the students show a positive attitude towards the training. This result corresponds with the results of the interview conducted with the sample students wherein it was revealed that all the students had a positive attitude towards the training. The interviewees added that they showed such attitude because they learned how the strategies are useful to improve their writing skills. Oxford (1990: 221), among some, can be quoted in relation to the above result. She writes, "In this ambitious scheme ...language learners are motivated by a variety of materials and activities, a range of possible strategies, and the chance to make decisions for themselves."

5.3 Discussion of the Results of the Interviews

5.3.1 Results of Students' Feelings about the Training to improve their use of the Learning Strategies of Writing

The results of the interview held with the randomly selected students in order to investigate if they felt that practicing the writing tasks in the context of receiving training on the learning strategies of writing helped them learn how the strategies are useful and thus continued to use the strategies appropriately inside or outside class to help them successfully accomplish their writing tasks are discussed as follows. Firstly, the interviewees were asked if they thought the training on the learning strategies of writing they had received made them learn about the role of the strategies. Accordingly, all of them responded that they thought the training helped them know about the importance of the strategies. The interviewees discussed this in terms of the benefits they got from practicing the writing tasks or activities in that way. Firstly, they said that learning the lessons in the context of the training made them learn how the strategies are useful to improve their writing skills, and thus they could significantly improve their writing skills. Secondly, they stated that the training made them like to practice writing in English.

The interviewees were then asked if they thought practicing the writing tasks through receiving training on the learning strategies of writing made them know when and how to use

the strategies. They responded that the training helped them know when and how to use the strategies. To be specific, they explained that they learned how to use the strategies whenever they faced problems while carrying out writing tasks such as paragraphs or essays, short messages, letters, assignments, class work, curriculum vitae, proposals, diary, etc. Moreover, they discussed that they could be able to know how to use the strategies to help them successfully accomplish various writing tasks.

Moreover, the participants were asked if they thought training on the learning strategies of writing they had received made them maintain the strategies overtime. All the interviewees replied that the training helped them practice using the strategies whenever they carry out various writing tasks in or outside class. The respondents, firstly, discussed that they could continue using the strategies because the training helped them learn how the strategies significantly improve their writing skills. Secondly, they told the researcher that they would maintain the strategies overtime as they found the way they were taught the lessons was interesting compared to the approaches used to teach them writing lessons so far.

Furthermore, the participants were asked if they would respond that they used the learning strategies of writing they practiced to help them successfully accomplish various academic tasks inside or outside class. The interviewees responded that they continued to use the strategies when they did various academic tasks. They went on to explain that they could learn when (contexts) and how to use the strategies and thus appropriately employed the strategies when they studied, did class work, homework, project work, and took tests/examinations. The participants said that they could strive to do so because the training had made them improve their writing skills and attitude towards practicing writing.

Lastly, the interviewees were asked if they faced any problem in their practicing of the writing tasks in the context of receiving training on the learning strategies of writing. It was found that seven of them did not face any problem, while the remaining three interviewees responded that they found the approach a bit strange at the beginning. The latter interviewees were asked to explain the challenges they faced. They discussed that they were not confident of the approach, for being unusual approach to them, to improve their writing skills. These participants also said that they had rarely been made to practice actual writing tasks at elementary and secondary schools. Thus, that made them not as such motivated on the lessons

at the beginning because they were asked to practice various actual writing tasks/activities. Moreover, they told the researcher that they had been told by some senior students that writing courses were boring and, therefore, that demotivated them not to practice activities at the beginning. These interviewees, however, discussed that they liked practicing the writing tasks/activities through receiving training on the learning strategies of writing as they began to see improvements on their writing skills.

To sum up, as the large majority of the interviewees witnessed, learning/practicing the writing lessons in the context of receiving training on the learning strategies of writing made the students learn how the strategies are useful to improve their writing skills and, thus, they enjoyed learning the lessons in that way. Thus, they continued to make use of the strategies in various contexts appropriately in or outside class to help them successfully accomplish writing tasks/activities. These results match with the results of the questionnaire above in which after taking the writing lessons through the training on the learning strategies of writing the students significantly improved their use of the strategies.

5.3.2 Results of Students' Feelings about the Training to improve their Belief about taking on more Responsibility for their own Learning of Writing

The results of the interview held with the randomly chosen students in order to explore if they thought that the training improved their belief about taking on more responsibility for their own learning of writing are discussed as follows. Firstly, the interviewees were asked if they thought that practicing the writing tasks through receiving training on the learning strategies of writing improved their belief that it is mainly they, not the instructor, who should check if they make progress on writing in or outside class. All of them said that the training improved their belief in that way because, firstly, it increased their confidence to practice writing. Secondly, it made them learn by discussing with their classmates or friends.

Secondly, the participants were asked to respond if they thought that practicing/learning the writing lessons in the context of receiving training on the learning strategies of writing improved their belief that it is mainly they, not the instructor, who should stimulate their interest to practice writing. Accordingly, eight of the interviewees responded that, as the result of the training, they believed that mainly they should arouse their interest. They continued to

express the belief that mainly themselves should do that because the instructor could not be always with them to encourage them, and if they were not ready to motivate themselves, motivation might not come no matter how the instructor tried to inspire their interest. One participant responded that she believed the instructor should take more responsibility to stimulate her interest while learning to write in the class, but she should do that by herself when practicing writing outside class. The remaining interviewee responded that he did not think the training improved his belief that it is mainly he, not the instructor, who should stimulate his interest to practice writing.

To the question which asked the participants if they thought that practicing the writing tasks through receiving training on the learning strategies of writing improved their belief that it is mainly they, not the instructor, who should decide procedures they have to follow when carrying out writing tasks, all of them said that they thought the training improved their belief in that way because it made them increase their confidence and decide to take risks while carrying out writing tasks in or outside class. They added that they needed the instructor to show them the procedures but they should continue practicing to apply the procedures when they carry out writing tasks.

The interviewees were then asked if they thought that receiving training on the learning strategies of writing improved their belief that it is mainly they, not the instructor, who should choose tasks/activities for practicing writing. It was revealed that six of them thought the training made them believe that mainly they should choose tasks for practicing writing. These interviewees explained that they could believe so because the training gave them a chance to practice choosing some writing tasks which go well with their level and interest. They discussed that they needed the instructor mainly to guide them how to come up with these tasks. However, three participants responded that they continued to believe that the instructor should take more responsibility to do so because they thought that the instructor had the experience and is knowledgeable. The remaining interviewee said that she thought the instructor should choose tasks she had to practice writing in class, but she should do that herself outside class.

Moreover, the interviewees were asked if they thought receiving training on the learning strategies of writing improved their belief that it is mainly they, not the instructor, who should

decide what aspects of writing (e.g., content, organization, vocabulary, grammar, mechanics, etc.) they must focus on when they carry out writing tasks. To this question, five of the interviewees said that the training improved their belief because they were made to practice deciding aspects of writing they should focus on. It was revealed that three participants continued to believe that, for the class, the instructor should take more responsibility to decide what aspects of writing they should focus on. They, however, believed that it should be their own responsibility outside class. One interviewee said that he continued to believe that it is the instructor who should decide that. The other participant responded that he could not decide whether it should be mainly his responsibility or that of the instructor.

Furthermore, the participants were asked if they thought training on the learning strategies of writing improved their belief that it is mainly they, not the instructor, who should choose important materials they have to exploit in practicing/learning writing. Accordingly, eight of the interviewees responded that the training improved their belief. They said that they believed they should not wait for the instructor to do that for them. These respondents discussed that the instructor should simply inform them where these materials are available, but they themselves would identify written or electronic materials which are suitable to their level and interest. The remaining two interviewees responded that they believed it is mainly the instructor who should take this responsibility because the instructor is knowledgeable.

Lastly, the interviewees were asked if they thought training on the learning strategies of writing improved their belief that it is mainly they, not the instructor, who should take on more responsibility for their learning of writing. They unanimously responded that it improved their belief. The interviewees discussed that their belief could be improved because the writing lessons made them practice how to take more responsibility for their own learning of writing and thus they could be able to learn that taking more responsibility for their own learning of writing improves their writing skills. Thus, it is found that the responses to this general question agreed with the responses of the large majority on the above six questions. Moreover, these results correspond with the results of the questionnaire above wherein the experimental group students significantly improved their belief about this.

5.3.3 Results of Students' Attitude towards the Training

The results of the interview held with the randomly selected students in order to see their feelings about practicing the writing tasks through receiving training on the learning strategies of writing are discussed as follows. Firstly, the interviewees were asked if they thought that practicing the writing tasks through receiving training on the learning strategies of writing increased their motivation to learn writing. The interviewees unanimously responded that they thought the training inspired them to practice/learn writing. The participants discussed that they could be motivated to do so because the training benefited them in the following major ways. First, it helped them improve their writing skills. Second, it made them learn how to improve their writing skills mainly by themselves through referring to materials that are useful for practicing writing and discussing with each other inside or outside class. Third, the training made them build confidence because it included a lot of tasks/activities intended to practice actual writing.

Then, the participants were asked about their feelings towards practicing the writing lessons through receiving training on the learning strategies of writing. Nine of them responded that they were happy. The interviewees associated their feelings with the benefits of the training discussed above. In addition, they said that the training increased their social skills. The remaining interviewee, however, responded that at the beginning he found the instructional approach a bit boring for being strange to him, but after a while he familiarized himself with the approach and thus he became contented.

Moreover, the interviewees were asked if they liked practicing/learning the writing lessons in the context of receiving training on the learning strategies of writing. To this question, nine of the participants responded that they enjoyed practicing the tasks in that way. The respondents continued to explain that they liked the instructional approach because they felt that it benefited them in the following ways. Firstly, it improved their writing skills. Moreover, it gave them more time to practice writing in and outside class. Furthermore, it made them learn from each other by exchanging their paragraphs or essays among themselves. The remaining interviewee, however, responded that at the beginning she found the instructional approach somewhat confusing for being strange to her, but through time she came to like it.

Furthermore, the researcher asked the participants if they had any comment on practicing/learning the writing task/activities through receiving training on the learning strategies of writing. It was revealed that nine of the respondents suggested that other students also needed to practice writing lessons in that way so that they could be able to achieve the aforementioned benefits of the approach. The remaining participant, however, commented that it would be more interesting if the procedures they were made to go through while practicing the tasks were short.

Lastly, the interviewees were asked about their overall attitude towards practicing the writing lessons in the context of receiving training on the learning strategies of writing. All the interviewees responded that they had a positive attitude towards the training. They discussed that they had positive attitude because of the following reasons. In the first place, the training made them learn/practice how the learning strategies of writing are useful to improve their writing skills, and thus they could show progress on their writing skills. Moreover, it inspired them to continue practicing writing independently in and outside class. Furthermore, practicing the lessons in that way made them develop a positive attitude towards writing itself. The responses of the interviewees to this question go in line with the responses of the great majority on the above four questions. Thus, the results of the interview correspond with the results of the questionnaire above.

5.4 Concluding Remarks

As confirmed by the results of the questionnaires and interviews, we can conclude that the experimental group benefited by being taught the writing lessons in the context of receiving training on the learning strategies of writing. This is because, firstly, the students learned about the role of the strategies to improve their writing skills and thus practiced using the strategies appropriately when carrying out writing tasks/activities in or outside class. In relation to this, Wenden and Rubin (1987: 16) write, "Further, students of learner strategies assume that making strategies conscious may enable learners to use their strategies more effectively and efficiently."

Secondly, the instructional approach made the students in this group exceed the students in the control group to improve their belief that it is mainly they, not the instructor, who should

take on more responsibility for their own learning of writing. This is, therefore, to say that as the belief of the students in the experimental group was significantly improved compared to the belief of the students in the control group, they could outstrip the students in the control group to improve their writing skills. This is because they might strive how to improve their learning of writing in or outside class more than the students in the control group. In relation to this, Wenden (1991: 52) writes, "Learners whose evaluation towards autonomy is positive will try to become more responsible in their learning and those whose evaluation is negative will not."

Thirdly, the students in the experimental group liked practicing the writing tasks in the context of receiving training on the learning strategies of writing. This means that they could benefit from the training to significantly improve their writing skills by learning to use the strategies appropriately and by taking on more responsibility for their own learning of writing in or outside class. " Students who use effective strategies are better able to work outside the classroom by themselves, once the teacher is not around to direct them or provide them with input" (Wenden and Rubin, 1987: 17).

CHAPTER SIX: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.0 Introduction

This chapter is intended to summarize the procedures of the study and its main findings. Moreover, this chapter presents the conclusions drawn from the findings. Furthermore, the recommendations made based on the conclusions of the study are included in this chapter.

6.1 Summary

6.1.1 Procedures of the Study

It is widely discussed in the literature that training students in the learning strategies of writing helps them improve their writing skills. However, studies have recently shown inconclusive findings with regard to its effects to help learners improve their writing skills. To be precise, some studies have found that training significantly improves students' writing skills whereas other studies have shown that it does not significantly improve students' writing skills. Moreover, many of the studies have not included important aspects of training students in the learning strategies of writing. That is to say, the studies have not examined whether or not learners show statistically significant improvements on their use of the strategies and belief about taking on more responsibility for their own learning of writing after receiving training. The studies have not also surveyed learners' attitude towards practicing writing tasks through receiving training on the strategies.

As far as the present researcher's knowledge is concerned, so far, no piece of local study has been conducted at any level of learning in order to examine if training students in the learning strategies of writing has significant effects on their writing skills. Thus, identifying the effects of the strategy training on students' writing skills is the main objective of this study, and there must be issues to be met as important aspects of the strategy training. For this purpose, the following specific objectives were coined:

- i. Identify what differences students show in their performance when they learn writing skills with receiving training on the learning strategies of writing and

without receiving training on the learning strategies of writing with regard to including relevant contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performances;

- ii. See to what extent training in the learning strategies of writing improves students' use of the strategies;
- iii. Identify whether students who learn writing skills with receiving training on the learning strategies of writing and without receiving training on the learning strategies of writing show differences in terms of improving their belief about taking on more responsibility for their own learning of writing;
- iv. Find out whether students have positive or negative attitudes towards practicing writing tasks through receiving training on the learning strategies of writing.

Thus, this project is mainly an experimental study. And, the following main procedures were employed to conduct the study:

- i. Teaching material on '*Basic Writing Skills*' course was prepared for the experimental group by using the *model of Oxford (1990)* for conducting learning strategies training. This model was chosen because of its multifaceted benefits. The teaching material was prepared by choosing the *combination, integrated, and explicit approaches* to attain the benefits of each. (Refer to *Chapter 2* for further details on the approaches and to *Appendix B1* for the teaching material.)

- ii. Pre and post-tests were prepared by the researcher to measure the students' writing skills to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performances. The tests were constructed based on the course syllabus. (See *Appendix A1* for the course syllabus and *Appendices D1* and *E1* for the tests).

- iii. Three different questionnaires were adapted in a five-point Likert Scale by considering the students' English language ability to make the questionnaires easy to understand. The questionnaires were intended to collect data on the experimental group students' use of the learning strategies of writing, on the experimental and control group students' belief about taking on more responsibility for their own learning of writing, and on the experimental group

students' attitude towards practicing writing tasks through receiving training on the strategies. (See *Appendices F1 - H1* for the questionnaires.)

iv. Three semi-structured interviews were prepared in English for the students in the experimental group to explore their feelings about the training to improve their use of the learning strategies of writing and belief about taking on more responsibility for their own learning of writing and their attitude towards the training. (See *Appendices I1 - K1* for the interviews.)

v. The research supervisor and some most senior colleagues of the researcher commented the teaching material with regard to selecting, grading and sequencing the writing tasks, procedures of introducing the strategies, language, and etc. To validate the tests, questionnaires and interviews, comments were also obtained from these people about clarity of the instructions and items, time allotment, etc.

vi. Cronbach's Alpha was computed to check the reliability of the items of the questionnaires. The computation showed that the items were reliable at above 0.80.

vii. Hawassa University was chosen for the study (read the justifications of the selection from Delimitation of the Study). Among the departments of the University, Mathematics and Management were chosen randomly for the pilot and the main study respectively. Then, the students were made to take the pre-test in convenient classrooms/environment. The exam paper of each student was then corrected by two instructors who had received training on how to mark the exam papers. The *analytic approach* was chosen to mark the compositions. Before taking the average scores for each aspect of writing (content, organization, grammar, vocabulary and mechanics) and overall writing performance, inter-rater reliability was checked by using *Pearson r*. The computation showed that there was a strong positive correlation between the markings of the raters and therefore the average scores were taken. Without naming experimental and control, equal number of students (21 for the pilot study and 41 for the main study) were put into two groups randomly by drawing lots and then *Independent-Samples T* Test was computed to see if the two groups had similar performance in including relevant contents, organizing contents appropriately, using accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance. Then, the

groups were named experimental and control randomly by drawing lots as the computation showed that they had similar performance.

viii. The questionnaires about the experimental group students' use of the strategies and about the experimental and control group students' belief about taking on more responsibility for their own learning of writing were administered before conducting the experiment. *Independent-Samples T Test* was then computed to check if the two groups had similar belief about taking on more responsibility for their own learning of writing before the training and it revealed that they had similar belief about this.

ix. The pilot study took 30 hours (5 hours a week for 6 consecutive weeks) and the main study took 80 hours (5 hours a week for 16 consecutive weeks).

x. At the end of the training, a test was conducted to the experimental and control groups. The post-test was intended to measure their writing performance to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performances after the experiment.

xi. The questionnaires administered before the experiment were also conducted at the end of the training. Moreover, a questionnaire that was intended to collect data on the experimental group students' attitude towards the instructional approach was administered after the training. The administration of the questionnaires was followed by the interviews with the randomly selected students of the experimental group.

xii. Instructors who had received training on how to score the exam papers marked each student's post-test paper and then the average scores were taken as *Pearson r* computed showed that there was a strong positive correlation between the scorings of the raters for each of the writing aspects and overall writing performance. *Independent-Samples T Test* was then conducted to examine if there is a statistically significant difference between the students who received training on the learning strategies of writing and the students who did not receive training on the learning strategies of writing with regard to their performance to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance. *Paired-Samples T Test* was also computed to see if the experimental and the control groups showed statistically

significant improvements to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance after the experiment.

xiii. *Paired-Samples T Test* was conducted to compare the pre and post-training mean scores of the students in the experimental group with regard to their use of the learning strategies of writing. The *Independent-Samples T Test* was computed to examine if there is a statistically significant difference between the experimental and the control groups to improve their belief about taking on more responsibility for their own learning of writing. *Paired-Samples T Test* was also computed to compare the pre and post-training mean scores of the experimental and the control groups to see if they significantly improved their belief about this after the experiment. Moreover, after the training, a statistical analysis was conducted to examine the feelings of the students in the experimental group about practicing the writing tasks through receiving training on the strategies.

xiv. The interview responses were then transcribed and edited; similar responses of each question of the interviews were categorized together in themes and then the results were discussed.

6.1.2 Major Findings of the Study

This sub-section presents the main findings of the study as follows:

- The *Independent-Samples T Test* computed before the experiment showed that the experimental and control groups had similar writing performance to include relevant contents, organize contents appropriately, use accurate grammar, appropriate vocabulary and correct mechanics, and overall writing performance (t-values ≤ 1.56 , p-values $\geq .122$); however, the *Independent-Samples T Test* conducted after the experiment revealed that the students in the experimental group who practiced the writing tasks by receiving training on the learning strategies of writing significantly outperformed that of the students in the control group who did not practice the writing tasks in this way (t-values ≥ 2.50 , p-values $\leq .014$). (See Tables 5.7 and 5.14.) The *Paired-Samples T Test* conducted to compare the pre and post-training mean scores of the experimental and the control groups with regard to their performance on each of

the writing aspects and overall writing performance showed that the students significantly improved their performance after the program (t-values ≥ -5.05 , p-values = .000). (See Tables 5.15 – 5.20.)

- The *Paired-Samples T Test* computed to compare the pre and post-training mean scores of the students in the experimental group with regard to their use of each group of the learning strategies of writing and overall strategies use revealed that the learners brought statistically significant improvements after the training (t-values ≥ -7.57 , p-values = .000). (See Table 5.21.)
- The *Independent-Samples T Test* computed before the experiment demonstrated that the experimental and control groups had similar belief about taking on more responsibility for their own learning of writing (t-value = .453, p-value = .652). (See Table 5.22.). However, the *Independent-Samples T Test* conducted after the training showed that the students in the experimental group significantly exceeded that of the students in the control group to improve their belief that it should be mainly they, not the instructor, who should take on more responsibility for their own learning of writing (t-value = -4.26, p-value = .000). (See Table 5.22.) The *Paired-Samples T Test* conducted to compare the pre and post-training mean scores of the experimental and the control groups demonstrated that students in the experimental group significantly improved their belief that it should be mainly they, not the instructor, who should take on more responsibility for their own learning of writing (t-value = -6.85, p-value = .000). (See Table 5.23.)
- The statistical analysis conducted to examine the experimental group students' attitude towards practicing the writing tasks through receiving training on the learning strategies of writing showed that the great majority (92.30%) have a positive attitude. (See Table 5.24.)
- The results of the interview revealed that the students thought the training made them learn about the importance of the strategies and thus employed the strategies appropriately in and outside class to help them successfully accomplish writing tasks. Moreover, the results demonstrated that the students thought the training improved

their belief that it should be mainly they, not the instructor, who should take on more responsibility for their own learning of writing. Furthermore, the interviewees responded that they had a positive attitude towards the training because they felt that they benefited from it.

6.2 Conclusions

Based on the findings, this study concludes that training students in the learning strategies of writing has significant effects on their writing skills. The study makes the following specific conclusions:

i. Students who receive training on the learning strategies of writing significantly outperform students who do not receive training on the learning strategies of writing with regard to their writing skills to include relevant contents, organize contents appropriately, and use accurate grammar, appropriate vocabulary and correct mechanics. This is because, firstly, training helps students learn the role of the strategies to improve their writing skills and thus practice using the strategies appropriately when they carry out writing tasks in and outside class. Secondly, as training significantly improves students' belief about taking on more responsibility for their own learning of writing, students improve their writing skills since they strive (how) to improve their learning in and outside class. Moreover, students like practicing writing tasks through receiving training on the learning strategies of writing. Thus, they benefit from the instructional approach to significantly improve their writing skills by using the strategies appropriately as well as taking on more responsibility for their own learning of writing in and outside class;

ii. Training students in the learning strategies of writing significantly improves their use of the strategies since it increases their awareness about the role of the strategies in improving their writing skills in and outside class;

iii. Students who receive training on the learning strategies of writing significantly outperform students who do not receive training on the learning strategies of writing to improve their belief about taking on more responsibility for their own learning of writing. This is because training gives more opportunity for students to practice autonomous learning;

iv. Students have a positive attitude towards practicing writing tasks through receiving training on the learning strategies of writing. This is because students feel that they benefit from the instructional approach.

6.3 Recommendations

The following recommendations are made based on the conclusions of this study:

i. Writing tasks should be introduced in the context of training in the learning strategies of writing. Thus, students could improve their writing skills by using the strategies and taking on more responsibility for their own learning of writing;

ii. Students should practice using the learning strategies of writing in and outside class to help them successfully accomplish writing tasks and develop autonomous learning;

iii. University writing activities or exercises should be a bit challenging so that students will need to use the strategies to help them successfully accomplish their writing tasks. The researcher is making this very recommendation because he observes that the writing exercises do not seem to challenge students;

iv. Studies should be conducted to investigate if training in the learning strategies of writing brings significantly different effects on different ability groups, sex, age, etc. regarding their writing skills, use of the strategies, taking on more responsibility for their own learning of writing, and attitude towards practicing writing tasks through receiving training on the strategies. This study did not examine these because of its delimitation;

v. Studies can be conducted to examine the effects of learning strategies training on students' reading, listening and speaking skills, and on their use of grammar and vocabulary. As a result, the findings may make teaching/learning materials writers give due attention to incorporate the learning strategies, including the strategies of writing.

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Appendices

Appendix A1: The Syllabus for the course 'Basic Writing Skills'

Course Title	Basic Writing Skills					
Course Code	EnLa 2013					
Credit Hours	5 ECTS (European Credit Transfer System)					
Student Work Load	Lecture	Tutorial	Group Work	Lab Practice	Home study/ Individual Work	Total
	32 hrs	40 hrs	16 hrs	0	37 hrs	125 hrs
Course Objectives	<p>Having successfully completed this course, students will be able to:</p> <ul style="list-style-type: none"> ➤ Construct meaningful sentences in English; ➤ Use appropriate coordination and subordination marks to relate ideas; ➤ Identify and correct common sentence errors: fragments, comma splices, run-on sentences, dangling modifiers and agreement errors; ➤ Write paragraphs that have clearly stated topic sentences and supporting details; ➤ Write well-structured essays of different types (descriptive, narrative, expository and argumentative). 					
Course Description	<p>Unit One: Sentence-level Writing - sentence structure, sentence types (functional and structural classification), common sentence errors (fragments, comma splices, run-on sentences, dangling modifiers and agreement errors)</p> <p>Unit Two: Paragraph-level Writing - topic sentence and supporting details, qualities of a good paragraph, basic types of paragraphs (expository, narrative, descriptive and argumentative) and techniques of paragraph development</p> <p>Unit Three: Essay-level Writing - structure of an essay, thesis statement, types of essays and techniques of essay development</p>					
Pre-requisite Course	Communicative English Skills (EnLa 2011)					
Course Status	Compulsory					
Teaching and Learning Approaches	Contact/Lecture, group work, interactive tutorial sessions (group and pair work/discussions) and individual work (independent learning)					
Competence to be Assessed	<p>Skills and knowledge to identify subjects and predicates of a sentence, complete sentences with appropriate subjects and predicates, identify types of sentences, identify and correct common sentence errors, identify elements of a paragraph, write topic sentences, supporting details and concluding sentences, identify types of paragraphs and methods of developing paragraphs, write descriptive, expository, narrative and argumentative paragraphs, identify and write thesis statements, write introductory, body and concluding paragraphs of essays, organize paragraphs to make complete essays, and write essays</p>					

Unit One: Sentence-level Writing

A sentence is a unit of thought expressed through a logically related subject and predicate. Here is an example: *The Sophomore English class has just started.* The subject is ‘*The Sophomore English class*’, and the predicate is ‘*has just started*’. Although subjects often come at or near the beginning of a sentence, they may come anywhere.

Exercise 1

1. Identify the subject and the predicate of each of the following sentences.

Mental health can refer to a field of study encompassing both mental health and mental illness.

Subject:

Predicate:

Environmental Geology involves the protection of human health and safety through understanding geological processes.

Subject:

Predicate:

Many business and social groups, and fraternal organizations hold yearly conventions.

Subject:

Predicate:

Agriculture includes cultivation of the soil, growing and harvesting crops, breeding and raising livestock, dairying, and forestry.

Subject:

Predicate:

Sometimes in modern physics a more sophisticated approach is taken.

Subject:

Predicate:

2. Have you used any strategy to help you easily identify the subjects and the predicates of the above sentences? Do you think this has helped you?

.....
You can use your knowledge of the nature, function, and position of a subject and a predicate of your L1/Amharic to help you easily identify the subjects and the predicates of the above English sentences. This is called *transferring*. *Transferring* involves applying grammatical knowledge of your L1/Amharic to the English language and your knowledge from one aspect of the English language to another aspect of it or conceptual knowledge from one field to another. *Transferring* works well as long as the language elements or concepts are directly parallel.

Exercise 2

By using your knowledge of the nature, functions, and position of a subject and a predicate of your L1/Amharic, complete the sentences below by writing appropriate subjects and predicates of your own.

-----*crossed the road when we were driving to Nazareth.*

My getting higher grades-----.

-----*has no place in Ethiopia?*

Success in life highly-----.

-----*is by speaking.*

What-----?

-----*lead the way.*

What an intelligent student he-----!

Transferring can be also used to understand or to produce the four types of sentences, namely simple, compound, complex and compound-complex, which are classified on the basis of grammatical structure. You can apply your knowledge about the number and the types of clauses (dependent/independent) and about the types of coordinating conjunctions and/or punctuation marks of the sentences in your L1/Amharic to help you easily understand or produce them in English.

A **simple sentence** consists of only one subject and one predicate, either or both of which may be compound. Read these sentences:

- 1) *The children played games.*
- 2) *The children and the parents played games.*
- 3) *The children played games and sang songs.*
- 4) *The children and the parents played games and sang songs.*

A **compound sentence** consists of two or more independent clauses. Usually, a coordinating conjunction joins the independent clauses. A comma precedes the coordinating conjunction when the subjects of the clauses differ, when the coordinating conjunction shows contrast, or when the clauses are fairly long. If no coordinating conjunction joins the independent clauses, a semi-colon usually separates them. Make a look at these sentences:

- 1) *The children played games, and the parents sang songs.*
- 2) *The sky darkened, but no rain fell.*
- 3) *The committee met in closed sessions; it later published its findings.*

A **complex sentence** consists of one independent and one or more dependent clauses. Here are example-sentences:

- 1) *The girls chatted until they fell asleep.* ('The girls chatted' is the independent clause and 'until they fell asleep' is the dependent clause.)

2) *The property owners who live in the suburb are opposing the plan for commercial zoning there.* ('The property owners are opposing the plan for commercial zoning' is the independent clause and 'who live in the suburb' is the dependent clause.)

A **compound-complex sentence** consists of two or more independent clauses and one or more dependent clauses. Have a look at the sentences below:

1) *I have bought a house; the house was built by a businessman who died late this year.* (The sentence contains two independent clauses separated by the semicolon and contains the dependent clause beginning with 'who'.)

2) *The scientist knew that his experiment would succeed, but he avoided publicity until the final test was complete.* (This sentence contains two independent clauses separated by the comma and joined by the coordinating conjunction 'but' and has two dependent clauses: 'that his experiment would succeed' and 'until the final test was complete'.)

Exercise 3

1. By applying your knowledge about the number and the types of clauses (dependent/independent) and about the types of coordinating conjunctions and/or punctuation marks of each of the above types of sentences in your L1/Amharic, categorize the sentences of the paragraph below as simple, compound, complex, or compound-complex.

Humans are not the only creatures that communicate; many other animals exchange signals and signs that help them find food, migrate, or reproduce. For example, honey bees dance in specific patterns that tell other members of the hive where to find food. Specifically, however, communication is a vital part of personal life and is also important in business, education, and any other situation where people encounter each other. Businesses are concerned with communication in several special ways. Some businesses build infrastructures for communication, and others install communication equipment, such as fax, machines, video cameras, printing presses, and telephones. Still some companies create the messages or contents that those technologies carry, such as movies, books, and software. These companies are part of the communication industries. Organizational communication is important in every business. People in organizations need to communicate; moreover, they need to coordinate their work to inform others who are outside the business about their products and services. These kinds of communication are called advertising or public relations.

Simple sentences:

Compound sentences:

Complex sentences:

Compound-complex sentences:

2. Do you think transferring has helped you easily identify/provide the subjects and the predicates of the above sentences and categorize the sentences of the above paragraph as simple, compound, complex or compound-complex?

On the basis of function, sentences are classified as declarative, interrogative, imperative and exclamatory. A **declarative sentence** is a complete statement. It is the kind of sentence that a writer employs when his/her intention is to convey information to his/her reader. He/she regularly closes this sentence with a full stop. Here is an example-sentence: *I would have liked to join the Medical Faculty.*

An **interrogative sentence** is a complete question. This is the kind of sentence a writer uses when he/she is seeking information for himself/herself or trying to lead a reader into a consideration of possible answers. A writer achieves his purpose by closing the interrogative sentence with a question mark. The sentence below is an example: *What change in policy would you propose?*

An **imperative sentence** is a complete command or request. It is a convenient kind of sentence for a writer who is giving directions. A writer usually closes it with a full stop but may occasionally use an exclamation mark for emphasis. The pronoun 'you' is sometimes expressed but more commonly understood as the subject of an imperative sentence. Make a look at this sentence: *Never apply the brakes suddenly when you are driving on ice.*

An **exclamatory sentence** is a complete expression of sudden or strong feeling. It normally ends with an exclamation mark but may end with a full stop. The sentence below is an example: *My God! My watch has disappeared!*

Exercise 1

1. By using the groups of words below and adding some words of your own, in the spaces given below, write meaningful sentences in the four functional forms: declarative, interrogative, imperative and exclamatory.

Study, students, result

Cook, I, serve

Play, coach, score

2. Have you made use of any strategy to help you produce correct sentences for each of the above functional forms? Do you think this has helped you?

Paying attention is helpful in learning/practicing writing. It involves two modes: directed attention and selective attention. Directed attention can be equivalent to *concentration* and it means deciding generally to pay attention to a writing task and avoid irrelevant distracters. In contrast, selective attention involves deciding in advance to become aware of particular details of a writing task. This may mean deciding in advance which aspects of a writing task to focus on like content, organization, grammar, vocabulary, mechanics, etc. This is, therefore, to say that in order to help you write correct sentences in each of the four functional forms, you could pay attention to the function of each type of sentence, its appropriate punctuation mark, and whether it is a statement, question, command/request, or expression of a sudden or strong feeling.

Exercise 2

By paying attention to the function of each type of sentences, their appropriate punctuation marks, and whether it is a statement, question, command/ request or expression of a sudden or strong feeling, rewrite your above sentences.

Selective attention can be also used for other issues of sentence writing such as word choice, word order, length of a sentence, etc. You should choose appropriate words to accurately express the intended messages so that you can effectively communicate with your reader. Moreover, you should arrange words in a coherent order to produce meaningful sentence. This is because a group of words in haphazard order cannot be a sentence. Furthermore, your sentence should be fairly short. This is because if it is long, it will be difficult to effectively catch up its meaning since a reader might forget part of it as he/she continues to read it. This is, therefore, to say that if you pay attention to the above issues as you write sentences in each functional form, this could help you make the sentences more attractive.

Exercise 3

1. By paying attention to the word choice, word orders, and length of the sentences, in the spaces given below, write three declarative, interrogative, imperative, and exclamatory sentences of your own.

2. Do you think paying selective attention has helped you come up with the most attractive sentences of the four types? If 'yes', how?

Errors in Sentence Structure

Sentence fragments, comma faults, fused sentences, dangling modifiers and inconsistencies in point of view are among the most common errors in sentence structure.

Sentence Fragments

If a group of words lacks either a subject or a predicate or both, it cannot be a sentence to express a unit of thought; it is a sentence fragment. Any dependent element such as a phrase,

an appositive or a subordinate clause if closed with a full stop is a sentence fragment. *Sentence fragments* can be corrected by attaching them to adjacent sentences and thereby making them integral part of those sentences or by changing them into separate sentences. Read the sentence fragments below and note how they are corrected.

1) *The woman is an intelligent instructor. A pretty lady.*

Correction 1: *The woman, who is a pretty lady, is an intelligent instructor.*

Correction 2: *The woman is an intelligent instructor. She is a pretty lady.*

2) *As a grown man Peter remembered his first bicycle. The Christmas gift that had opened for him a whole new world of experience.*

Correction 1: *As a grown man Peter remembered his first bicycle, the Christmas gift that had opened for him a whole new world of experiences.*

Correction 2: *As a grown man Peter remembered his first bicycle. This Christmas gift had opened for him a whole new world of experiences.*

3) *The volunteers who built the float for the parade found the task difficult. Having had no experience in architecture.*

Correction 1: *Having had no experience in architecture, the volunteers who built the float for the parade found the task difficult.*

Correction 2: *The volunteers who built the float for the parade found the task difficult. They had had no experience in architecture.*

Exercise 1

1. Correct the sentence fragments below by attaching them to the adjacent sentences and thereby making them integral part of the sentences.

a) *He was always very hard-working at school. A well disciplined student.*

b) *My grandfather used to remember this old school. The school which had shaped his personality tremendously.*

c) *A number of students failed their exams. Having not studied hard.*

2. Have you taken any action to help you successfully accomplish the above exercise? If 'yes', do you think it has helped you?

When you learn to write in English, you need to make efforts to find out how to improve your writing in English by reading books and talking to your classmates, friends or parents and use this knowledge to build up your writing skills in English. This is, therefore, to say that you

can refer to books and talk to your classmates or people who are good at writing in English to help you learn about the definition, nature, type, and function of a phrase, an appositive, and a subordinate clause and thus this could make you successfully accomplish the above exercise.

Exercise 2

By reading books and talking to your classmates or people who are good at writing in English to help you know about the definition, nature, type, and function of a phrase, an appositive, and a subordinate clause, correct the following sentence fragments by attaching them to the adjacent sentences and thereby making them integral part of the sentences.

a) *Our president is working for significant changes. An energetic young man.*

b) *They have recently visited that institution. The institution which trained them.*

c) *Paul wins an award every winter. For looking after many helpless orphans.*

You can also read books and talk to people (classmates, friends, neighbors or parents) about relative clauses, subject-predicate agreement, tense, etc and then use this knowledge to help you correct sentence fragments by changing them into separate sentences.

Exercise 3

1. By reading books and talking to people (classmates, friends, neighbors or parents) about relative clauses, subject-predicate agreement, tense, etc and then using this knowledge, correct the sentence fragments in exercise 2 above by changing them into separate sentences.

2. Do you think reading books and talking to classmates, friends, neighbors or parents (about the above issues) have helped you effectively correct the sentence fragments? If 'yes', how?

Comma Fault

Comma fault is the error in which a comma is used to separate two independent clauses that are not joined by a coordinating conjunction. Comma fault can be corrected in various ways. If the ideas of the clauses are related closely enough to form a unit, the comma should be replaced by a semicolon and if not, it should be replaced by a period. If the first clause asks a question and the second clause answers it, the comma should be replaced by a question mark. If a coordinating conjunction can clarify the relationship of the ideas, a conjunction should be added. If a modifying phrase appears between the clauses, a punctuation mark should be supplied to show to which clause the phrase belongs. Read the comma faults below and note how they are corrected.

1) *Many friends called in person to congratulate the new governor, others sent him telegrams or letters.*

Correction: *Many friends called in person to congratulate the new governor; others sent him telegrams or letters.*

2) *Jackson hoped that the dormitory would be quiet so that he could read his new novel, he wanted to finish reading the novel and then give it to a friend.*

Correction: *Jackson hoped that the dormitory would be quiet so that he could read his new novel. He wanted to finish reading the novel and then give it to a friend.*

3) *Why does a person mistreat his dog at the end of a strenuous day, he is using the dog as a scapegoat.*

Correction: *Why does a person mistreat his dog at the end of a strenuous day? He is using the dog as a scapegoat.*

4) *My alarm clock is my worst enemy, it is also my best friend.*

Correction: *My alarm clock is my worst enemy, but it is also my best friend.*

5) *He thinks that the present system has long been outmoded, ever since last January, he has been planning to suggest a change.*

Correction 1: *He thinks that the present system has long been outmoded; ever since last January, he has been planning to suggest a change*

Correction 2: *He thinks that the present system has long been outmoded, ever since last January; he has been planning to suggest a change.*

Exercise 1

1. Re-write the following sentences by correcting the comma faults.

a) *The majority of the students choose a library as the best place to study, a few students prefer a dormitory.*

b) *Hadush goes to Dilla on 22 February 2012, Jalellie and Lechamie are pursuing their PhD studies.*

c) *When does the post come, it always arrive at early in the morning.*

2. Just before and/or while doing the above exercise, have you carried out anything to help you effectively accomplish it? If 'yes', do you think this has helped you?

You can discuss with your classmates about problems you encounter (e.g., unable to use the correct grammar or mechanics and to know whether or not the ideas of the clauses of a

sentence are related) just before or while doing writing tasks. You can also discuss about how you feel about learning writing in English, i.e., whether you feel it is interesting or boring, and about your attitudes towards learning writing in English. This is, therefore, to say that if you discuss with your classmates, just before or while doing the above exercise, about problems you face while doing it and about whether or not you feel it is exciting or boring and you have a positive or negative attitude towards doing it, this could make you successfully accomplish it since your classmates may help you how to improve your writing problems and your feelings and attitude towards writing in English: they might inform you about the importance of learning writing in English and it is not difficult to learn/practice.

Exercise 2

By discussing with your classmates, just before or while doing the above exercise, about problems you face (e.g., unable to use the correct grammar or mechanics and to know whether or not the ideas of the clauses of the sentences are related) and about whether or not you feel it is exciting or boring and you have a positive or negative attitude towards doing it, redo the above exercise.

You can also discuss with your classmates, just before or while doing writing exercises such as rewriting sentences by correcting comma faults by adding coordinating conjunctions and by supplying punctuation marks to show to which clause a phrase belongs, if a modifying phrase appears between clauses, about your problems of writing in English and about your feelings and attitude towards writing to help you successfully accomplish these.

Exercise 3

1. By discussing with your classmates, just before or while doing the exercise below, about problems you encounter (e.g., unable to use the correct grammar or mechanics and to know whether or not the ideas of the clauses of the sentences are related) and about whether or not you feel it is exciting or boring and you have a positive or negative attitude towards doing it, rewrite the sentences by correcting the comma faults by adding coordinating conjunctions and by supplying punctuation marks to show to which clause the phrase belongs.

a) Hailesilassie spent a lot of time cleaning that room, he made the room quite attractive.

b) Mohammed is quite tired, he can certainly walk a little further.

c) Shanka has been studying very hard, for the last four years, he has been scoring 4.00.

2. Do you think discussing with your classmates, just before or while doing the above exercises, about problems you encounter (e.g., unable to use the correct grammar or mechanics and to know whether or not the ideas of the clauses of the sentences are related) and about whether or not you feel they are exciting or boring and you have a positive or negative attitude towards doing them, has helped you successfully accomplish the exercises? If 'yes', how?

Fused Sentences

It becomes a fused sentence when no punctuation mark or only a comma is used between two or more complete thoughts not connected by a coordinating conjunction. The methods for correcting fused sentences are similar to those for correcting comma faults. Read the fused sentences below and note how they are corrected.

I listened to the football game all afternoon my wife went to the movies.

Correction 1: I listened to the football game all afternoon; my wife went to the movies.

The grain was ripening unevenly as a result the field was a mixture of green and gold.

Correction: The grain was ripening unevenly; as a result the field was a mixture of green and gold.

What will the population of the world be in 1998 any estimate is subject to error?

Correction: What will the population of the world be in 1998? Any estimate is subject to error.

He made a trip to England he wanted to study in the British museum.

Correction: He made a trip to England because he wanted to study in the British Museum.

Exercise 1

1. Correct the fused sentences below by adding appropriate punctuation marks and rewrite the sentences in the spaces given.

a) *Without advertising our radio and television stations would not be readily available for announcements of public interest.*

b) *For a good while after he begins painting the novice may still have trouble with perspective.*

c) *The system is still inefficient for two channels are needed to transmit one program.*

2. Just before or while doing the above exercise, have you taken any mental action to help you improve your performances? If 'yes', do you think it has helped you? If 'yes', how?

When you write, just before or while doing it, you need to think about your emotions and if you feel tension, anxiety or fear, you should try to avoid or minimize the problems by taking appropriate actions against them. Thus, you could successfully accomplish the writing tasks. This is, therefore, to say that you can think, just before or while doing the above exercise, about your emotions and if you feel tension, anxiety or fear, you need to get relief from these by making use of some techniques accordingly so that you could successfully accomplish the exercise.

Exercise 2

By thinking about your emotions (if you feel tension, anxiety or fear) just before or while doing the above exercise and trying to get relief from these by making use of some techniques accordingly, redo it.

You can also think about your emotions (if you feel tension, anxiety or fear) just before or while doing other writing exercises such as rewriting fused sentences by adding appropriate punctuation marks and capitalizing or by using a coordinating conjunction and a comma together, and try to get relief from these by using some techniques accordingly if you feel tension, anxiety or fear. As a result, you could successfully accomplish these.

Exercise 3

1. By thinking about your emotions (if you feel tension, anxiety or fear) just before or while doing the exercise below and trying to get relief from these by making use of some techniques accordingly, correct the fused sentences below by adding appropriate punctuation marks and capitalizing or by using coordinating conjunctions and a comma together and rewrite the sentences in the spaces given.

a) What do you think about this latest government scheme you had better ask the authorities.

b) You can invite Kipie to the party please do not ask that friend of his.

c) Dingamo was back in her arms she could once again sleep peacefully.

d) She remained silent her heart was heavy and her spirits low.

2. How do you evaluate the role of thinking about your emotions (tension, anxiety or fear) just before or while doing the above exercises and trying to get relief from these by employing some techniques accordingly to help you successfully accomplish the exercises?

Dangling Modifiers

When a writer uses a modifier but fails to provide a definite word or phrase for it to modify, i.e., through faulty arrangement or fails to make the relationship clear, he/she leaves the modifier dangling. Read the dangling modifiers of the sentences below and note how the sentences are rewritten by correcting the dangling modifiers.

At the age of sixteen, the law in my state allows a resident to apply for a driver's license. (The prepositional phrase seems to indicate the age of the law.)

Correction 1: At the age of sixteen, a resident of my state is legally old enough to apply for a driver's license. (The position of the subject 'resident' makes the prepositional phrase refer clearly to the age of the resident.)

Correction 2: The law in my state allows a resident to apply for a driver's license when he/she reaches the age of sixteen. (The prepositional phrase of age is changed into a subordinate clause of time.)

By casting the largest number of ballots in the history of the nation, the new president was elected. (The phrase dangles because the only person named in the main clause could not logically perform the action referred to by the gerund 'casting'.)

Correction 1: The voters elected the new president by casting the largest number of ballots in the history of the nation. (Since the prepositional phrase containing the gerund is used to modify the verb 'elected', the normal position for the phrase is after this verb and its direct object.)

Correction 2: By casting the largest number of ballots in the history of the nation, the voters elected the new president.

Hurrying into the kitchen, a jar of cookies was immediately noticed. (The participial phrase seems to modify the noun 'jar' but cannot logically do so. The main clause does not contain a word that the phrase can logically modify, and the sentence does not say who did the noticing or the hurrying.)

Correction 1: Hurrying into the kitchen, he immediately noticed a jar of cookies. (The pronoun 'he' denotes a logical doer of the actions affirmed by the verb 'noticed' and referred to by the participle 'Hurrying', and the main clause is in the active voice.)

Correction 2: As he hurried into the kitchen, he noticed a jar of cookies. (Here the whole structure is revised, i.e., a subordinate clause replaced the participial phrase, and the main clause is in the active voice.)

To be a juggler, exercises in rhythm must be practiced. (The sentence does not name the person the infinitive phrase refers to or who could perform the action of the verb.)

Correction 1: To be a juggler, one must practice exercises in rhythm. (The pronoun 'one' names the person the infinitive phrase refers to as well as serves as the subject of the sentence, and the main clause is in the active voice.)

Correction 2: One who wishes to be a juggler must practice exercises in rhythm. (Here the infinitive phrase is changed into a subordinate clause.)

Exercise 1

1. Correct the dangling prepositional phrases and prepositional phrases containing gerunds in the sentences below and rewrite the sentences in the spaces provided.

a) *He asked her to marry him in the garden.*

b) *By investigating the case thoroughly, all political prisoners have been set free by the new government.*

c) *After swimming, the salty water still burned my eyes.*

d) *Through advertising in the local paper, the bike was sold.*

2. Just before you start doing the above exercise, have you done anything to help you rewrite the above sentences by accurately correcting the dangling prepositional phrases and prepositional phrases containing gerunds? If 'yes', do you think it has helped you?

Just before you start doing writing tasks/exercises, you can set criteria to assess your progress and this could make you work hard since in the end you are to compare your performances against the criteria. For example, just before you start doing the above exercise, you can set the following criteria to assess your progresses or performances to make you work hard and thus successfully accomplish it: ability to identify the prepositional phrases and prepositional phrases containing gerunds, to place the subjects in the appropriate positions to make the prepositional phrases refer to them clearly, to change the prepositional phrases into subordinate clauses, and to make the normal position of the phrases after the verbs and their direct objects if the phrases are intended to modify the verbs.

Exercise 2

Correct the dangling prepositional phrases and prepositional phrases containing gerunds in the sentences below and rewrite the sentences in the spaces provided. Just before you start doing the exercise, set the following criteria to assess your progresses or performances to make you work hard and thus successfully accomplish it: ability to identify the prepositional phrases and prepositional phrases containing gerunds, to place the subjects in the appropriate positions to

make the prepositional phrases refer to them clearly, to change the prepositional phrases into subordinate clauses, and to make the normal position of the phrases after the verbs and their direct objects if the phrases are intended to modify the verbs.

a) *The woman got in the taxi with a long skirt.*

b) *By listening to the radio, English is learned well.*

c) *Slowly down the track she drove.*

d) *Through holding meetings with the concerned bodies, the problem has got an end.*

You can also set the following criteria to assess your progresses/performances to make you work hard and thus effectively carry out other writing exercises/tasks such as rewriting sentences by correcting the dangling infinitive and participial phrases: ability to identify the infinitive and participial phrases, to make the main clauses in the active voice so that they *do* name a logical doer of the actions these phrases refer to, and to change these phrases into subordinate clauses.

Exercise 3

1. Correct the dangling infinitive and participial phrases of the sentences below and rewrite the sentences in the spaces provided. Just before you start doing the exercise, set the following criteria to assess your progresses/performances to make you work hard and thus successfully accomplish it: ability to identify the infinitive and participial phrases, to make the main clauses in the active voice so that they *do* name a logical doer of the actions these phrases refer to, and to change these phrases into subordinate clauses.

a) *To get in the taxi, her long skirt was gathered up.*

b) *Having won \$100, the dinner did not seem expensive.*

c) *To do laundry next time, her clothes were taken.*

d) *Having made so many friends so quickly, it was fun.*

2. Do you think setting criteria to assess your progresses/performances, just before you start doing the above exercises, has made you work hard and thus successfully accomplish the exercises? If 'yes', how?

Inconsistency in Point of View

If a sentence begins in a given grammatical structure and suddenly shifts to another, it is said to be *inconsistency in point of view*. Make a look at the *inconsistencies in point of view* in the sentences below and note how the sentences are rewritten by correcting the errors.

The student is an important member of society, and you should learn to assume societal responsibilities. (The point of view shifts from the third person subject, i.e., *student* to the second person subject, i.e., *you*.)

Correction: The student is an important member of society, and he should learn to assume societal responsibilities.

Mark relaxed his hand, and his pencil dropped. (The subject shifts from 'Mark' to 'pencil'.)

Correction: Mark relaxed his hand and dropped his pencil.

A person should always have their identification papers with them. (The number shifts from singular antecedent person to plural pronouns 'their' and 'them'.)

Correction: A person should always have his identification papers with him.

Our team played the game hard and fair, but still the game was not won by our team. (The voice shifts from the *active* to the *passive*.)

Correction: Our team played hard and fair but still did not win the game.

The rain stopped for a few minutes and then starts again. (The tense shifts from *past* to *present*.)

Correction: The rain stopped for a few minutes and then started again.

Exercise 1

1. Rewrite the sentences below by correcting the inconsistencies in point of view, for the subjects of the clauses of the sentences shift from one person to the other, from one subject to the other within the same person and number, or the sentences begin with a singular antecedent person and immediately shift to plural pronouns.

a) *Intellectuals are the light of the nation, you should live up to the nation's expectation.*

b) *Aster waved her hand to him from the window, and the car crashed into the building.*

c) *Almost everyone in the group wanted to discuss their own problems first.*

2. While doing the above exercise, have you done anything to help you effectively carry out it? If 'yes', do you think this has helped you?

You can cooperate with your classmates and help each other when you perform writing tasks. Cooperating with classmates involves a concerted effort to work together with other learners on a writing activity. This is, therefore, to say that you can ask and help each other how to successfully accomplish the above exercise. Cooperating with your classmates, thus, is useful to improve your writing skills since you share each other your knowledge and skills about effective writing.

Exercise 2

By cooperating with your classmates, i.e., by asking and helping each other how to effectively carry out the above exercise, redo it.

You can also cooperate with your classmates to help one another how to effectively accomplish other writing tasks/exercises such as rewriting sentences by correcting inconsistencies in point of view that occur when the clauses of sentences shift from one voice to another or from one tense to another.

Exercise 3

1. By cooperating with your classmates, i.e., by asking and helping each other, rewrite the sentences below by correcting the inconsistencies in point of view, for the clauses of the sentences shift from one voice to another or from one tense to another.

a) We did our best to win the war, but the war was not won by us.

b) Our yesterday's meeting included heated discussions but it will be a long meeting.

c) They ran quickly to take the ball, but the ball was not taken by them.

d) Last semester the exam started early but ends late.

2. Do you think cooperating with your classmates has made you successfully accomplish the above exercises? If 'yes', how?

Unit Two: Paragraph-level Writing

A *paragraph* can be defined as a group of sentences that discuss about one central idea. The *title*, also called *heading*, of a paragraph is the summary of the subject matter presented usually with a single word or phrase. It should be narrow enough to be fully developed within a given length of a paragraph. Make a look at the broad title below and note how it is narrowed.

Farming in Ethiopia



Animal Farming in Ethiopia



Dairy Farming in Ethiopia



Dairy Farming in Hawassa



The Hawassa College Dairy Farm

Exercise 1

1. The titles below are broad to write a paragraph on them. For each one, write a title that can be developed within a paragraph.

The Course I Like Most

My Kebele

College Life

About Myself

2. While narrowing the above broad titles, have you failed to come up with appropriate vocabularies to express the intended concepts? If so, have you taken any action? Do you think the action has helped you?

When carrying out writing tasks/exercises, you can coin words of your own if you fail to come up with appropriate vocabulary to express the intended concepts. Coining involves making up new words to communicate the intended ideas for which you do not have the right words. When there is no time to look up the correct words in a dictionary or when it fails to

define them, you can make up your own words to get the meanings across. For example, you can use the term '*tooth-doctor*' instead of '*dentist*' and '*paper-holder*' instead of '*notebook*'. For each of the above broad titles, you can write a narrow title in a single word or phrase by coining words of your own if you fail to produce the correct words for the intended concepts.

Exercise 2

Take a broad title in your subject area and, by coining words of your own to express the ideas for which you could not come up with the appropriate vocabulary, write a narrow title in a single word or phrase for it.

You can also coin words of your own to convey the ideas for which you fail to produce the appropriate words when you write, for example, a paragraph. Coining words of your own can be useful especially when you write paragraphs. This is because here you should produce many words and in this way there is a wide possibility to fail to come up with vocabulary that can accurately convey the intended ideas. This is, therefore, to say that you can coin words of your own to get the meanings across.

Exercise 3

1. On the title you have narrowed in a single word or phrase in Exercise 2 above, write a paragraph of about seventy words by coining words of your own to express the ideas for which you could not come up with appropriate vocabulary.

2. Do you think coining words of your own has helped you convey the ideas for which you could not produce appropriate vocabulary?

3. Before you start writing the above paragraph, have you carried out anything to help you make the paragraph effective? If '*yes*', do you think it has helped you produce an effective paragraph? How?

To help you produce an effective paragraph, before you start writing it, you are advised to prepare yourself by collecting ideas and writing them down on a paper as they come to your mind without worrying about the correctness of your grammar and the order of the ideas.

Exercise 1

1. Write a paragraph of about *seventy words* on one of the titles you have narrowed in Exercise 1 above. To help you make the paragraph effective, before you start writing it, prepare yourself by collecting ideas and writing them down on a paper as they come to your mind without worrying about the correctness of your grammar and the order of the ideas.

You can also prepare yourself in advance by collecting ideas and writing them down on a paper as they come to your mind without worrying about the correctness of your grammar and the order of the ideas, to help you produce effective long paragraphs on various topics.

Exercise 2

1. Choose a narrow title of your own and write a paragraph of about *one hundred words*. To help you make the paragraph effective, before you start writing it, prepare yourself by collecting ideas and writing them down on a paper as they come to your mind without worrying about the correctness of your grammar and the order of the ideas.

2. Do you think preparing yourself, before you start writing paragraphs of different lengths on various topics, by collecting ideas and writing them down on a paper as they come to your mind without worrying about the correctness of your grammar and the order of the ideas has helped you produce effective paragraphs? If 'yes', how?

The *topic*, also called *theme*, of a paragraph is *the subject discussed*. The *topic sentence* of a paragraph is *the most general statement* appears at or near the beginning to prepare a reader for specific ideas, in the middle to draw a conclusion from the preceding ideas and to suggest that more will follow, or at or near the end to summarize specific ideas. For example, '*Our teeth are very important to us*' is the topic sentence in the following paragraph.

Our teeth are very important to us. There are two main uses for teeth. One is to chew our food, which then is easy to swallow and digest. The second use is to help us talk. We put our tongues against our teeth to make certain sounds. It is difficult to understand what a person is saying if he/she does not have any teeth.

The remaining sentences of the above paragraph are called *supporting sentences*. They develop or explain the topic sentence since its idea is general. They discuss why and how our teeth are so important.

A paragraph should have the *introduction*, *body* and *conclusion* sections. The introduction briefly states the contents of a paragraph and makes a reader to establish his/her expectation about what is to come. The body discusses the topic of a paragraph. The conclusion summarizes the discussion. Read the paragraph below and note the three sections of it.

Although the New Testament writers used the popular language of their day, they often achieved great dignity and eloquence. Convinced of the greatness of their message, they often wrote naturally and directly, as earnest men might speak to their friends. Although St. Mark's writing was not necessarily polished, he wrote with singular vigor and economy. St. John struggled with the language until he produced sparse and unadorned prose of great beauty. St. Luke, the most brilliant of the New Testament writers, gave us Jesus' parable of the prodigal son. Taken as a whole, the work of these great Christian writers of the first century has a dignity and splendor all its own.

Exercise 1

1. You have written a paragraph in Exercise 2 above. Rewrite your paragraph by clearly showing the topic, topic sentence, supporting details, introductory sentence and concluding sentence.

2. While writing the above paragraph, have you done anything to help you effectively develop the theme, provide an appropriate concluding sentence and write adequate and relevant supporting details? Do you think this has helped you?

You can highlight the title and the introductory sentence of your paragraph to help you effectively develop the theme and produce an appropriate concluding sentence respectively. Highlighting is using a variety of emphasis techniques such as color underlining, CAPITAL LETTERS, big writing, **bold writing**, and using symbols to help you focus on such information. For example, if you highlight the title and the introductory sentence, you can pay attention to them and thus might not deviate from them and therefore can effectively address the theme and can come up with a concluding sentence that replicates the idea of the introductory sentence respectively.

Exercise 2

Rewrite your above paragraph by highlighting the title and the introductory sentence to help you efficiently discuss the topic and write an appropriate concluding sentence respectively.

You can also highlight the topic sentence to help you write substantive as well as adequate supporting details. When you highlight this, you can focus on it and hence might not move away from it and therefore can produce appropriate and adequate supporting details.

Exercise 3

1. Choose a narrow title of your own and write a paragraph by highlighting the topic sentence to help you discuss relevant supporting details.

2. Do you think highlighting the title, introductory sentence and topic sentence has helped you effectively discuss the topic, produce an appropriate concluding sentence, and write relevant as well as adequate supporting details respectively? If 'yes', how?

Qualities of a good paragraph include *unity*, *coherence* and *adequate development*. A paragraph has *unity* when each sentence contributes an organic part of the central idea. It rests on the principles of inclusion of relevant ideas and exclusion of irrelevant ideas. A paragraph has coherence when all sentences appear together in a systematic arrangement. Coherence can be achieved by employing transitional devices, pronouns as linking words, and repeating words, phrases or sentences. The following are the most common transitional devices.

To show addition: and, moreover, furthermore, in addition, also, again, besides

To show contrast: but, on the other hand, however, yet, nevertheless, unlike, instead

To show comparison: likewise, in the same way, similarly, in like manner, correspondingly

To show emphasis: in fact, indeed, certainly, as a matter of fact, actually

To show concession: even though, although, though, despite this

To introduce an example: for example, for instance, that is, in other words, in particular

To introduce a reason: thus, therefore, then, consequently, hence, accordingly, because of this

To introduce a conclusion: in summary, in conclusion, finally, in short, to sum up

To show a sequence: first, second... next

Pronouns that can be used as linking words include *them*, *him*, *her*, *it*, *us*, *these*, and *this*. Pronouns, as they refer to antecedents, point back to create simple and natural connections. For example, '*they*' in the following paragraph links the whole paragraph to the antecedent '*emigrants*'.

Most of the emigrants shared certain characteristics as a group; they were men and women who had already made one or more moves before in a restless search for better lands. They were children of parents who themselves had moved to new lands. If ever a people could be said to have been "prepared "for the adventure of the Overland Trail, it would have to be these men and women. They possessed the assortment of skills needed to make the journey and to start again. They had owned land before, had cleared land before, and were prepared to clear and own land again. And they were young. Most of the population that moved across half the continent were between sixteen and thirty-five years of age.

Systematic repetition of key words, phrases or sentences can make ideas flow into a coherent paragraph. For example, in the paragraph below, every sentence after the first has the same structure and the same opening words, 'There is nothing'. This kind of repetition ties the sentences together in a coherent development of the topic sentence.

America, the richest and most powerful nation in the world, can well lead the way in this revolution of values. There is nothing to prevent from paying adequate wages to school teachers, social workers and other servants of the public to insure that we have the best available personnel in these positions which are charged with the responsibility of guiding our future generations. There is nothing but a lack of social vision to prevent us from paying an adequate wage to every American citizen whether he be a hospital worker, laundry worker, maid or day laborer. There is nothing except short-sightedness to prevent us from guaranteeing an annual minimum - and livable income for every American family. There is nothing, except a tragic death wish, to prevent us from reordering our priorities so the pursuit of peace will take precedence over the pursuit of war. There is nothing to keep us from remolding a recalcitrant status quo with bruised hands until we have fashioned it into brotherhood.

A paragraph is said to be adequately developed when it includes sufficient information or details about the topic. You can look at the above paragraph to see how the writer achieves adequate development.

Exercise 1

1. Complete the following paragraph by using the transitional words or phrases and pronouns given in table.

In fact	for instance	also	this
	while		those
such as			

*Should robots be welcomed into the American home, industry and marketplace? -----
--- who say they should not raise concerns about widespread unemployment -----
----- concerns cannot be denied, there is more to be gained than lost from welcoming the
Age of Robotics. At present, most robots benefit society by taking over jobs that are
unpleasant, dangerous, or even impossible for humans. -----, are now
used to do auto body printing, a dangerous job for humans who would constantly inhale
fumes. -----perform humanly impossible tasks such as replacing equipment
exposed to great heat, surrounded by dangerous gases, or located underwater. With the
decreasing cost of microcomputers, the development of inexpensive, sophisticated robots is
an increasing economic reality. If our countries or industries ignore this developing
technology, they will be left behind by those countries and industries that do not. -----
---, if we do not use robots, there could be even greater unemployment and job loss from
bankrupt industry than from robots....*

2. While doing or just before doing the above exercise, have you performed any other writing task to help you remember the transitional devices and pronouns as linking words discussed earlier? Do you think this has helped you?

Carrying out a writing task such as a little story by using the transitional devices and pronouns as linking words, while doing or just before doing the above exercise, can help you remember them and therefore you could be able to fill in the blank spaces with the appropriate transitional devices and pronouns.

Exercise 2

Do the above exercise again. While doing or just before doing the exercise, produce a little story by using the transitional devices and pronouns as linking words discussed before to help you remember them and therefore you could be able to supply the suitable transitional words or phrases and pronouns.

You can also construct a simulated dialogue and complete it by writing your own sentences that include appropriate transitional devices and pronouns as linking words while/just before performing writing tasks such as joining sentences together by using suitable transitional words/phrases and pronouns to make a story or a paragraph that makes sense or rearranging jumbled sentences to make a coherent paragraph.

Exercise 3

1. Arrange the following jumbled sentences in logical orders so as to make a coherent paragraph. While or just before doing the exercise, write a simulated dialogue and complete it by producing your own sentences that consist of appropriate transitional devices and pronouns as linking words among those discussed earlier; as a result, you could remember them and thus be able to correctly order the sentences.

- A. *A second model also was demolished in an earthquake.*
- B. *Years after his death, a tombstone purchased by a distant relative was ready for delivering when it was struck by a train and destroyed.*
- C. *The people of Baltimore raised money for a monument to Poe, who had lived there, but the clay model was destroyed by fire before it could be cast in bronze.*
- D. *Poe's death has been as haunted by misfortune as his life was.*
- E. *Finally, in 1875, the bronze sculpture was erected in Poe's honor.*
- F. *His family couldn't afford a tombstone for his grave.*

The correct order: -----

2. Do you think performing a writing task by using the transitional devices and pronouns as linking words while/just before completing the paragraph by choosing the appropriate transitional devices and pronouns and by arranging the jumbled sentences in logical orders in order to make a coherent story, has helped you remember them and therefore be able to successfully accomplish the tasks/exercises?

Writing the Basic Types of Paragraphs

Writing Expository Paragraphs

The main purpose of an *expository paragraph* is to convey information: inform, explain, define or instruct. An *expository paragraph* can be developed by using *problem-solution*, *definition*, *compare-contrast*, *cause-effect*, *classification*, *identification*, *exemplification*, *process analysis*, *question-answer*, or *description* methods.

You should follow a *problem-solution* pattern of organization if the primary purpose of your paragraph is to describe a problem and discuss possible solution/s. Read the paragraph below and note how it is developed by using a *problem-solution* pattern of organization.

Deforestation is a serious problem because forests and trees aren't just pretty to look at; they do an important job making the earth's environment suitable for life. They clean the air, store water, preserve soil, and provide homes for animals. They also supply food, fuel, wood

products, and paper products for humans. In the past fifty years, more than half of the world's rainforests have been destroyed. Today, the forests of the world are being cut down at a rate of fifty acres every minute! Scientists say that if deforestation continues, the world's climate may change, floods may become more common, and animals will die. One solution to the problem of deforestation is to use less paper. If you use less paper, fewer trees will be cut for paper making. How can you use less paper? One answer is to reduce your paper use by using both sides of the paper when you photocopy, write a letter, or write an essay. A second answer is to reuse old paper when you can, rather than using a new sheet of paper. The backs of old envelopes are perfect for shopping lists or phone messages, and when you write a rough draft of an essay, write it on the back of something else. A final answer is to recycle used paper products instead of throwing them away. Most schools, offices, and districts have some kind of recycling center. If you follow the three Rs – reduce, reuse, and recycle – you can help save the world's forests.

Exercise 1

1. By using a problem- solution pattern of organization, write a paragraph on the title '*Traffic Accidents in Ethiopia*'. You should construct sentences that can accurately address the intended messages.

2. While writing your paragraph, have you failed to produce sentences that can exactly communicate the intended messages? Have you done anything to solve the problem? Do you think it has helped you?

You can solve the problem by producing sentences that can adjust or approximate the intended messages. Adjusting or approximating the intended messages is often used when you cannot come up with the most attractive sentences. For instance, instead of producing the more difficult sentence '*I would have liked to have visited Hawassa, but I could not go because I lacked the necessary funds*', you can say '*I did not go to Hawassa, because I did not have money*'.

Exercise 2

Write a paragraph on the title '*Park*' by constructing sentences to adjust or approximate the intended messages if you fail to come up with the most appropriate sentences. You should develop the paragraph by using '*definition*' method. This method is chosen when you try to make the terms that you use understandable for the reader. Giving an exact definition would

enable the reader to follow the ideas and arguments in your paragraph. Read the following paragraph and note how it is built by using a *definition* method.

Anger is having a feeling of hatred toward someone or something. It is one of our basic emotions and can be most dangerous if it is not carefully controlled. A person can become angry when he cannot fulfill some basic need or desire that is important to him. For example, a child may become angry when he cannot play outside with his friends. An adult may become angry when he does not receive a raise in pay that he expected. Mentally, anger can interfere with our thoughts, making it difficult to think clearly. Physically, it may cause violent reactions in the muscles and in the nervous system. This causes an angry person to flush and tremble and to show other signs of disturbance. A person can be dangerous if he is in an angry mood because he can develop feelings of hostility and hatred toward another person, which can then often turn violent.

You can also produce sentences to adjust or approximate the intended meanings, if you cannot construct the most appropriate sentences, when you develop a paragraph by using other methods such as *compare-contrast*. This method involves discussing similarities and differences of the topic. Read the paragraph below and note how it is developed by using a *compare-contrast* pattern of organization.

Before choosing between a PC and a Mac, you should know some of the basic similarities as well as differences between the two personal computers. First of all, both PCs and Macs are composed of the same elements: a CPU, the electronic circuitry to run the computer; a memory (hard, CD and/or floppy disk drives) for storing information; input devices such as a keyboard or mouse for putting information into the computer; and output devices such as a monitor, printer, and audio speakers for conveying information. They also have the same uses: PCs are used to communicate on computer networks, to write (with the help of word processing and desktop publishing software), to track finances, and to play games. Macs are likewise used to communicate, write, calculate, and entertain. However, there are some differences between the two personal computers. Whereas you will find more PCs in business offices, you will find more Macs in classrooms. Although Macs are the computers of choice of people who do a lot of art and graphic design in their work, PCs seem to be the choice of people who do a lot of "number crunching". Finally there is a difference in the availability of software, vendors, and service for the two computers. In general, there is a lot of PC-compatible software, but relatively little Mac software. Furthermore, for a Mac, you must purchase your machine and get service from a Macintosh-authorized dealer, whereas many different computer stores sell and service PCs.

Exercise 3

1. Choose a title of your own and write a paragraph on it by producing sentences to adjust or approximate the intended meanings if you fail to come up with the most appropriate sentences. Your paragraph should be developed by using a *compare-contrast* pattern of organization.

2. Do you think adjusting or approximating the intended meanings/messages when you fail to produce the most appropriate sentences has helped you improve your writing skills?

3. Before you start writing the above paragraph, have you carried out anything to help you make it effective in terms of organization of ideas, subject matter treatment, grammar, vocabulary, etc? If 'yes', do you think it has helped you improve your writing skills?

When you write paragraphs in English, you can copy or collect paragraphs developed by using similar methods both in English and in your own language/Amharic and compare and contrast the paragraphs in terms of organization of ideas, subject matter treatment, grammar, vocabulary, etc. This might help you learn how to produce the paragraphs in English by effectively using different pattern of organizations, for it could be so easy to understand or learn about the methods in your own language/Amharic. This is, therefore, to say that before you start writing the above paragraph, you can copy or collect expository paragraphs developed by using *compare-contrast* pattern of organization both in English and in your own language/Amharic and compare and contrast the paragraphs in terms of organization of ideas, subject matter treatment and grammar. This could help you write the paragraph by effectively applying this method since it may be easy to understand about the method from the sample paragraphs in your own language/Amharic.

Exercise 4

Choose a title of your own and write a paragraph on it by using a *compare-contrast* pattern of organization. Before you start writing the paragraph, to help you effectively apply this method, copy or collect paragraphs developed by using the method both in English and in your own language/Amharic and compare and contrast the paragraphs in terms of organization of ideas, subject matter treatment, and language use, etc.

You can also copy or collect expository paragraphs developed by using other methods such as *definition* method both in English and in your own language/Amharic and compare and contrast the paragraphs in terms of various aspects to help you learn how to produce an effective expository paragraph of *definition*.

Exercise 5

1. Choose a title of your own and write a paragraph on it by using a *definition* method. Before you start writing the paragraph, to help you effectively apply the method, copy or collect paragraphs developed by using the method both in English and in your own language/Amharic and compare and contrast the paragraphs in terms of organization of ideas, subject matter treatment and language use.

2. Do you think copying or collecting paragraphs developed by using similar pattern of organizations in English and in your own language/Amharic and comparing and contrasting the paragraphs in terms of organization of ideas, subject matter treatment, language use, etc has helped you learn how to produce the paragraphs in English by effectively applying the methods? If 'yes', how?

A *cause-effect* paragraph is a paragraph that discusses the reason that produces a result; it explains why a condition occurs or the effect that this condition brings about. The paragraph below is developed by using this pattern of organization.

As previously mentioned, O'Leno State Park has an unusual river, the Santa Fe, which completely disappears into a large sinkhole and flows underground, reappearing three miles downstream in River Rise Preserve State Park. This strange phenomenon is caused by several factors. First of all, the Santa Fe River is and unusually slow-flowing river, which causes the river to meander, following the flow of the landscape. Second, the large sinkhole is especially well-suited to conveying water, consisting primarily of basaltic granite worn down by time into a perfect channel. Third, because the underground caves naturally lead downstream, water does not seep into the ground and dissipate. Finally, the river rise area is a swampy lake, with many channels for water to spread. This slow flow cause some of the Santa Fe's other unusual characteristics. Abundant leaf-drop from nearby trees, especially Bald Cypress, makes the river water a very dark-brown. Numerous springs flow up along the river, which spawn beautiful riverside fauna. The slow-moving nature of the water makes the river suitable for beginner-level canoeists and kayakers, and because of the springs, water temperature is always around 72 °F. These characteristics make it a perfect habitat for rare animals such as black bear, Florida panther, bobcat, and even manatees.

Exercise 1

1. Choose a title of your own and write a paragraph on it by using a *cause-effect* pattern of organization. You are expected to discuss as relevant and adequate ideas as possible.

2. Have you done anything, just before writing your paragraph, to help you include as relevant and adequate details as possible? Do you think this has helped you?

When you write paragraphs, you can overview comprehensively a key concept, principle or set of materials of the writing tasks and associate these with what you have already known. Overlooking comprehensively can involve many different ways, but it is often helpful to follow three steps: learning why a writing activity is being done, building needed vocabulary and making associations with what have already been known. For instance, getting ready to carry out the above writing task, you can do ten minutes ‘*nonstop writing*’, a kind of written brainstorming in which ideas are not edited. You can also brainstorm with a small group or participate in debates to generate ideas. Thus, these help you bring out your own existing ideas and start expanding them as you prepare for the writing.

Exercise 2

Choose a title of your own and write a paragraph on it by using a *classification* pattern of organization. Just before you start writing the paragraph, take about ten minutes to brainstorm your ideas. *Classification* is a method in which you take a general concept or entity and divide it into its component parts. Read the following paragraph and note how it is developed by using this method.

Scientists divide living things into two main groups - the animal kingdom and the plant kingdom. It is usually easy to tell animals from plants. Most animals move around, but most plants are held to the ground by roots. Animals eat plants and other animals. Most plants make their own food from air, water and sunlight. But, some living things, called protists seem to fit into either the animal kingdom or the plant kingdom. They include bacteria and some other forms of life that can be seen only under a microscope. Many scientists believe protists should be classified in a kingdom of their own.

Overlooking comprehensively can be also used when you write paragraphs by using other methods such as *identification*. This method involves description of various parts of an object and stating their functions. Read the paragraph below and note how it is developed by making use of this method.

Notice a candle which has been burning a little while. Observe that a beautiful cup is formed just under the flame. As the air comes to the candle, it moves upward by the force of the current which the heat of the candle produces, and it so cools all the sides of the wax, tallow or fuel as to keep the edge much cooler than the part within. The part within melts by the flame that runs down the wick as far as it can go before it is extinguished. But, the part on the outside does not melt. If I made a current in one direction, my cup would be lop-sided, and the cup is not horizontal, of course, the fluid will run away in guttering. You see, therefore, that the cup is formed by this beautifully regular ascending current of air playing upon all sides, which keeps the exterior of the candle cool. No fuel would serve for a candle which doesn't have the property of giving this cup. You can now see the beauty of the process that results in a candle light.

Exercise 3

1. Choose a title of your own and brainstorm with a small group or participate in debates to generate ideas and then write a paragraph using an *identification* method.

2. Do you think taking, just before you start writing the above paragraphs, a few minutes to brainstorm your ideas and brainstorming with a small group or participating in debates has helped you improve your writing skills?

Exemplification involves using a series of examples to support an idea. It is using a list of facts, events, statistics, people, quotations, brief stories, etc to make a general statement more understandable, clear or convincing. Read the paragraph below to see how this method is employed to develop it.

This family was a victim of a problem they could have avoided—a problem that hundreds of visitors suffer each year. Even though many other visitors had found their stays enjoyable, they picked the wrong kind of park to visit. For instance, the hikers camped next to them loved the wild isolation of the wilderness around them. The youth group across the river had enjoyed a rousing midnight flashlight game. A botany expedition from the local community college had found amazing examples of rare and exotic flowers. But it just wasn't the kind of place the couple from New Jersey had in mind when they decided to camp out on a trip through Florida. If they had known about the different kinds of parks in Florida, they might have stayed in a place they loved.

Exercise 1

1. Choose a title of your own and write a paragraph on it by using an *exemplification* method. As much as possible, you are expected to make your paragraph free from any error before your instructor collects it.

2. Just before you have submitted your paragraph to the instructor, have you done anything to get it as free of errors as possible? Do you think this has helped you?

When you write paragraphs, to make your paragraphs as effective as possible, you need to practice *self-monitoring*. *Self-monitoring* involves identifying errors of your writing and determining which ones cause serious confusions, tracking the sources and trying to eliminate such errors. You can help each other with your classmate/s to monitor errors of your writing, without your instructor's direct intervention: you can read and comment on each other's paragraphs. You may ask your instructor to mark the most serious problems and then yourself figure out the correct forms by the help of your classmate/s and reference books.

Exercise 2

Rewrite your above paragraph by identifying the errors and determining those errors that can cause communication barriers, by discovering the sources and by trying to remove them.

You can also use *self-monitoring* when you develop expository paragraphs by using other methods such as *process analysis*. This method involves discussing processes involved in making or doing something. Read the following paragraph to see how a *process analysis* method is used to develop it.

When you find the park you are looking for, you will need to make camp. One person can set up the Family Proof Tent, though it is easier with two, yet almost impossible with three or more. Here's how: First, clear a 9 by 9 foot area of snags, limbs, and anything that might pierce the bottom of the tent. Unfold the tent so that the corners of the waterproof bottom form a square. Peg down the corners of the bottom. Next, snap together all four external tent-poles (they are held together by shock cords to ake sure you get the pieces matched up). Place a pole near each of the pegs. Thread each pole through the two loops leading toward the top of the tent. After you have all four poles in place, lift one of the poles. While holding the pole up, pull its guy rope tight and peg the guy rope down, so that the pole is held up by the guy rope and the pegs on opposing sides of the tent bottom. Lift the pole on the opposite side of

the tent in the same way, but this time, fit it into the upper end of the standing pole before securing its guy wire. Assemble the two remaining tent poles in a similar manner. Finally, unroll the front flap to form an awning. Prop up the awning with the two remaining poles and secure them with guy ropes. Now you are ready to move in.

Exercise 3

1. Write a paragraph to tell your classmate how a simple dish of Ethiopian food is prepared. *Self-monitor* your paragraph just after you have completed it. You can ask your instructor to mark the most serious errors and then yourself figure out the correct forms with the help of your peer/s and reference materials.

2. How do you describe the role of *self-monitoring* to improve your writing skills?

Writing Argumentative Paragraphs

The main purpose of an argumentative paragraph is *to persuade a reader to adopt new beliefs or behaviors*. The following is an argumentative paragraph.

UV intensity is not the most important factor in skin cancer fatalities. While residents of Colorado (mean elevation of 2.1 km) have always been subjected to the highest UV intensities in the United States, Colorado has one of the lowest skin cancer fatality rates of all the states. In contrast, New England, which has much lower UV intensities, has a death rate from skin cancer 25% higher than it is in Colorado. In addition, although equatorial regions have higher UV intensities, the lowest reported skin cancer death rates in the world come from Mauritius (0.2 per 100,000) and Nicaragua (0.2 per 100,000). On the other hand, Ireland (2.64 per 100,000) has the world's third highest rate. Evidence is strong that UV intensity is not the principal factor in determining the skin cancer death rate. Genetic factors, skin pigmentation, behavioral characteristics, medical facilities, broad straw hats, and sun screen lotion all have some influence on skin cancer fatalities.

Exercise 1

1. Imagine a group of eight people discusses on the topic '*Ethiopia has achieved about 11% growth since the past seven years*'; four of them argue for the stated percent growth whereas the other four argue against this. You attentively listen to the ideas and evidences of each group. Write a paragraph to convince the members of one of the groups to agree with the arguments of the members of the counter group. You are required to effectively address the intended messages or concepts.

2. While writing the above paragraph, have you failed to come up with single words that can express the intended ideas or concepts? Have you tried to solve this problem? If 'yes', how? Do you think it has helped you?

When you write paragraphs, you can use circumlocutions or synonyms if you could not produce single words that can accurately reveal the intended concepts or ideas. A circumlocution is a roundabout expression involving several words to express a concept, and a synonym is a word having exactly the same or nearly the same meaning as another word in the same language. For example, while writing the above paragraph, if you cannot think of the word *briefcase*, you can write '*leather package that holds papers*', a circumlocution that gets the point across.

Exercise 2

Read the following argumentative paragraph and then write a paragraph of your own, by using circumlocutions or synonyms if you could not produce single words that can demonstrate the intended concepts, to argue for or against the ideas of this paragraph.

Epidemiological studies have severe limitations. Firstly, such studies can seldom be made in adherence to all the requirements of experimental science since the 'objects' being studied are people and they come with a variety of behaviors and appetites. The study can take place only in the conditions that have occurred and not in a laboratory re-creation of them where certain factors can be varied systematically to determine their influence and effect. Most seriously, epidemiological studies can take decades to be completed, so that by the time a positive result becomes evident, large numbers of workers may have been damaged or injured irreversibly. Hence, the identification of occupational disease cannot be allowed to rest on epidemiology alone — in effect, to a policy of 'counting the victims'. It must be backed by experimentation and other methods of predicting the likely health impact on workers of new chemicals, processes or technologies.

Circumlocutions or synonyms can be also used when you write argumentative paragraphs on other topics such as *Early Marriage, Space Exploration, Family Planning, Chat Chewing or Premarital Sex*.

Exercise 3

1. Write a paragraph to argue for or against '*Early Marriage*' by using circumlocutions or synonyms when you fail to come up with single words that can accurately show the intended messages or concepts.

2. Do you think using circumlocutions or synonyms when you fail to find single words that can accurately express the intended meanings or concepts has made you improve your writing skills?

3. Just before /while writing the above paragraph, have you taken any mental action with regard to the thoughts and feelings of your readers? If 'yes', do you think it has helped you?

When you write paragraphs, just before/while writing, you need to think about the thoughts and feelings of your readers: you should consider what your readers may like and dislike. For example, just before/while writing the above paragraph, you may decide to argue for or against by taking into account the feelings or attitudes of your readers, choose words that are appropriate to the context and do not offend the readers, include relevant details, and organize the ideas from specific to general or from general to specific. This may make your readers read your paragraphs with due attention and thus effectively understand these and as a result respond to the ideas accordingly.

Exercise 4

Write a paragraph to argue for or against '*Premarital Sex*'. Just before or while writing the paragraph, to make your readers give due attention and thus effectively understand it and as a result respond to ideas accordingly, decide to argue for or against by taking into account the feelings or attitudes of your readers, choose words that are appropriate to the context and do not offend the readers, include relevant details, and organize ideas from specific to general or from general to specific.

You can also think about the thoughts and feelings of your readers, i.e., about what your readers may like and dislike, just before or while writing argumentative paragraphs on other topics such as *space Exploration*, *Family Planning* or *Chat Chewing*.

Exercise 5

1. Write a paragraph to argue for or against '*Chat Chewing*'. Just before/while writing the paragraph, to make your readers pay due attention and thus effectively understand the ideas and as a result respond to the ideas accordingly, decide to argue for or against by taking into account the feelings or attitudes of your readers, choose words that are appropriate to the context and do not offend the readers, include relevant details, and organize the ideas from specific to general or from general to specific.

2. Do you think considering the thoughts and feelings of your readers, i.e., about what your readers may like and dislike, just before or while writing the above paragraphs has helped you produce paragraphs that correspond to the needs or interests of the readers?

Writing Narrative Paragraphs

A narrative paragraph *tells stories or relays a sequence of past events*. The events are usually told in chronological orders - the order in which they happened. The following is a narrative paragraph.

There was a robber who roamed the countryside. He pillaged and killed passers-by. The king, having heard this, sent out his soldiers. They caught him and brought him in chains to the king who sentenced him to death. As they took him to the place where he was to be beheaded, the old father of this robber was following him in tears. When the robber caught sight of his father, he asked to say a few words to him before his death. Once he got close to his father, he tried to hit him, but he failed to do so because his hands were tied together. So, he began to inflict upon him a terrible bite with his teeth. All the people around him shouted: "Really, this bandit deserves death since he even wanted to kill his father." But he told them: "It is not I who deserves death but my father. When in my childhood I began stealing corn and grain, he praised me instead of punishing me and accustomed me to robbery. For this reason, I became a bandit and thus reached this hour of my death. Had my father punished me at the appropriate time, I would not have come to this end." Having said this, he was beheaded, but all those who had children understood the seriousness of the matter.

Exercise 1

1. The paragraph below tries to tell us a story; however, the sentences are in a jumbled order. Rewrite the paragraph by arranging the sentences in logical orders to clearly show how the story starts and ends.

He got up to leave and staggered down the bus. One day, a very drunk man got onto a bus and sat next to a very fat lady. "Thank goodness you're leaving," said the woman. "Hu! Will he ever reach home?" She asked the rest of the bus. She looked at him with contempt and said, "You are very drunk. It is quite disgusting. What will your wife and children think when you arrive home like that?" As the man walked past the window, he shouted back at her "well! In the morning, I'll be sober. But, you'll still be ugly." They both sat in silence until the bus arrived at the man's bus stop. The man looked at her and replied, "And you madam are very ugly. What does your husband think of when he sees you like that?" "Just look at you. You can hardly walk."

2. Have you taken any action to help you successfully accomplish the above exercise? Do you think this has helped you?

When you write paragraphs, you may need to ask your instructor for correction of some writing difficulties, but the kind and amount of correction depends on your level of learning and purpose of the writing. You can also ask the instructor for clarification of how, when, etc to do writing tasks. For example, you can ask your instructor to tell you if you are correctly ordering the above sentences to show how the story starts and ends. The instructor may say that no correction is needed.

Exercise 2

Complete the following paragraph by writing sentences of your own to appropriately end the story. Improve your paragraph by asking your instructor for correction of errors (if any) such as direct and indirect speech, reporting words, punctuation marks, etc and for clarification of how to write the paragraph.

A man came into the office at 10:30p.m to report an accident. He told me that he was driving his car. I asked him to first describe the cars involved. He said that his car was a Lada number 24753 and that no other cars were involved. I then told him to describe the incident. He explained that he was driving home from a bar. So, I asked him how much he had drunk. He assured me he had only one beer. However, I noticed that he smelt strongly of alcohol-----

You can also ask your instructor for correction of various issues of your writing and for clarification of how, when, etc to do different writing tasks. For instance, you can ask him/her to check your paragraphs for the content, organization, grammar, vocabulary, mechanics, etc and for clarification of how to make the paragraph effective.

Exercise 3

1. Write a paragraph to tell us a story about a day in your life or that of a friend or a relative in which some unusual things happened. Ask your instructor for correction if you could not trust your performances with regard to the *organization, content, vocabulary, grammar, mechanics*, etc and for clarification of how to make the paragraph effective.

2. Do you think asking your instructor for corrections and clarifications has helped you improve your writing skills?

Writing Descriptive Paragraphs

The primary purpose of a descriptive paragraph is *to describe an object, a person, place, situation or process* so that the topic can be clearly seen in the reader's mind. A descriptive writing can be called PAINTING A PICTURE WITH WORDS.

Exercise 1

1. Write a paragraph by using the words below to describe someone you know.

Old ... elderly ... middle-aged ... young ... is (looks) about (30)

Good-looking ... handsome ... ugly ... beautiful ... pretty ... plain

Tall ... of average (medium) height ... short

Well-built ... broad-shouldered ... has a good figure

Plump ... slim (favorable) ... fat ... thin (unfavorable)

Round ... long ... square ... oval ... wrinkled ... freckled

Beard ... moustache ... bald head

Black ... dark ... fair ... red ... long ... short ... straight ... curly ... wavy

Blue ... brown ... green ... grey ... hazel

2. While writing the above paragraph, have you taken any action to help you put the adjectives before the nouns and the pronouns they modify and after the linking verbs? Do you think it has helped you?

When you write paragraphs, you are advised to reason deductively about the position of adjectives you use to describe an object, a person, place, situation or process. *Reasoning deductively* is a common and useful type of logical thinking. It involves using general rules and applying the rules to draw specific rules about a language while writing. It is a top-down strategy leading from general to specific. For example, you can use your general knowledge about the position of different types of adjectives and then apply this to correctly place the above adjectives when writing the paragraph.

Exercise 2

Read each sentence of your above paragraph by paying attention to the position of the adjectives, i.e., if they are before the nouns and the pronouns they modify and after the linking verbs and then rewrite the paragraph by making the adjectives of the sentences appear before the nouns and the pronouns they modify and after the linking verbs.

You can also reason deductively about the position of given adverbs when you carry out descriptive paragraphs. You can correctly place these by applying the general rule that adverbs normally appear before other adverbs, before adjectives and after verbs they modify.

Exercise 3

1. Imagine you see a man breaks into a compound and steals clothes, television and videos. A policeman has asked you to go to the police station to write a description of the man. Write a paragraph to describe the man, i.e., his physical appearance and how he does that. You should put the adjectives and the adverbs appropriately by reasoning deductively that adjectives usually come before nouns and pronouns they modify and after linking verbs and adverbs appear before other adverbs, before adjectives and after verbs they modify.

2. Do you think reasoning deductively has helped you successfully accomplish the above exercises?

3. While writing the above paragraph, have you taken any mental action to help you produce a paragraph that corresponds to the needs or interests of the readers? If 'yes', do you think it has helped you?

When you write notes, letters or paragraphs, as much as possible, you should try to keep in mind the reader you are writing to and try to meet his/her needs. This may make the reader pay attention to your texts since he/she may think or expect to learn something from these. This is, therefore, to say that while writing the above paragraph, to help you produce a paragraph that addresses the needs or interests of the policeman, i.e., to know or investigate the man's physical appearance and how he does that, you can keep in mind the needs or interests of the policeman you are writing to.

Exercise 4

Rewrite your above paragraph. While writing the paragraph, to help you produce a paragraph that corresponds with the needs or interests of the policeman, i.e., to know or investigate the

man's physical appearance and how he does that, keep in mind the needs or interests of the policeman you are writing to.

You can also try to keep in mind the reader you are writing to and try to meet his/her needs while writing paragraphs to describe such as an object, a place, situation or process.

Exercise 5

1. Suppose a guest lecturer wants to know about the main campus of Hawassa University. Write a paragraph to describe the campus to the lecturer. While writing the paragraph, to help you produce a paragraph that corresponds with the needs/interests of the lecturer, keep in mind the needs/interests of the lecturer you are writing to.

2. Do you think trying to keep in mind the readers you have written the above descriptive paragraphs to, has helped you produce paragraphs that correspond with the needs or interests of the readers?

Unit Three: Essay-level Writing

An *essay* is a group of paragraphs dealing with one main idea. An essay whether it is three, four or dozens of paragraphs in length, like a paragraph in which a statement of the controlling idea is called the *topic sentence*, needs a statement of the controlling idea called the *thesis statement*. The *thesis statement* is part of the introductory paragraph. It usually works best if the *thesis statement* appears at the end of the introductory paragraph. For instance, 'Offering a different set of treats every season, the refuge attracts a wide variety of visitors during hunting, fishing and bird-watching seasons' is the thesis statement in the essay below.

An essay normally comprises at least three paragraphs. And, the paragraphs are categorized into three: *introduction*, *body* and *conclusion*. The *introduction*, bearing the *thesis statement* at the end, tells what the essay is about. The *body* develops the main idea with events, details, steps in a process, reasons or facts. The *conclusion* tells the reader that it may be a summary. For example, Paragraph 1, Paragraphs 2-4 and Paragraph 5 are introductory, body and concluding paragraphs respectively in the essay below.

Land of the Free and the Wild

1 A great horned owl hoots across the quiet water and then glides through the stand of bald cypress along the eastern side of the swamp. Whip-poor-wills call; bullfrogs croak; mosquitoes hum. Darkness creeps across the swamp. Hovey Lake, Indiana's only cypress swamp, protected as a wildlife refuge, greets visitors with night sounds common to the uncommon 1,400-acre environment. Offering a different set of treats every season, the refuge attracts a wide variety of visitors during hunting, fishing, and bird-watching seasons.

2 Because the swamp is situated along the Mississippi flyway, it offers refuge to 40,000 to 50,000 waterfowl each winter. Canada geese far outnumber other waterfowl, but snow geese, blue geese, and occasionally white-fronted geese winter there, too. Nearly every variety of duck, diver and puddle, resides in the quiet, smaller sloughs. As a result, the swamp attracts hunters in early winter, goose hunters to the pits and duck hunters to the blinds. The hunters' closely regulated success is the result of hundreds of acres of corn left standing by Posey County farmers, who rent the rich bottom land between the lake and the river by sealed bid. The farmers' contracts require them to leave 25 percent of the harvest as food for the thousands of waterfowl, encouraging them to stay. The encouragement works, much to the hunters' delight.

3 In spring, however, the fishermen replace the hunters on Hovey Lake waters. Attracted by the spring crappie run, fishermen haul in hefty stringers of slabs and return to fish for bluegill. Evening campfires turn skillet full of fresh fillets into plates full of succulent morsels. Then sunrise sends the bass fishermen scurrying to secret waters, some to return with empty bags. One fisherman, however, boats three, one weighing in at eight pounds two

ounces. Later in the day, a few trotlines yield spoonbill catfish, those prehistoric monsters weighing 30 pounds or more, as long as a man is tall. In late afternoon or early evening, a jug fisherman occasionally bags perch, catfish, or even a wily gar, long, slender, and sharp-toothed. Spring moves into summer, and summer moves into autumn. Only then, when the lake is closed for waterfowl migration, do the fishermen leave.

4 The most experienced hunters and fishermen at Hovey Lake, however, are not human. They are avian. Boasting a greater variety of bird life than almost any other spot in Indiana, the swamp attracts bird watchers twelve months a year from a dozen states. With powerful binoculars, they scan the bald cypress trees and standing dead timber, known to attract woodpeckers, including the pileated, red-headed, red-bellied, downy, and hairy. Other tree dwellers, from grumpy-looking owls to scurrying swifts, stake out territory in the swamp growth. During the warbler migration, the trees house whole orchestras, but the prothonotary warbler stays most of the summer, flashing yellow among the yew-like lower branches of the cypress. Flocks of purple martins, cowbirds, and grackles fly in and out seasonally. In the more inaccessible parts of the swamp, great blue herons and great white egrets wade the shallows near one of the last stands of bamboo-like cane this far north or perch high in treetops from which they can see the Ohio River. In winter, the bald eagles soar among the thousands of geese and ducks, surely a testimony to the value of this wildlife sanctuary.

5 Boasting none of the amenities of modern campgrounds, Hovey Lake nevertheless attracts 90,000 visitors a year, visitors who hunt and fish and watch the birds. They come to appreciate the swamp for what it is, a precious ecological system struggling to survive man's intrusion. They hear the owls, the whip-poor-wills, the frogs, even the mosquitoes, and know that in the chain of this uncommon swamp life, every link must stay intact.

Exercise 1

1. The following are an introductory paragraph, three body paragraphs and a concluding paragraph of an essay put in an incorrect order. In the spaces given below, write the letters that represent them. To help you successfully accomplish the exercise, just before you start doing it, try to feel more confident.

Health and Healing at Your Fingers

A Having said these, resistance to Reiki would be quite illogical. Reiki is natural and drug-free. What is more, it is easy to learn by anyone, regardless of age and experience. It can be used anywhere, anytime. It also enhances physical, mental, emotional and spiritual wellbeing and the benefits last a lifetime. It is definitely high time to get away from the drug boxes we store in our drug cabinet!

B Opponents of alternative healing methods also claim that serious illnesses such as HIV/AIDS and cancer cannot be treated without drugs. They think so because these patients spend the rest of their lives in the hospital taking medicine. How can Reiki make these people healthy again? It is very unfortunate that these patients have to live in the hospital losing their hair because of chemotherapy, losing weight because of the side effects of the medicine they take. Actually, it is common knowledge that except for when the cancer is diagnosed at an early stage, drugs also cannot treat AIDS or cancer. Most of the medicines these patients use are to ease their pain and their sufferings because of the medical treatment they undergo. Instead of drugs which are expensive and have many side effects, you can use your energy to overcome the hardships of life, find an emotional balance, leave the stress of everyday life and let go of the everyday worries. Most of the chronic conditions such as eczema or migraine are known to have causes such as poor diet and stress. Deep-rooted anger or other strong emotions can contribute to viral infections as well. Since balancing our emotions and controlling our thoughts are very important for our wellbeing, we should definitely start learning Reiki and avoid illnesses before it is too late.

C Throw out the bottles and boxes of drugs in your house. A new theory suggests that medicine could be bad for your health, which should at least come as good news to people who cannot afford to buy expensive medicine. However, it is a blow to the medicine industry, and an even bigger blow to our confidence in the progress of science. This new theory argues that healing is at our fingertips: we can be healthy by doing Reiki on a regular basis.

D Some people may still maintain that in our material world, everything depends on time. It is even "lacking time" that causes much of the stress that leads to the illnesses we mentioned. How would it be possible to find time to do Reiki to ourselves and the people around us when we cannot even find time to go to the theater? This is one good thing about Reiki; it does not require more than 15 minutes of our time. There is no need for changing clothes or special equipment. It is a wonderfully simple healing art, an effective method of relaxation and stress relief. Most important of all, it is less time consuming than medicine if we think of all the time we spend taking medicine for some complaints and taking some more for the side effects as well.

E Supporters of medical treatment argue that medicine should be trusted since it is effective and scientifically proven. They say that there is no need for spiritual methods such as Reiki, Yoga, and Tai Chi. These waste our time, something which is quite precious in our material world. There is medicine that can kill our pain, x-rays that show us our fractured bones or MRI that scans our brain for tumors. We must admit that these methods are very effective in the examples that they provide. However, there are some "every day complaints" such as back pains, headaches, insomnia, which are treated currently with medicine. When you have a headache, you take an Aspirin, or Vermidon, when you cannot sleep, you take Xanax without thinking of the side effects of these. When you use these pills for a long period, you

become addicted to them; you cannot sleep without them. We pay huge amounts of money and become addicted instead of getting better. How about a safer and more economical way of healing? When doing Reiki to yourself, you do not need anything except your energy so it is very economical. As for its history, it was discovered in Japan in the early 1900s and its popularity has spread particularly throughout America and Western Europe. In quantum physics, energy is recognized as the fundamental substance of which the universe is composed. Reiki depends on the energy within our bodies. It is a simple and effective way of restoring the energy flow. There are no side effects and it is scientifically explained.

- 1. An introductory paragraph: -----
- 2. Body Paragraph 1:-----
- 3. Body Paragraph 2:-----
- 4. Body Paragraph 3:-----
- 5. A concluding Paragraph: -----

2. Have you done anything, just before you start doing the above exercise, to help you feel more confident and thus successfully accomplish it? Do you think it has helped you?

When you write essays, you can make positive statements to yourself about your performances. Making positive statements to yourself about your performances, just before you start doing writing tasks, can help you feel more confident and thus do the tasks effectively; when you perform the tasks with confidence, your performances will be improved. For example, just before you start reading the above essay to identify or name the introductory paragraph, three body paragraphs and concluding paragraph and write the letters that represent them, you can tell yourself that you would successfully accomplish it.

Exercise 2

The *thesis statement* of the essay below is missing. Read the essay and then write an appropriate *thesis statement* in the blank space given. Make positive statements to yourself about your performances, just before you start doing the exercise, to help you feel more confident and as a result successfully accomplish it.

What I Learned in Astronomy 101

It was the first day of class. I got up early, threw on a pair of jeans, a sweatshirt, and a ball cap with the bill turned backwards and hurried off to my eight A.M. class, Introduction to Astronomy. I have always been interested in astronomy, so I took a seat in the front row.-----

When Dr. Laster walked in and thumped his books on the desk, the classroom was filled, and several students were standing along the walls. The professor looked around the room until his eyes stopped on me. He did not look pleased. "Young man," he said, "where are your manners?" I looked around and saw female students standing as I sat. Embarrassed, I rose and gestured for one of them to take my seat. "Sit down," snapped the professor. "I'm sure these ladies can stand for a few more minutes. Do you and these other gentlemen always wear your hats indoors?" I felt a flush creeping slowly up my neck, and as I whipped my cap from my head, I saw stealthy movements as others quickly removed theirs. During the rest of the class, I hid my embarrassment by pretending to read the syllabus and take notes.

By the time class was over, I had decided that one crusty old professor was not going to keep me from taking a class that genuinely interested me. I headed for the bookstore, but the astronomy books were sold out. That's when I had an idea. I would drop by the professor's office to let him know that the bookstore was out of books. That small courtesy, I reasoned, might help me to get back on the right track with him.

When I got to the professor's office, the door was open and he was sitting at his desk reading. I knocked softly on the door frame and said, "Professor Laster? I just came by to let you know that the bookstore is out of astronomy textbooks." Instead of being pleased that I had come by, he looked annoyed. "That's not my problem," he said. "It's the bookstore's problem, and it's your problem. And it does not excuse you from reading the chapter or turning in the assignment." I was speechless. "Will that be all?" said Professor Laster. I wanted to offer an explanation or stand up for myself in some way, but I was so astonished by his hostility that I could not think of a reply. "Yes, sir," I finally stammered, then turned to leave.

I dropped the class that afternoon. I will never know why Dr. Laster behaved as he did. I do know that his petty, arrogant behavior cheated me out of a class I wanted to take and cheated him out of a good student who wanted to learn. All Dr. Laster taught me was to be a bit less trusting, a bit more cynical and, next time, more willing to stand up for myself.

You can also make positive statements to yourself about your performances in advance to help you feel more confident and as a result successfully accomplish other writing tasks/exercises such as completing essays by writing appropriate introductory paragraphs.

Exercise 3

1. The introductory paragraph of the essay below is missing. Read the body and concluding paragraphs and then write an appropriate introductory paragraph. Tell positive statements to yourself about your performances in advance to make you feel more confident and as a result effectively do the exercise.

A Garden of Temptation

The vegetable bins at Harry's are a feast for the senses. Row upon row of green, musty-smelling cabbages temptingly hint of cabbage rolls and coleslaw to come. Beyond the green cabbages are bins of the purple, curly-leafed variety, piled like basketballs in a sporting goods store. Next come potatoes in all shapes and sizes. Large, long Idahos weigh in the hand like a stone and bake up fluffy and dry. The yellow-fleshed Yukon Golds can be sliced into golden medallions and topped with cheese. Farther along the aisle, carrots beckon like slender fingers and plump squash nestle comfortably in neat bins. At the end of the aisle, mountains of waxy purple eggplant lie in lush array. The vegetable bins at Harry's provide a feast for the eyes as well as for the taste buds.

Beyond the vegetables lie the fruits in a patchwork of geographic and seasonal variety. Bananas, pineapples, mangoes, and limes flaunt tropical hues. Their exotic aromas hint of balmy breezes, marimba bands, and sweet summer nights. Across the aisle, the season is fall. Apples, crisp as a New England day, stir the air with the fragrance of autumn. Their red and yellow colors and even their names—Crispin, Pippin, Granny Smith, Ginger Gold—suggest brisk autumn days, the crunch of leaves underfoot, and a cozy hearth. Farther on, yellow grapefruit, bright as the California sun, suggest a return to summer. Beside them, giant navel oranges add a hint of citrus to the air. In this section of Harry's, time and place blend in a fruit-basket turnover.

For customers who can't wait until they are out of the store to sample the delights of Harry's fruits and vegetables, the juice bar offers instant gratification. Thirsty shoppers can drink in the tartness of a California grapefruit or taste the sweetness of freshly squeezed orange juice. For something different, customers can sample apricot juice in hues of rich dusky amber or exotic papaya flavored with coconut milk. Vegetable lovers can sip a cool, pale celery drink, rich red tomato juice, or carrot juice so brightly orange that many shoppers swear their eyesight improves just by looking at it. There's no better way to end a trip through Harry's produce department than by drinking it in.

Grocery shopping can be a chore, but at Harry's, it is more often a delight. A trip through the produce department is a tempting tour through a garden where every vegetable is in season and no fruit is forbidden.

2. How do you evaluate the role of making positive statements to yourself about your performances, just before you start doing the above exercises, to help you feel more confident and as a result successfully accomplish the exercises?

Exercise 4

1. The concluding paragraph of the essay below is missing. Read the introductory and body paragraphs and then write an appropriate concluding paragraph in the space provided.

The French Revolution marked a decisive turning point in history. In religion, government, and economics, the systems that had dominated Europe since the Middle Ages were overturned and were replaced with systems that in one form or another are still used today. For this reason, the French Revolution can properly be understood as the beginning of the "modern world."

In the area of religion, the French Revolution greatly diminished the influence of the Catholic Church. The Church had dominated European life since the early Middle Ages. It had been one of the largest landowners in the country yet had received exemptions from paying taxes to the government. The Revolution took away Church lands, sold them to raise money, and made priests employees of the state. These changes had the effect of greatly reducing the influence of clericalism and replacing it with secularism.

The area of government represented an equally dramatic break with the past. Since the Middle Ages, monarchy had been the dominant form of government throughout Europe. But the Revolution overthrew the monarchy and in its place installed the first republic since Rome. The importance of this change to the political character of Europe cannot be overstated. Within another century, most of the countries of Europe had placed constitutional limitations on their monarchs and implemented some form of republican government.

Finally, in economics, the Revolution resulted in the end of feudalism and the official acceptance of capitalism as the organizing economic system. Feudalism had been the predominant economic system in Europe since the early Middle Ages. But the Revolution abolished feudal taxes and obligations. In their place, it put the right to own property and the right of people to be free of inherited indenture. In terms of their long-term impact on society, these changes were at least as important as those that occurred in religion and government.

2. Have you carried out anything to make your paragraph as effective as possible? If 'yes', do you think this has helped you?

When you write essays, you can use a strategy called *self-evaluating* to improve your performances. This strategy involves reviewing your own performances by noting the style, content, grammar, vocabulary, mechanics, etc. You can also compare your essays with the essays of your classmates who are better than you. Some important criteria for *self-evaluation* include content, organization, grammar, vocabulary, mechanics, etc.

Exercise 5

Carry out *self-evaluation* about the concluding paragraph you have written above and then improve and rewrite it in the space given below.

You can also use *self-evaluation* to help you effectively carry out other writing tasks. *Self-evaluation* can be used to make you write appropriate *thesis statements* and introductory paragraphs of an essay.

Exercise 6

1. Conduct *self-evaluation* about the introductory paragraph you have produced above and then improve and rewrite it in the space provided below.



2. How do you evaluate the role of *self-evaluation* to help you effectively accomplish the above exercises?

Writing the Basic Types of Essays

The essays you have read above are *expository, argumentative, narrative and descriptive* respectively. The primary purpose and the nature of each of the essays have been discussed in the second unit.

Writing Expository Essays

The main objective of an expository essay is *to inform, explain, clarify, define or instruct.*

Exercise 1

1. The following essay consists of five paragraphs, but the paragraphs are not in the logical order. Read the essay and then put the paragraphs in the correct order by writing the numbers in the space provided under the essay. Decide to take mental action regarding errors you might make while doing the exercise.

The Benefits of Television

1 Most important, television is educational. Preschoolers learn colors, numbers, and letters from public television programs, like Sesame Street, that use animation and puppets to make learning fun. Science shows for older children, like fun with nature, go on location to analyze everything from volcanoes to rocket launches. Adults, too, can get an education from courses given on TV. Also, TV widens our knowledge by covering important events and current news. Viewers can see and hear presidents' speeches, state funerals, natural disasters, and election results as they are happening. Finally, with a phone line and special terminal television

allows any member of the family to access and learn from all the information resources on the internet.

2 In addition to being relaxing, television is entertaining. Along with the standard comedies, dramas, game shows that provide enjoyment to viewers, television offers a variety of movies and sports events. Moreover, in many areas, viewers can pay a monthly fee and receive special cable programming. With this service, viewers can watch first-run movies, rock and classical music concerts, and specialized sports events, like international soccer and Grand Prix racing. Viewers can also buy or rent movies to show on their TV sets through DVD players or VCRs. Still another growing area of TV entertainment is video games. Cartridges are available for everything from electronic baseball to Mortal Kombat, allowing the owner to have a video game arcade in the living room.

3 First of all, watching TV has the value of sheer relaxation. Watching TV can be soothing and restful after an eight-hour day of pressure, challenges, or concentration. After working hard all day, people look forward to a new episode of a favorite show or yet another showing of Casablanca or sleepless in Seattle. This period of relaxation leaves viewers refreshed and ready to take on the world again. Watching TV also seems to reduce stress in some people. This benefit of television is just beginning to be recognized. One doctor, for example, advises his patients with high blood pressure to relax in the evening with a few hours of television.

4 Perhaps because a television is such a powerful force, we like to criticize it and search for its flaws. However, the benefits of TV should not be ignored. We can use television to relax, to have fun and to make ourselves smarter. This electronic wonder, then, is a servant, not a master.

5 We hear a lot about the negative effects of television on the viewer. Obviously, television can be harmful if it is watched constantly to the exclusion of other activities. It would be just as harmful to listen to CDs all the time or to eat constantly. However, when television is watched in moderation, it is extremely valuable, as it provides relaxation, entertainment, and education.

The correct order:-----

2. Have you decided to take mental action concerning errors you might make while carrying out the above exercise? Do you think it has helped you successfully accomplish the exercise?

When you write paragraphs, you should decide to take risks wisely. *Practicing taking risks wisely* can help you successfully accomplish your writing tasks. *Taking risks wisely* involves conscious decision to take reasonable risks regardless of the possibility of making errors or encountering difficulties while writing. When it is said *wisely*, it means not unnecessary risk,

like guessing at random or saying anything at all regardless of its degree of relevance. *Risk taking* must, therefore, be tempered by good judgment. Deciding to be a wise risk taker may need making positive statements or rewarding yourself. For example, while doing the above exercise, you may expect that you might not correctly order the paragraphs; however, you can tell yourself that you should take the risk.

Exercise 2

Read the essay below and complete it by writing appropriate transitional devices and pronouns as linking words of your own in the spaces given. While doing the exercise, tell yourself that you might fail to provide appropriate transitional devices and pronouns as linking words; however, you should take the risk.

What is This Thing Called Love?

A wise man once said that love is a wonderful thing. Although this statement leaves sparse room for argument, it does little to define what love is beyond the vague realm of wonderful. It is my duty as a devout romantic to embark upon the seemingly difficult task of defining love by looking at the history, explaining what love is not, and examining the uses of love and the results of that usage.

-----, *the origin of the word is the most logical place to start. As with many words in the English language, love is a derivative of the Latin word "causa majora problemus" which means "You're miserable when you got it and miserable when you don't." The word was created to explain the biological phenomenon that existed when certain individuals came into contact with each other and either remained together or went about their lives separately. Regardless of the outcome, the relationship was usually characteristic of throat lumps, knotted stomachs, weak knees, temporary loss of language, sweaty palms, dizziness, sneezing, and occasional nausea. Belligerent insanity also resulted. History clearly illustrates this. Can we ever forget the face that launched a thousand ships? Federally expressing Van Gogh's ear? The construction of Le Tour Eiffel? All of these were results of love and love lost.*

-----, *star-crossed lovers have stated that love is not hand nor foot nor any part belonging to a man. Matrimonial ceremonies also claim that love is not jealous or boastful. Let it be stated here that love also is not a gourmet dish, a domesticated animal, or a latest trend. Love is not a strategic defense mechanism nor the best kept secret at the Pentagon. Love is not another seasoning to bottle and stick on the dust-lined shelves of the spice rack. Love is not to be confused with adhesive tape.*

-----, *love is a great counterpart to late, evening thunder storms on hot July nights. Love goes well with cold pizza on picnic blankets. Love is cold, wet sand between*

2. Do you think deciding to take risks wisely while doing the above exercises has helped you successfully accomplish the exercises?

3. While writing your essay above, have you gone through a series of stages to help you produce an effective essay? If 'yes', do you think it has helped you?

When you write paragraphs or essays, to help you produce effective paragraphs or essays, you may need to use the first draft to write down what you know about the topic and then revise and edit it keeping in mind the purpose and the reader of the paragraphs or essays. For example, while writing your essay above, to help you produce an effective essay, you can go through the following series of stages:

- Write down the main ideas you will discuss in the three paragraphs of the essay;
- Arrange the ideas from the least important to the most important;
- Develop each of the ideas into a topic sentence and supporting sentences;
- Draft the essay of an introductory paragraph, a body paragraph and a concluding paragraph;
- Revise the essay;
- Edit the essay focusing on the language and unity, coherence and adequate development of the ideas and rewrite it.

Exercise 4

Rewrite your essay above in the space provided below. To help you produce an effective essay, follow the series of stages below:

- Write down the main ideas you will discuss in the three paragraphs of the essay;
- Arrange the ideas from the least important to the most important;
- Develop each of the ideas into a topic sentence and supporting sentences;
- Draft the essay of an introductory paragraph, a body paragraph and a concluding paragraph;
- Revise the essay;
- Edit the essay focusing on the language and unity, coherence and adequate development of the ideas and rewrite it.

➤ Edit the essay focusing on the language and unity, coherence and adequate development of the ideas and rewrite it.

2. Do you think following the series of stages when writing your essays above has helped you produce effective essays?

Writing Argumentative Essays

The main objective of an argumentative essay is *to convince the reader to follow a certain course of action or accept a belief or position*. The essay titled ‘*Health and Healing at Your Fingers*’ above is an argumentative essay.

Exercise 1

1. Do you agree with the writer of the essay titled **HEALTH AND HEALING AT YOUR FINGERTIPS** above? If you disagree with the idea of the writer, write an essay of five paragraphs to change his/her feelings.

2. Just before you start writing your essay above, have you done anything to help you successfully accomplish it? How do you evaluate its usefulness?

When you carry out a piece of writing, to help you effectively achieve the intended objectives, you are advised to identify the purpose of a writing task. This strategy involves identifying the general nature of a writing task, its specific requirements, the resources available within you and the need for further aids just before you start writing. For example, for the above exercise, you first note that you want to change the writer's idea. Next, you decide you need to find counter arguments for each idea, adequately support them with evidences, use appropriate language signposts to point out opposing arguments, state specifically why the writer thinks like that, reach the turning point, and refute the opposing idea. After judging whether you have the necessary knowledge of these, you look for additional information from someone or somewhere.

Exercise 2

Some people believe that automobiles are useful and necessary. Others believe that automobiles cause problems that affect our health and well-being. Which position do you support? Write an essay of five paragraphs by giving specific reasons for your answer. To help you effectively achieve the intended objective, use the above strategy. Moreover, try to call attention to issues you think are important to attain the intended objectives.

You can also repeat other issues such as *styles*, *tones*, *examples* or *evidences* to tell your reader that you are emphasizing these to help you effectively discuss given ideas or concepts when you write different types of essays on various topics.

Exercise 5

1. Take an argument that exists in your local community, however, you do not agree, and write an essay of five paragraphs by repeating *styles*, *tones*, *examples* or *evidences* to tell your reader that you are emphasizing these to help you successfully accomplish the argument.

2. Do you think *repeating* has made you emphasize the issues and thus helped you successfully accomplish the argument?

3. After you have completed writing your essays above, have you asked your classmates, friends, parents or neighbors to correct the essays?

When you carry out paragraphs or essays, after you have completed writing you can ask your classmates, friends, parents or neighbors to correct these. As a result, this may make you know your strong and weak sides. You may then decide to work hard to improve the weak sides of your paragraphs or essays.

Exercise 1

To make you know your strong and weak sides and as a result decide to work hard to improve the weak sides of the essay you have written above about the argument that exists in your local community, ask your classmate/s to correct it and point out your strong and weak sides.

You can also ask your classmates, friends, parents or neighbors for correction of your performances after you have completed other types of writing tasks, such as an expository essay, to indicate your strong and weak sides. Thus, you could learn how to improve the weak sides when you write essays for different purposes.

Exercise 2

1. Choose a topic of your own and write an essay of five paragraphs to *inform, explain, clarify, define* or *instruct* and then ask your classmates, friends, parents or neighbors to correct your essay after you have completed writing. You should write the essay by applying the series of stages discussed earlier.

My teammates gave me a glove and put me way out in left field. I didn't complain. I just wanted to make sure I knew when gym class ended so I wouldn't be left behind.

Nothing happened the first three innings. Well, things happened but not in my little part of the softball field. I started daydreaming. The next thing I knew, I heard the sound of a ball whizzing through the air. I put up my glove to protect my head, and an amazing thing happened. I caught the ball in my glove! Not only did I catch the ball, but I helped my team to win.

I was a hero to my classmates for the rest of the day. And I learned something. I may not always see the flying balls that come my way, but I can always take a chance and try to catch one.

Exercise 1

1. Read the following conversation that takes place between Trevor Lonsdale who is a newspaper reporter and Bill Hanley who is a photographer in Victoria Street in London reporting the annual January sales at the Army and Navy stores and then report the conversation in an essay of three paragraphs (about one hundred forty words). Try to use *direct speech* at the more important points of the story and use *indirect forms with introducing verbs* to explain the less important details.

BILL: *It's a waste of time coming here. You never get any interesting pictures. Just a lot of people excited because they've bought something they don't really want, and think it's a bargain.*

TREVOR: *Well, people like reading about the sales. And sometimes famous people come to the shops. You never know. For instance – hey, Bill! – look at that fair-haired girl in the smart coat. I'm sure it's her. I can't see any detectives with her in this crowd, but perhaps she's come by herself. Come on, quick. Take some pictures before she goes into the shop.*

BILL: *Why? Hey, I think you're right. It is her. Ok, go and talk to her.*

TREVOR: *Excuse me – er, your Royal Highness, er – would you mind answering a few questions?*

FIONA: *What are you talking about? And why is he taking pictures?*

TREVOR: *Well, you see, we're interested to see you here, mixing with the crowd. It's very democratic, I must say.*

FIONA: *I suppose this is some sort of joke, but I don't think it's funny. I've only got twenty minutes to do my shopping, and then I must get back ...*

2. How could you write this long dialogue in an essay of three paragraphs (about one hundred forty words)? Do you think it has helped you?

Long texts can be written in a paragraph or two by summarizing them. *Summarizing* is making a condensed version of the original text. Writing a summary often requires greater concentration. For example, you can report the above conversation in an essay of three paragraphs (about one hundred forty words) by following the summarizing procedures below. First, identify the main ideas and major supporting details of the speakers. Second, write the ideas in your own words.

Exercise 2

Rewrite the dialogue above in an essay of three paragraphs (about one hundred forty words) by summarizing it.

2. Do you think summarizing has helped you effectively write the long dialogues in an essay of three paragraphs? If 'yes', how?

3. While writing your essays above, have you budgeted your time properly to help you produce effective essays? If 'yes', do you think it has helped you?

Just before you start doing a piece of writing, you need to budget your time properly to help you successfully accomplish the task. For instance, just before you start writing the essays above, you can break up the given time into some minutes and allocate the minutes to the different tasks of the essays, according to the nature of the tasks such as reading the dialogues, writing down the main ideas, drafting, revising and editing the essays focusing on the language and unity, coherence, and adequate development of the ideas and rewriting them.

Exercise 1

In the space provided below, rewrite your essay above. You have *half an hour* to write the essay. Just before you start writing the essay, break up the given time into some minutes and allocate the minutes to the different tasks of the essay, according to the nature of the tasks, such as writing down the main ideas, drafting, revising and editing the essay focusing on content, organization, grammar, vocabulary, mechanics, etc.

To help you successfully accomplish, you can also break up the given time into some minutes and allocate the minutes to the different tasks, according to the nature of the tasks, just before you start writing essays of different types on various topics.

Exercise 2

1. Choose a topic of your own and write an essay of four paragraphs to *tell us a story or an incident you can remember*. Take *an hour* to complete the exercise. To help you successfully accomplish the essay, just before you start writing the essay, break up the given time into some minutes and allocate the minutes to the different tasks of the essay according to the nature of the tasks.

2. Do you think dividing the given time into some minutes and allocating the minutes to the different tasks of the essay, according to the nature of the tasks, has helped you produce effective essays? If 'yes', how?

3. While/before writing your narrative essays above, have you used any strategy to help you maximize the effectiveness of the essays? If 'yes', how do you evaluate its role?

When you carry out a piece of writing on different topics, to help you maximize the effectiveness of your writing, you need to collect, practice and employ commonly used expressions, structures or formats. For example, you can collect, practice and make use of the following commonly used reporting verbs or expressions when you write *direct speeches* at the more important points of the story: *tell, say, state, respond, ask, instruct, etc.* You can also collect and practice structures about structural differences between direct and indirect speeches, i.e., structural changes with regard to tense, noun/pronoun, punctuation marks or capitalization that appear when direct speeches are changed into indirect speeches, and then apply the knowledge when you write sentences in direct and indirect speeches.

Exercise 3

1. Improve and rewrite your essay of four paragraphs you wrote above to *tell us a story or an incident you can remember*. Before you start writing the essay, to help you maximize the effectiveness of your essay, collect, practice and make use of commonly used reporting verbs/expressions such as *tell, say, state, respond, ask, instruct, etc* when writing sentences in *direct speeches* at the more important points of the story: You can also collect and practice structures about structural differences between direct and indirect speeches, i.e., structural changes with regard to tense, noun/pronoun, punctuation marks or capitalization that appear when direct speeches are changed into indirect speeches, and then apply the knowledge when you write sentences in direct and indirect speeches.

also goes to keep-fit classes three times a week and is very fond of dancing. She sometimes sits down quietly to read a book, but she can't stand watching television. She prefers to go out for a long walk if the weather is fine.

I think of her as warm and friendly, with a lively personality, because she has always been kind to me. But some of her students at the comprehensive school say she is strict and can be quick-tempered if they don't pay attention. I think that she gets impatient with people who are bored or inattentive, because she is so active herself. I never feel bored in her company, and so I have always got on very well with her.

Exercise 1

1. Read the following descriptive essay of a room and then, in the space given below, write a description of your own room or your brother/sister's room at home in similar ways.

My room at home has to serve two purposes; it is a bedroom but also a study. It is not very large, but I like it because it has a large window opposite the door, and my desk is on the right near the window, so I do not need to use the table lamp during the day.

I have a writing desk that folds down so I can do my homework comfortably. I keep my pens and pencils in the top part of the desk, and it has three drawers, where I keep all my notebooks. There is a table lamp on top of the desk, and some bookshelves above it, fixed to the wall, for all my school books. I have decorated the room by sticking some posters on the wall above my bed.

On the other side of the room, opposite my bed, is the wardrobe. It has two sections, and is very convenient because it is built into the wall, and so it does not take up much space. I keep my jackets and trousers in one section, and the other section consists of little drawers for shirts and socks and underwear. At the bottom there is a big drawer where I keep sweaters.

2. Have you carried out any writing activity while reading the above descriptive essay to help you produce a similar descriptive essay about your own room or your brother/sister's room at home? If 'yes', do you think it has helped you?

You can take notes on some issues while reading paragraphs or essays to help you improve your writing skills. For example, while reading the essay above, to help you write a similar descriptive essay about your own room or your brother/sister's room at home, you can write down things discussed: the uses of the room, its size, decoration, furniture, the size of its window and how these are paragraphed and thus this could help you produce a descriptive essay that discusses about all these issues about your own room or your brother/sister's room at home.

Exercise 2

Read the following descriptive essay of a city and then, in the space provided below, write a similar descriptive essay of a town or a city you know. Take notes on some issues while reading the essay to help you write a similar essay.

Bristol was for a long time the largest city on the west coast of England and the main port for transatlantic trade. It is still the main industrial centre in the south-west, and well worth visiting because of its historical monuments. Although the city lies on the river Avon, only a few miles from the sea, it is very hilly and the winds blowing across the Atlantic give it a higher rainfall than the national average.

The city was founded in the Middle Ages, but its prosperity grew with the discovery of America. During the seventeenth and eighteenth centuries it was the centre for trade with the West Indies and the American colonies, but the abolition of the slave trade and the development of the Lancashire cotton industry eventually caused it to be replaced by Liverpool. Efforts were made to maintain the city's position, however, and the great engineer,

Isambard Brunel, was employed to design ships. One of them, the Great Britain, can still be visited today as a tourist attraction.

Brunel was also responsible for the most impressive sight in the Bristol area, the magnificent Clifton Suspension Bridge over the Avon River, which was completed in 1864. Apart from the bridge, Bristol has a number of other interesting monuments. The cathedral was built on the site of an abbey founded in 1142, and the church of St. Mary Radcliffe is regarded as one of the most beautiful in England. The university, built on a hill in Clifton, a district of Bristol, was founded in 1876 and has since become one of the most prestigious in the country.

Bristol is fortunate in possessing a splendid old theatre, the Theatre Royal, the home of the Bristol Old Vic, one of the best known provincial theatre companies, and is a lively centre for arts. It has two professional football teams, a famous rugby club, and county cricket matches take place there in summer, as well as a Grand Prix tennis tournament.

The countryside around Bristol is very pleasant. The lovely city of Bath, which still preserves the atmosphere of its peak as a fashionable center for aristocratic visitors in the eighteenth century, is only 13 miles away. To the north lie the Cotswold Hills, and to the south the fascinating caves at the Cheddar Gorge and the delightful Somerset villages.

The people are friendly, slow-speaking and polite, helping to make Bristol one of the few large industrial cities in Britain that can still be said to have charm.

You can also take notes about various issues while reading descriptive essays of scenes to help you write effective and similar descriptive essays of scenes.

Exercise 3

1. Read the following descriptive essay of a scene and then, in the space given below, write a similar descriptive essay of a scene you know. Take notes about some issues while reading the essay to make you write an effective and similar essay.

Oxford Street is the central stretch of a long road joining the City of London to the West End on the north side. At the western end in Marble Arch, and from there the fashionable thoroughfare of Park Lane, facing Hyde Park, runs south Halfway along Oxford Street is Oxford Circus, linked to Piccadilly Circus to the south by the elegant shopping street, Regent Street.

Oxford Street is also famous as a shopping street but it is a more popular one. It is incredibly busy during the day, but relatively quiet at night when the shops are snut. It is particularly attractive to foreign tourists, and if you stand on the pavement for five minutes in summer you will probably hear at least a dozen different languages spoken.

At the same time, it is a street of contrasts. On the north side stand most of the great stores, like Selfridges and John Lewis, and the pavements are full of people staring in the shop windows and going in and out. Yet opposite these stores, where most of the shops are smaller, you can see all kinds of street traders, some with stales selling fruit, others with souvenirs and cheap toys laid out on the pavement to attract passers-by.

Essentially, it is a street that attracts people who like crowds. Apart from the continuous movement of the shoppers during the day, it is route for a number of London buses, and there are four underground stations for the people who are travelling underneath it. Personally, I have never liked it, because I hate having to stop every few yards to avoid bumping into people, but it is certainly the London Street that conveys most obviously the atmosphere of a great cosmopolitan city.

2. Do you think taking notes while reading the descriptive essays above has helped you produce your own descriptive essays which are similar to the essays above? If 'yes', how?

Unit One: Sentence-level Writing

A sentence is a unit of thought expressed through a logically related subject and predicate. Here is an example: *The Sophomore English class has just started.* The subject is ‘*The Sophomore English class*’, and the predicate is ‘*has just started*’. Although subjects often come at or near the beginning of a sentence, they may come anywhere.

Exercise

1. Identify the subject and the predicate of each of the following sentences.

Mental health can refer to a field of study encompassing both mental health and mental illness.

Subject: -----

Predicate: -----

Environmental Geology involves the protection of human health and safety through understanding geological processes.

Subject: -----

Predicate: -----

Many business and social groups, and fraternal organizations hold yearly conventions.

Subject: -----

Predicate: -----

Agriculture includes cultivation of the soil, growing and harvesting crops, breeding and raising livestock, dairying, and forestry.

Subject: -----

Predicate: -----

Sometimes in modern physics a more sophisticated approach is taken.

Subject: -----

Predicate: -----

2. Complete the sentences below by writing appropriate subjects and predicates of your own.

-----*crossed the road when we were driving to Nazareth.*

My getting higher grades-----.

-----*has no place in Ethiopia?*

Success in life highly-----.

-----*is by speaking.*

What-----?

-----*lead the way.*

What an intelligent student he-----!

A **simple sentence** consists of only one subject and one predicate, either or both of which may be compound. Read these sentences:

1) *The children played games.* 2) *The children and the parents played games.* 3) *The children played games and sang songs.* 4) *The children and the parents played games and sang songs.*

A **compound sentence** consists of two or more independent clauses. Usually, a coordinating conjunction joins the independent clauses. A comma precedes the coordinating conjunction when the subjects of the clauses differ, when the coordinating conjunction shows contrast, or when the clauses are fairly long. If no coordinating conjunction joins the independent clauses, a semi-colon usually separates them. Make a look at these sentences:

1) *The children played games, and the parents sang songs.* 2) *The sky darkened, but no rain fell.* 3) *The committee met in closed sessions; it later published its findings.*

A **complex sentence** consists of one independent and one or more dependent clauses. Here are example-sentences:

1) *The girls chatted until they fell asleep.* ('The girls chatted' is the independent clause and 'until they fell asleep' is the dependent clause.)

2) *The property owners who live in the suburb are opposing the plan for commercial zoning there.* ('The property owners are opposing the plan for commercial zoning' is the independent clause and 'who live in the suburb' is the dependent clause.)

A **compound-complex sentence** consists of two or more independent clauses and one or more dependent clauses. Have a look at the sentences below:

1) *I have bought a house; the house was built by a businessman who died late this year.* (The sentence contains two independent clauses separated by the semicolon and contains the dependent clause beginning with 'who'.)

2) *The scientist knew that his experiment would succeed, but he avoided publicity until the final test was complete.* (This sentence contains two independent clauses separated by the comma and joined by the coordinating conjunction 'but' and has two dependent clauses: 'that his experiment would succeed' and 'until the final test was complete'.)

Exercise

Categorize the sentences of the paragraph below as simple, compound, complex, or compound-complex.

Humans are not the only creatures that communicate; many other animals exchange signals and signs that help them find food, migrate, or reproduce. For example, honey bees dance in specific patterns that tell other members of the hive where to find food. Specifically, however, communication is a vital part of personal life and is also important in business, education,

and any other situation where people encounter each other. Businesses are concerned with communication in several special ways. Some businesses build infrastructures for communication, and others install communication equipment, such as fax, machines, video cameras, printing presses, and telephones. Still some companies create the messages or contents that those technologies carry, such as movies, books, and software. These companies are part of the communication industries. Organizational communication is important in every business. People in organizations need to communicate; moreover, they need to coordinate their work to inform others who are outside the business about their products and services. These kinds of communication are called advertising or public relations.

Simple sentences:

Compound sentences:

Complex sentences:

Compound-complex sentences:

On the basis of function, sentences are classified as declarative, interrogative, imperative and exclamatory. A **declarative sentence** is a complete statement. It is the kind of sentence that a writer employs when his/her intention is to convey information to his/her reader. He/she regularly closes this sentence with a full stop. Here is an example-sentence: *I would have liked to join the Medical Faculty.*

An **interrogative sentence** is a complete question. This is the kind of sentence a writer uses when he/she is seeking information for himself/herself or trying to lead a reader into a consideration of possible answers. A writer achieves his purpose by closing the interrogative sentence with a question mark. The sentence below is an example: *What change in policy would you propose?*

An **imperative sentence** is a complete command or request. It is a convenient kind of sentence for a writer who is giving directions. A writer usually closes it with a full stop but may

occasionally use an exclamation mark for emphasis. The pronoun 'you' is sometimes expressed but more commonly understood as the subject of an imperative sentence. Make a look at this sentence: *Never apply the brakes suddenly when you are driving on ice.*

An *exclamatory sentence* is a complete expression of sudden or strong feeling. It normally ends with an exclamation mark but may end with a full stop. The sentence below is an example: *My God! My watch has disappeared!*

Exercise

1. By using the groups of words below and adding some words of your own, in the spaces given below, write meaningful sentences in the four functional forms: declarative, interrogative, imperative and exclamatory.

Study, students, result

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Cook, I, serve

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Play, coach, score

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2. In the spaces given below, write three declarative, interrogative, imperative and exclamatory sentences of your own.

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Errors in Sentence Structure

Sentence fragments, comma faults, fused sentences, dangling modifiers and inconsistencies in point of view are among the most common errors in sentence structure.

Sentence Fragments

If a group of words lacks either a subject or a predicate or both, it cannot be a sentence to express a unit of thought; it is a sentence fragment. Any dependent element such as a phrase, an appositive or a subordinate clause if closed with a full stop is a sentence fragment. *Sentence fragments* can be corrected by attaching them to adjacent sentences and thereby making them integral part of those sentences or by changing them into separate sentences. Read the sentence fragments below and note how they are corrected.

1) *The woman is an intelligent instructor. A pretty lady.*

Correction 1: *The woman, who is a pretty lady, is an intelligent instructor.*

Correction 2: *The woman is an intelligent instructor. She is a pretty lady.*

2) *As a grown man Peter remembered his first bicycle. The Christmas gift that had opened for him a whole new world of experience.*

Correction 1: *As a grown man Peter remembered his first bicycle, the Christmas gift that had opened for him a whole new world of experiences.*

Correction 2: *As a grown man Peter remembered his first bicycle. This Christmas gift had opened for him a whole new world of experiences.*

3) *The volunteers who built the float for the parade found the task difficult. Having had no experience in architecture.*

Correction 1: *Having had no experience in architecture, the volunteers who built the float for the parade found the task difficult.*

Correction 2: *The volunteers who built the float for the parade found the task difficult. They had had no experience in architecture.*

Exercise

1. Correct the sentence fragments below by attaching them to the adjacent sentences and thereby making them integral part of the sentences.

a) *He was always very hard-working at school. A well disciplined student.*

b) *My grandfather used to remember this old school. The school which had shaped his personality tremendously.*

c) *A number of students failed their exams. Having not studied hard.*

d) *Our president is working for significant changes. An energetic young man.*

e) *They have recently visited that institution. The institution which trained them.*

f) *Paul wins an award every winter. For looking after many helpless orphans.*

2. Correct the sentence fragments above by changing them into separate sentences.

Comma Fault

Comma fault is the error in which a comma is used to separate two independent clauses that are not joined by a coordinating conjunction. Comma fault can be corrected in various ways. If the ideas of the clauses are related closely enough to form a unit, the comma should be replaced by a semicolon and if not, it should be replaced by a period. If the first clause asks a question and the second clause answers it, the comma should be replaced by a question mark. If a coordinating conjunction can clarify the relationship of the ideas, a conjunction should be added. If a modifying phrase appears between the clauses, a punctuation mark should be supplied to show to which clause the phrase belongs. Read the comma faults below and note how they are corrected.

1) *Many friends called in person to congratulate the new governor, others sent him telegrams or letters.*

Correction: *Many friends called in person to congratulate the new governor; others sent him telegrams or letters.*

2) *Jackson hoped that the dormitory would be quiet so that he could read his new novel, he wanted to finish reading the novel and then give it to a friend.*

Correction: *Jackson hoped that the dormitory would be quiet so that he could read his new novel. He wanted to finish reading the novel and then give it to a friend.*

3) *Why does a person mistreat his dog at the end of a strenuous day, he is using the dog as a scapegoat.*

Correction: *Why does a person mistreat his dog at the end of a strenuous day? He is using the dog as a scapegoat.*

4) *My alarm clock is my worst enemy, it is also my best friend.*

Correction: *My alarm clock is my worst enemy, but it is also my best friend.*

5) *He thinks that the present system has long been outmoded, ever since last January, he has been planning to suggest a change.*

Correction 1: *He thinks that the present system has long been outmoded; ever since last January, he has been planning to suggest a change*

Correction 2: *He thinks that the present system has long been outmoded, ever since last January; he has been planning to suggest a change.*

Exercise

Re-write the following sentences by correcting the comma faults.

a) *The majority of the students choose a library as the best place to study, a few students prefer a dormitory.*

b) *Hadush goes to Dilla on 22 February 2012, Jalellie and Lechamie are pursuing their PhD studies.*

c) *When does the post come, it always arrive at early in the morning.*

d) *Hailesilassie spent a lot of time cleaning that room, he made the room quite attractive.*

e) *Mohammed is quite tired, he can certainly walk a little further.*

f) *Shanka has been studying very hard, for the last four years, he has been scoring 4.00.*

Fused Sentences

It becomes a fused sentence when no punctuation mark or only a comma is used between two or more complete thoughts not connected by a coordinating conjunction. The methods for correcting fused sentences are similar to those for correcting comma faults. Read the fused sentences below and note how they are corrected.

I listened to the football game all afternoon my wife went to the movies.

Correction 1: I listened to the football game all afternoon; my wife went to the movies.

Correction 2: I listened to the football game all afternoon, but my wife went to the movies.

The grain was ripening unevenly as a result the field was a mixture of green and gold.

Correction: The grain was ripening unevenly; as a result the field was a mixture of green and gold.

What will the population of the world be in 1998 any estimate is subject to error?

Correction: What will the population of the world be in 1998? Any estimate is subject to error.

He made a trip to England he wanted to study in the British museum.

Correction: He made a trip to England because he wanted to study in the British Museum.

Exercise

1. Correct the fused sentences below by adding appropriate punctuation marks and rewrite the sentences in the spaces given.

a) *Without advertising our radio and television stations would not be readily available for announcements of public interest.*

b) *For a good while after he begins painting the novice may still have trouble with perspective.*

c) *The system is still inefficient for two channels are needed to transmit one program.*

2. Correct the fused sentences below by adding appropriate punctuation marks and capitalizing or by using coordinating conjunctions and a comma together and rewrite the sentences in the spaces given.

a) What do you think about this latest government scheme you had better ask the authorities.

b) You can invite Kipie to the party please do not ask that friend of his.

c) Dingamo was back in her arms she could once again sleep peacefully.

d) She remained silent her heart was heavy and her spirits low.

Dangling Modifiers

When a writer uses a modifier but fails to provide a definite word or phrase for it to modify, i.e., through faulty arrangement or fails to make the relationship clear, he/she leaves the modifier dangling. Read the dangling modifiers of the sentences below and note how the sentences are rewritten by correcting the dangling modifiers.

At the age of sixteen, the law in my state allows a resident to apply for a driver's license. (The prepositional phrase seems to indicate the age of the law.)

Correction 1: At the age of sixteen, a resident of my state is legally old enough to apply for a driver's license. (The position of the subject 'resident' makes the prepositional phrase refer clearly to the age of the resident.)

Correction 2: The law in my state allows a resident to apply for a driver's license when he/she reaches the age of sixteen. (The prepositional phrase of age is changed into a subordinate clause of time.)

By casting the largest number of ballots in the history of the nation, the new president was elected. (The phrase dangles because the only person named in the main clause could not logically perform the action referred to by the gerund 'casting'.)

Correction 1: The voters elected the new president by casting the largest number of ballots in the history of the nation. (Since the prepositional phrase containing the gerund is used to modify the verb 'elected', the normal position for the phrase is after this verb and its direct object.)

Correction 2: By casting the largest number of ballots in the history of the nation, the voters elected the new president.

Hurrying into the Kitchen, a jar of cookies was immediately noticed. (The participial phrase seems to modify the noun 'jar' but cannot logically do so. The main clause does not contain a word that the phrase can logically modify, and the sentence does not say who did *the noticing* or *the hurrying*.)

Correction 1: Hurrying into the kitchen, he immediately noticed a jar of cookies. (The pronoun 'he' denotes a logical doer of the actions affirmed by the verb 'noticed' and referred to by the participle 'Hurrying', and the main clause is in the active voice.)

Correction 2: As he hurried into the kitchen, he noticed a jar of cookies. (Here the whole structure is revised, i.e., a subordinate clause replaced the participial phrase, and the main clause is in the active voice.)

To be a juggler, exercises in rhythm must be practiced. (The sentence does not name the person the infinitive phrase refers to or who could perform the action of the verb.)

Correction 1: To be a juggler, one must practice exercises in rhythm. (The pronoun 'one' names the person the infinitive phrase refers to as well as serves as the subject of the sentence, and the main clause is in the active voice.)

Correction 2: One who wishes to be a juggler must practice exercises in rhythm. (Here the infinitive phrase is changed into a subordinate clause.)

Exercise

1. Correct the dangling prepositional phrases and prepositional phrases containing gerunds in the sentences below and rewrite the sentences in the spaces provided.

a) *He asked her to marry him in the garden.*

b) *By investigating the case thoroughly, all political prisoners have been set free by the new government.*

c) *After swimming, the salty water still burned my eyes.*

d) *Through advertising in the local paper, the bike was sold.*

a) *The woman got in the taxi with a long skirt.*

b) *By listening to the radio, English is learned well.*

c) *Slowly down the track she drove.*

d) *Through holding meetings with the concerned bodies, the problem has got an end.*

2. Correct the dangling infinitive and participial phrases of the sentences below and rewrite the sentences in the spaces provided.

a) *To get in the taxi, her long skirt was gathered up.*

b) *Having won \$100, the dinner did not seem expensive.*

c) *To do laundry next time, her clothes were taken.*

d) *Having made so many friends so quickly, it was fun.*

Inconsistency in Point of View

If a sentence begins in a given grammatical structure and suddenly shifts to another, it is said to be *inconsistency in point of view*. Make a look at the *inconsistencies in point of view* in the sentences below and note how the sentences are rewritten by correcting the errors.

The student is an important member of society, and you should learn to assume societal responsibilities. (The point of view shifts from the third person subject, i.e., *student* to the second person subject, i.e., *you*.)

Correction: The student is an important member of society, and he should learn to assume societal responsibilities.

Mark relaxed his hand, and his pencil dropped. (The subject shifts from 'Mark' to 'pencil'.)

Correction: Mark relaxed his hand and dropped his pencil.

A person should always have their identification papers with them. (The number shifts from singular antecedent person to plural pronouns 'their' and 'them'.)

Correction: A person should always have his identification papers with him.

Our team played the game hard and fair, but still the game was not won by our team. (The voice shifts from the *active* to the *passive*.)

Correction: Our team played hard and fair but still did not win the game.

The rain stopped for a few minutes and then starts again. (The tense shifts from *past* to *present*.)

Correction: The rain stopped for a few minutes and then started again.

Exercise

Rewrite the sentences below by correcting the inconsistencies in point of view, for the subjects of the clauses of the sentences shift from one person to the other, from one subject to the other within the same person and number, or the sentences begin with a singular antecedent person and immediately shift to plural pronouns.

a) *Intellectuals are the light of the nation, you should live up to the nation's expectation.*

b) *Aster waved her hand to him from the window, and the car crashed into the building.*

c) *Almost everyone in the group wanted to discuss their own problems first.*

d) We did our best to win the war, but the war was not won by us.

e) Our yesterday's meeting included heated discussions but it will be a long meeting.

f) They ran quickly to take the ball, but the ball was not taken by them.

g) Last semester the exam started early but ends late.

Unit Two: Paragraph-level Writing

A *paragraph* can be defined as a group of sentences that discuss about one central idea. The *title*, also called *heading*, of a paragraph is the summary of the subject matter presented usually with a single word or phrase. It should be narrow enough to be fully developed within a given length of a paragraph. Make a look at the broad title below and note how it is narrowed.

Farming in Ethiopia



Animal Farming in Ethiopia



Dairy Farming in Ethiopia



Dairy Farming in Hawassa



The Hawassa College Dairy Farm

Exercise

1. The titles below are broad to write a paragraph on them. For each one, write a title that can be developed within a paragraph.

The Course I Like Most

My Kebele

College Life

About Myself

2. On the title you narrowed above, write a paragraph of about seventy words

3. Choose a narrow title of your own and write a paragraph of about *one hundred words*.

The *topic*, also called *theme*, of a paragraph is *the subject discussed*. The *topic sentence* of a paragraph is *the most general statement* appears at or near the beginning to prepare a reader for specific ideas, in the middle to draw a conclusion from the preceding ideas and to suggest that more will follow, or at or near the end to summarize specific ideas. For example, '*Our teeth are very important to us*' is the topic sentence in the following paragraph.

Our teeth are very important to us. There are two main uses for teeth. One is to chew our food, which then is easy to swallow and digest. The second use is to help us talk. We put our tongues against our teeth to make certain sounds. It is difficult to understand what a person is saying if he/she does not have any teeth.

The remaining sentences of the above paragraph are called *supporting sentences*. They develop or explain the topic sentence since its idea is general. They discuss why and how our teeth are so important.

A paragraph should have the *introduction*, *body* and *conclusion* sections. The introduction briefly states the contents of a paragraph and makes a reader to establish his/her expectation about what is to come. The body discusses the topic of a paragraph. The conclusion summarizes the discussion. Read the paragraph below and note the three sections of it.

Although the New Testament writers used the popular language of their day, they often achieved great dignity and eloquence. Convinced of the greatness of their message, they often wrote naturally and directly, as earnest men might speak to their friends. Although St. Mark's writing was not necessarily polished, he wrote with singular vigor and economy. St. John struggled with the language until he produced sparse and unadorned prose of great beauty. St. Luke, the most brilliant of the New Testament writers, gave us Jesus' parable of the prodigal son. Taken as a whole, the work of these great Christian writers of the first century has a dignity and splendor all its own.

Exercise

You have written paragraphs above. Rewrite the paragraphs by clearly showing the topic, topic sentence, supporting details, introductory sentence and concluding sentence.

Qualities of a good paragraph include *unity*, *coherence* and *adequate development*. A paragraph has *unity* when each sentence contributes an organic part of the central idea. It rests on the principles of inclusion of relevant ideas and exclusion of irrelevant ideas. A paragraph has coherence when all sentences appear together in a systematic arrangement. Coherence can be achieved by employing transitional devices, pronouns as linking words, and repeating words, phrases or sentences. The following are the most common transitional devices.

- To show addition:** and, moreover, furthermore, in addition, also, again, besides
- To show contrast:** but, on the other hand, however, yet, nevertheless, unlike, instead
- To show comparison:** likewise, in the same way, similarly, in like manner, correspondingly
- To show emphasis:** in fact, indeed, certainly, as a matter of fact, actually
- To show concession:** even though, although, though, despite this
- To introduce an example:** for example, for instance, that is, in other words, in particular
- To introduce a reason:** thus, therefore, then, consequently, hence, accordingly, because of this
- To introduce a conclusion:** in summary, in conclusion, finally, in short, to sum up
- To show a sequence:** first, second... next

Pronouns that can be used as linking words include *them*, *him*, *her*, *it*, *us*, *these*, and *this*. Pronouns, as they refer to antecedents, point back to create simple and natural connections. For example, ‘*they*’ in the following paragraph links the whole paragraph to the antecedent ‘*emigrants*’.

Most of the emigrants shared certain characteristics as a group; they were men and women who had already made one or more moves before in a restless search for better lands. They were children of parents who themselves had moved to new lands. If ever a people could be said to have been “prepared “for the adventure of the Overland Trail, it would have to be these men and women. They possessed the assortment of skills needed to make the journey and to start again. They had owned land before, had cleared land before, and were prepared to clear and own land again. And they were young. Most of the population that moved across half the continent were between sixteen and thirty-five years of age.

Systematic repetition of key words, phrases or sentences can make ideas flow into a coherent paragraph. For example, in the paragraph below, every sentence after the first has the same structure and the same opening words, 'There is nothing'. This kind of repetition ties the sentences together in a coherent development of the topic sentence.

America, the richest and most powerful nation in the world, can well lead the way in this revolution of values. There is nothing to prevent from paying adequate wages to school teachers, social workers and other servants of the public to insure that we have the best available personnel in these positions which are charged with the responsibility of guiding our future generations. There is nothing but a lack of social vision to prevent us from paying an adequate wage to every American citizen whether he be a hospital worker, laundry worker, maid or day laborer. There is nothing except short-sightedness to prevent us from guaranteeing an annual minimum - and livable income for every American family. There is nothing, except a tragic death wish, to prevent us from reordering our priorities so the pursuit of peace will take precedence over the pursuit of war. There is nothing to keep us from remolding a recalcitrant status quo with bruised hands until we have fashioned it into brotherhood.

A paragraph is said to be adequately developed when it includes sufficient information or details about the topic. You can look at the above paragraph to see how the writer achieves adequate development.

Exercise

1. Complete the following paragraph by using the transitional words or phrases and pronouns given in table.

In fact	for instance	also	this
	while		those
such as			

*Should robots be welcomed into the American home, industry and marketplace? -----
 ---- who say they should not raise concerns about widespread unemployment -----
 ----- concerns cannot be denied, there is more to be gained than lost from welcoming the
 Age of Robotics. At present, most robots benefit society by taking over jobs that are
 unpleasant, dangerous, or even impossible for humans. -----, are now
 used to do auto body printing, a dangerous job for humans who would constantly inhale
 fumes. -----perform humanly impossible tasks such as replacing equipment
 exposed to great heat, surrounded by dangerous gases, or located underwater. With the
 decreasing cost of microcomputers, the development of inexpensive, sophisticated robots is*

*an increasing economic reality. If our countries or industries ignore this developing technology, they will be left behind by those countries and industries that do not. -----
----, if we do not use robots, there could be even greater unemployment and job loss from bankrupt industry than from robots....*

2. Arrange the following jumbled sentences in logical orders so as to make a coherent paragraph.

- A. *A second model also was demolished in an earthquake.*
- B. *Years after his death, a tombstone purchased by a distant relative was ready for delivering when it was struck by a train and destroyed.*
- C. *The people of Baltimore raised money for a monument to Poe, who had lived there, but the clay model was destroyed by fire before it could be cast in bronze.*
- D. *Poe's death has been as haunted by misfortune as his life was.*
- E. *Finally, in 1875, the bronze sculpture was erected in Poe's honor.*
- F. *His family couldn't afford a tombstone for his grave.*

The correct order: -----

Writing the Basic Types of Paragraphs

Writing Expository Paragraphs

The main purpose of an *expository paragraph* is to convey information: inform, explain, define or instruct. An *expository paragraph* can be developed by using *problem-solution, definition, compare-contrast, cause-effect, classification, identification, exemplification, process analysis, question-answer, or description* methods.

You should follow a *problem-solution* pattern of organization if the primary purpose of your paragraph is to describe a problem and discuss possible solution/s. Read the paragraph below and note how it is developed by using a *problem-solution* pattern of organization.

Deforestation is a serious problem because forests and trees aren't just pretty to look at; they do an important job making the earth's environment suitable for life. They clean the air, store water, preserve soil, and provide homes for animals. They also supply food, fuel, wood products, and paper products for humans. In the past fifty years, more than half of the world's rainforests have been destroyed. Today, the forests of the world are being cut down at a rate of fifty acres every minute! Scientists say that if deforestation continues, the world's climate may change, floods may become more common, and animals will die. One solution to the problem of deforestation is to use less paper. If you use less paper, fewer trees will be cut for paper making. How can you use less paper? One answer is to reduce your paper use by using both sides of the paper when you photocopy, write a letter, or write an essay. A second

answer is to reuse old paper when you can, rather than using a new sheet of paper. The backs of old envelopes are perfect for shopping lists or phone messages, and when you write a rough draft of an essay, write it on the back of something else. A final answer is to recycle used paper products instead of throwing them away. Most schools, offices, and districts have some kind of recycling center. If you follow the three Rs – reduce, reuse, and recycle – you can help save the world's forests.

By using a problem- solution pattern of organization, write a paragraph on the title '*Traffic Accidents in Ethiopia*'. You should construct sentences that can accurately address the intended messages.

Exercise

Write a paragraph on the title '*Park*'. You should develop the paragraph by using '*definition*' method. This method is chosen when you try to make the terms that you use understandable for the reader. Giving an exact definition would enable the reader to follow the ideas and arguments in your paragraph. Read the following paragraph and note how it is built by using a *definition* method.

Anger is having a feeling of hatred toward someone or something. It is one of our basic emotions and can be most dangerous if it is not carefully controlled. A person can become angry when he cannot fulfill some basic need or desire that is important to him. For example, a child may become angry when he cannot play outside with his friends. An adult may become angry when he does not receive a raise in pay that he expected. Mentally, anger can interfere with our thoughts, making it difficult to think clearly. Physically, it may cause violent reactions in the muscles and in the nervous system. This causes an angry person to flush and tremble and to show other signs of disturbance. A person can be dangerous if he is in an angry mood because he can develop feelings of hostility and hatred toward another person, which can then often turn violent.

Compare-contrast method involves discussing similarities and differences of the topic. Read the paragraph below and note how it is developed by using a *compare-contrast* pattern of organization.

Before choosing between a PC and a Mac, you should know some of the basic similarities as well as differences between the two personal computers. First of all, both PCs and Macs are composed of the same elements: a CPU, the electronic circuitry to run the computer; a memory (hard, CD and/or floppy disk drives) for storing information; input devices such as a keyboard or mouse for putting information into the computer; and output devices such as a

monitor, printer, and audio speakers for conveying information. They also have the same uses: PCs are used to communicate on computer networks, to write (with the help of word processing and desktop publishing software), to track finances, and to play games. Macs are likewise used to communicate, write, calculate, and entertain. However, there are some differences between the two personal computers. Whereas you will find more PCs in business offices, you will find more Macs in classrooms. Although Macs are the computers of choice of people who do a lot of art and graphic design in their work, PCs seem to be the choice of people who do a lot of "number crunching". Finally there is a difference in the availability of software, vendors, and service for the two computers. In general, there is a lot of PC-compatible software, but relatively little Mac software. Furthermore, for a Mac, you must purchase your machine and get service from a Macintosh-authorized dealer, whereas many different computer stores sell and service PCs.

Exercise

Choose a title of your own and write a paragraph on it by using a *compare-contrast* pattern of organization.

A *cause-effect* paragraph is a paragraph that discusses the reason that produces a result; it explains why a condition occurs or the effect that this condition brings about. The paragraph below is developed by using this pattern of organization.

As previously mentioned, O'Leno State Park has an unusual river, the Santa Fe, which completely disappears into a large sinkhole and flows underground, reappearing three miles downstream in River Rise Preserve State Park. This strange phenomenon is caused by several factors. First of all, the Santa Fe River is an unusually slow-flowing river, which causes the river to meander, following the flow of the landscape. Second, the large sinkhole is especially well-suited to conveying water, consisting primarily of basaltic granite worn down by time into a perfect channel. Third, because the underground caves naturally lead downstream, water does not seep into the ground and dissipate. Finally, the river rise area is a swampy lake, with many channels for water to spread. This slow flow cause some of the Santa Fe's other unusual characteristics. Abundant leaf-drop from nearby trees, especially Bald Cypress, makes the river water a very dark-brown. Numerous springs flow up along the river, which spawn beautiful riverside fauna. The slow-moving nature of the water makes the river suitable for beginner-level canoeists and kayakers, and because of the springs, water temperature is always around 72 °F. These characteristics make it a perfect habitat for rare animals such as black bear, Florida panther, bobcat, and even manatees.

Exercise

1. Choose a title of your own and write a paragraph on it by using a *cause-effect* pattern of organization. You are expected to discuss as relevant and adequate ideas as possible.

Exercise

Choose a title of your own and write a paragraph on it by using a *classification* pattern of organization. *Classification* is a method in which you take a general concept or entity and divide it into its component parts. Read the following paragraph and note how it is developed by using this method.

Scientists divide living things into two main groups - the animal kingdom and the plant kingdom. It is usually easy to tell animals from plants. Most animals move around, but most plants are held to the ground by roots. Animals eat plants and other animals. Most plants make their own food from air, water and sunlight. But, some living things, called protists seem to fit into either the animal kingdom or the plant kingdom. They include bacteria and some other forms of life that can be seen only under a microscope. Many scientists believe protists should be classified in a kingdom of their own.

Identification method involves description of various parts of an object and stating their functions. Read the paragraph below and note how it is developed by making use of this method.

Notice a candle which has been burning a little while. Observe that a beautiful cup is formed just under the flame. As the air comes to the candle, it moves upward by the force of the current which the heat of the candle produces, and it so cools all the sides of the wax, tallow or fuel as to keep the edge much cooler than the part within. The part within melts by the flame that runs down the wick as far as it can go before it is extinguished. But, the part on the outside does not melt. If I made a current in one direction, my cup would be lop-sided, and the cup is not horizontal, of course, the fluid will run away in guttering. You see, therefore, that the cup is formed by this beautifully regular ascending current of air playing upon all sides, which keeps the exterior of the candle cool. No fuel would serve for a candle which doesn't have the property of giving this cup. You can now see the beauty of the process that results in a candle light.

Exercise

Choose a title of your own and write a paragraph by using an *identification* method.

Exemplification involves using a series of examples to support an idea. It is using a list of facts, events, statistics, people, quotations, brief stories, etc to make a general statement more understandable, clear or convincing. Read the paragraph below to see how this method is employed to develop it.

This family was a victim of a problem they could have avoided—a problem that hundreds of visitors suffer each year. Even though many other visitors had found their stays enjoyable, they picked the wrong kind of park to visit. For instance, the hikers camped next to them loved the wild isolation of the wilderness around them. The youth group across the river had enjoyed a rousing midnight flashlight game. A botany expedition from the local community college had found amazing examples of rare and exotic flowers. But it just wasn't the kind of place the couple from New Jersey had in mind when they decided to camp out on a trip through Florida. If they had known about the different kinds of parks in Florida, they might have stayed in a place they loved.

Exercise

Choose a title of your own and write a paragraph on it by using an *exemplification* method. As much as possible, you are expected to make your paragraph free from any error before your instructor collects it.

Writing Argumentative Paragraphs

The main purpose of an argumentative paragraph is to *persuade a reader to adopt new beliefs or behaviors*. The following is an argumentative paragraph.

UV intensity is not the most important factor in skin cancer fatalities. While residents of Colorado (mean elevation of 2.1 km) have always been subjected to the highest UV intensities in the United States, Colorado has one of the lowest skin cancer fatality rates of all the states. In contrast, New England, which has much lower UV intensities, has a death rate from skin cancer 25% higher than it is in Colorado. In addition, although equatorial regions have higher UV intensities, the lowest reported skin cancer death rates in the world come from Mauritius (0.2 per 100,000) and Nicaragua (0.2 per 100,000). On the other hand, Ireland (2.64 per 100,000) has the world's third highest rate. Evidence is strong that UV intensity is not the principal factor in determining the skin cancer death rate. Genetic factors, skin pigmentation, behavioral characteristics, medical facilities, broad straw hats, and sun screen lotion all have some influence on skin cancer fatalities.

Exercise

1. Imagine a group of eight people discusses on the topic 'Ethiopia has achieved about 11% growth since the past seven years'; four of them argue for the stated percent growth whereas

the other four argue against this. You attentively listen to the ideas and evidences of each group. Write a paragraph to convince the members of one of the groups to agree with the arguments of the members of the counter group. You are required to effectively address the intended messages or concepts.

2. Read the following argumentative paragraph and then write a paragraph of your own to argue for or against the ideas of this paragraph.

Epidemiological studies have severe limitations. Firstly, such studies can seldom be made in adherence to all the requirements of experimental science since the 'objects' being studied are people and they come with a variety of behaviors and appetites. The study can take place only in the conditions that have occurred and not in a laboratory re-creation of them where certain factors can be varied systematically to determine their influence and effect. Most seriously, epidemiological studies can take decades to be completed, so that by the time a positive result becomes evident, large numbers of workers may have been damaged or injured irreversibly. Hence, the identification of occupational disease cannot be allowed to rest on epidemiology alone — in effect, to a policy of 'counting the victims'. It must be backed by experimentation and other methods of predicting the likely health impact on workers of new chemicals, processes or technologies.

3. Write a paragraph to argue for or against 'Early Marriage'.

4. Write a paragraph to argue for or against 'Premarital Sex'.

5. Write a paragraph to argue for or against 'Chat Chewing'.

Writing Narrative Paragraphs

A narrative paragraph *tells stories or relays a sequence of past events*. The events are usually told in chronological orders - the order in which they happened. The following is a narrative paragraph.

There was a robber who roamed the countryside. He pillaged and killed passers-by. The king, having heard this, sent out his soldiers. They caught him and brought him in chains to the king who sentenced him to death. As they took him to the place where he was to be beheaded, the old father of this robber was following him in tears. When the robber caught sight of his father, he asked to say a few words to him before his death. Once he got close to his father, he tried to hit him, but he failed to do so because his hands were tied together. So, he began to inflict upon him a terrible bite with his teeth. All the people around him shouted: "Really, this bandit deserves death since he even wanted to kill his father." But he told them: "It is not I who deserves death but my father. When in my childhood I began stealing corn and grain, he

praised me instead of punishing me and accustomed me to robbery. For this reason, I became a bandit and thus reached this hour of my death. Had my father punished me at the appropriate time, I would not have come to this end." Having said this, he was beheaded, but all those who had children understood the seriousness of the matter.

Exercise

1. The paragraph below tries to tell us a story; however, the sentences are in a jumbled order. Rewrite the paragraph by arranging the sentences in logical orders to clearly show how the story starts and ends.

He got up to leave and staggered down the bus. One day, a very drunk man got onto a bus and sat next to a very fat lady. "Thank goodness you're leaving," said the woman. "Hu! Will he ever reach home?" She asked the rest of the bus. She looked at him with contempt and said, "You are very drunk. It is quite disgusting. What will your wife and children think when you arrive home like that?" As the man walked past the window, he shouted back at her "well! In the morning, I'll be sober. But, you'll still be ugly." They both sat in silence until the bus arrived at the man's bus stop. The man looked at her and replied, "And you madam are very ugly. What does your husband think of when he sees you like that?" "Just look at you. You can hardly walk."

2. Complete the following paragraph by writing sentences of your own to appropriately end the story.

A man came into the office at 10:30p.m to report an accident. He told me that he was driving his car. I asked him to first describe the cars involved. He said that his car was a Lada number 24753 and that no other cars were involved. I then told him to describe the incident. He explained that he was driving home from a bar. So, I asked him how much he had drunk. He assured me he had only one beer. However, I noticed that he smelt strongly of alcohol-----

3. Write a paragraph to tell us a story about a day in your life or that of a friend or a relative in which some unusual things happened.

Writing Descriptive Paragraphs

The primary purpose of a descriptive paragraph is *to describe an object, a person, place, situation, or process* so that the topic can be clearly seen in the reader's mind. A descriptive writing can be called PAINTING A PICTURE WITH WORDS.

Exercise

1. Write a paragraph by using the words below to describe someone you know.

Old ... elderly ... middle-aged ... young ... is (looks) about (30)

Good-looking ... handsome ... ugly ... beautiful ... pretty ... plain

Tall ... of average (medium) height ... short

Well-built ... broad-shouldered ... has a good figure

Plump ... slim (favorable) ... fat ... thin (unfavorable)

Round ... long ... square ... oval ... wrinkled ... freckled

Beard ... moustache ... bald head

Black ... dark ... fair ... red ... long ... short ... straight ... curly ... wavy

Blue ... brown ... green ... grey ... hazel

2. Imagine you see a man breaks into a compound and steals clothes, television and videos. A policeman has asked you to go to the police station to write a description of the man. Write a paragraph to describe the man, i.e., his physical appearance and how he does that.

3. Suppose a guest lecturer wants to know about the main campus of Hawassa University. Write a paragraph to describe the campus to the lecturer.

Unit Three: Essay-level Writing

An essay is a group of paragraphs dealing with one main idea. An essay whether it is three, four or dozens of paragraphs in length, like a paragraph in which a statement of the controlling idea is called the *topic sentence*, needs a statement of the controlling idea called the *thesis statement*. The *thesis statement* is part of the introductory paragraph. It usually works best if the *thesis statement* appears at the end of the introductory paragraph. For instance, 'Offering a different set of treats every season, the refuge attracts a wide variety of visitors during hunting, fishing and bird-watching seasons' is the thesis statement in the essay below.

An essay normally comprises at least three paragraphs. And, the paragraphs are categorized into three: *introduction*, *body* and *conclusion*. The *introduction*, bearing the *thesis statement* at the end, tells what the essay is about. The *body* develops the main idea with events, details, steps in a process, reasons or facts. The *conclusion* tells the reader that it may be a summary. For example, Paragraph 1, Paragraphs 2-4 and Paragraph 5 are introductory, body and concluding paragraphs respectively in the essay below.

Land of the Free and the Wild

1 A great horned owl hoots across the quiet water and then glides through the stand of bald cypress along the eastern side of the swamp. Whip-poor-wills call; bullfrogs croak; mosquitoes hum. Darkness creeps across the swamp. Hovey Lake, Indiana's only cypress swamp, protected as a wildlife refuge, greets visitors with night sounds common to the uncommon 1,400-acre environment. Offering a different set of treats every season, the refuge attracts a wide variety of visitors during hunting, fishing, and bird-watching seasons.

2 Because the swamp is situated along the Mississippi flyway, it offers refuge to 40,000 to 50,000 waterfowl each winter. Canada geese far outnumber other waterfowl, but snow geese, blue geese, and occasionally white-fronted geese winter there, too. Nearly every variety of duck, diver and puddle, resides in the quiet, smaller sloughs. As a result, the swamp attracts hunters in early winter, goose hunters to the pits and duck hunters to the blinds. The hunters' closely regulated success is the result of hundreds of acres of corn left standing by Posey County farmers, who rent the rich bottom land between the lake and the river by sealed bid. The farmers' contracts require them to leave 25 percent of the harvest as food for the thousands of waterfowl, encouraging them to stay. The encouragement works, much to the hunters' delight.

3 In spring, however, the fishermen replace the hunters on Hovey Lake waters. Attracted by the spring crappie run, fishermen haul in hefty stringers of slabs and return to fish for bluegill. Evening campfires turn skillet full of fresh fillets into plates full of succulent morsels. Then sunrise sends the bass fishermen scurrying to secret waters, some to return with empty bags. One fisherman, however, boats three, one weighing in at eight pounds two

ounces. Later in the day, a few trotlines yield spoonbill catfish, those prehistoric monsters weighing 30 pounds or more, as long as a man is tall. In late afternoon or early evening, a jug fisherman occasionally bags perch, catfish, or even a wily gar, long, slender, and sharp-toothed. Spring moves into summer, and summer moves into autumn. Only then, when the lake is closed for waterfowl migration, do the fishermen leave.

4 *The most experienced hunters and fishermen at Hovey Lake, however, are not human. They are avian. Boasting a greater variety of bird life than almost any other spot in Indiana, the swamp attracts bird watchers twelve months a year from a dozen states. With powerful binoculars, they scan the bald cypress trees and standing dead timber, known to attract woodpeckers, including the pileated, red-headed, red-bellied, downy, and hairy. Other tree dwellers, from grumpy-looking owls to scurrying swifts, stake out territory in the swamp growth. During the warbler migration, the trees house whole orchestras, but the prothonotary warbler stays most of the summer, flashing yellow among the yew-like lower branches of the cypress. Flocks of purple martins, cowbirds, and grackles fly in and out seasonally. In the more inaccessible parts of the swamp, great blue herons and great white egrets wade the shallows near one of the last stands of bamboo-like cane this far north or perch high in treetops from which they can see the Ohio River. In winter, the bald eagles soar among the thousands of geese and ducks, surely a testimony to the value of this wildlife sanctuary.*

5 *Boasting none of the amenities of modern campgrounds, Hovey Lake nevertheless attracts 90,000 visitors a year, visitors who hunt and fish and watch the birds. They come to appreciate the swamp for what it is, a precious ecological system struggling to survive man's intrusion. They hear the owls, the whip-poor-wills, the frogs, even the mosquitoes, and know that in the chain of this uncommon swamp life, every link must stay intact.*

Exercise

1. The following are an introductory paragraph, three body paragraphs and a concluding paragraph of an essay put in an incorrect order. In the spaces given below, write the letters that represent them.

Health and Healing at Your Fingers

A *Having said these, resistance to Reiki would be quite illogical. Reiki is natural and drug-free. What is more, it is easy to learn by anyone, regardless of age and experience. It can be used anywhere, anytime. It also enhances physical, mental, emotional and spiritual wellbeing and the benefits last a lifetime. It is definitely high time to get away from the drug boxes we store in our drug cabinet!*

B *Opponents of alternative healing methods also claim that serious illnesses such as HIV/AIDS and cancer cannot be treated without drugs. They think so because these patients*

spend the rest of their lives in the hospital taking medicine. How can Reiki make these people healthy again? It is very unfortunate that these patients have to live in the hospital losing their hair because of chemotherapy, losing weight because of the side effects of the medicine they take. Actually, it is common knowledge that except for when the cancer is diagnosed at an early stage, drugs also cannot treat AIDS or cancer. Most of the medicines these patients use are to ease their pain and their sufferings because of the medical treatment they undergo. Instead of drugs which are expensive and have many side effects, you can use your energy to overcome the hardships of life, find an emotional balance, leave the stress of everyday life and let go of the everyday worries. Most of the chronic conditions such as eczema or migraine are known to have causes such as poor diet and stress. Deep-rooted anger or other strong emotions can contribute to viral infections as well. Since balancing our emotions and controlling our thoughts are very important for our wellbeing, we should definitely start learning Reiki and avoid illnesses before it is too late.

C Throw out the bottles and boxes of drugs in your house. A new theory suggests that medicine could be bad for your health, which should at least come as good news to people who cannot afford to buy expensive medicine. However, it is a blow to the medicine industry, and an even bigger blow to our confidence in the progress of science. This new theory argues that healing is at our fingertips: we can be healthy by doing Reiki on a regular basis.

D Some people may still maintain that in our material world, everything depends on time. It is even "lacking time" that causes much of the stress that leads to the illnesses we mentioned. How would it be possible to find time to do Reiki to ourselves and the people around us when we cannot even find time to go to the theater? This is one good thing about Reiki; it does not require more than 15 minutes of our time. There is no need for changing clothes or special equipment. It is a wonderfully simple healing art, an effective method of relaxation and stress relief. Most important of all, it is less time consuming than medicine if we think of all the time we spend taking medicine for some complaints and taking some more for the side effects as well.

E Supporters of medical treatment argue that medicine should be trusted since it is effective and scientifically proven. They say that there is no need for spiritual methods such as Reiki, Yoga, and Tai Chi. These waste our time, something which is quite precious in our material world. There is medicine that can kill our pain, x-rays that show us our fractured bones or MRI that scans our brain for tumors. We must admit that these methods are very effective in the examples that they provide. However, there are some "every day complaints" such as back pains, headaches, insomnia, which are treated currently with medicine. When you have a headache, you take an Aspirin, or Vermidon, when you cannot sleep, you take Xanax without thinking of the side effects of these. When you use these pills for a long period, you become addicted to them; you cannot sleep without them. We pay huge amounts of money and become addicted instead of getting better. How about a safer and more economical way of

healing? When doing Reiki to yourself, you do not need anything except your energy so it is very economical. As for its history, it was discovered in Japan in the early 1900s and its popularity has spread particularly throughout America and Western Europe. In quantum physics, energy is recognized as the fundamental substance of which the universe is composed. Reiki depends on the energy within our bodies. It is a simple and effective way of restoring the energy flow. There are no side effects and it is scientifically explained.

1. An introductory paragraph: -----
2. Body Paragraph 1:-----
3. Body Paragraph 2:-----
4. Body Paragraph 3:-----
5. A concluding Paragraph: -----

2. The *thesis statement* of the essay below is missing. Read the essay and then write an appropriate *thesis statement* in the blank space given.

What I Learned in Astronomy 101

It was the first day of class. I got up early, threw on a pair of jeans, a sweatshirt, and a ball cap with the bill turned backwards and hurried off to my eight A.M. class, Introduction to Astronomy. I have always been interested in astronomy, so I took a seat in the front row.-----

When Dr. Laster walked in and thumped his books on the desk, the classroom was filled, and several students were standing along the walls. The professor looked around the room until his eyes stopped on me. He did not look pleased. "Young man," he said, "where are your manners?" I looked around and saw female students standing as I sat. Embarrassed, I rose and gestured for one of them to take my seat. "Sit down," snapped the professor. "I'm sure these ladies can stand for a few more minutes. Do you and these other gentlemen always wear your hats indoors?" I felt a flush creeping slowly up my neck, and as I whipped my cap from my head, I saw stealthy movements as others quickly removed theirs. During the rest of the class, I hid my embarrassment by pretending to read the syllabus and take notes.

By the time class was over, I had decided that one crusty old professor was not going to keep me from taking a class that genuinely interested me. I headed for the bookstore, but the astronomy books were sold out. That's when I had an idea. I would drop by the professor's office to let him know that the bookstore was out of books. That small courtesy, I reasoned, might help me to get back on the right track with him.

When I got to the professor's office, the door was open and he was sitting at his desk reading. I knocked softly on the door frame and said, "Professor Laster? I just came by to let you know that the bookstore is out of astronomy textbooks." Instead of being pleased that I had come by, he looked annoyed. "That's not my problem," he said. "It's the bookstore's problem, and it's your problem. And it does not excuse you from reading the chapter or turning in the assignment." I was speechless. "Will that be all?" said Professor Laster. I wanted to offer an explanation or stand up for myself in some way, but I was so astonished by his hostility that I could not think of a reply. "Yes, sir," I finally stammered, then turned to leave.

I dropped the class that afternoon. I will never know why Dr. Laster behaved as he did. I do know that his petty, arrogant behavior cheated me out of a class I wanted to take and cheated him out of a good student who wanted to learn. All Dr. Laster taught me was to be a bit less trusting, a bit more cynical and, next time, more willing to stand up for myself.

3. The introductory paragraph of the essay below is missing. Read the body and concluding paragraphs and then write an appropriate introductory paragraph.

A Garden of Temptation

The vegetable bins at Harry's are a feast for the senses. Row upon row of green, musty-smelling cabbages temptingly hint of cabbage rolls and coleslaw to come. Beyond the green cabbages are bins of the purple, curly-leafed variety, piled like basketballs in a sporting goods store. Next come potatoes in all shapes and sizes. Large, long Idahos weigh in the hand like a stone and bake up fluffy and dry. The yellow-fleshed Yukon Golds can be sliced into golden medallions and topped with cheese. Farther along the aisle, carrots beckon like slender fingers and plump squash nestle comfortably in neat bins. At the end of the aisle, mountains of waxy purple eggplant lie in lush array. The vegetable bins at Harry's provide a feast for the eyes as well as for the taste buds.

Beyond the vegetables lie the fruits in a patchwork of geographic and seasonal variety. Bananas, pineapples, mangoes, and limes flaunt tropical hues. Their exotic aromas hint of balmy breezes, marimba bands, and sweet summer nights. Across the aisle, the season is fall. Apples, crisp as a New England day, stir the air with the fragrance of autumn. Their red and yellow colors and even their names—Crispin, Pippin, Granny Smith, Ginger Gold—suggest brisk autumn days, the crunch of leaves underfoot, and a cozy hearth. Farther on, yellow grapefruit, bright as the California sun, suggest a return to summer. Beside them, giant navel

oranges add a hint of citrus to the air. In this section of Harry's, time and place blend in a fruit-basket turnover.

For customers who can't wait until they are out of the store to sample the delights of Harry's fruits and vegetables, the juice bar offers instant gratification. Thirsty shoppers can drink in the tartness of a California grapefruit or taste the sweetness of freshly squeezed orange juice. For something different, customers can sample apricot juice in hues of rich dusky amber or exotic papaya flavored with coconut milk. Vegetable lovers can sip a cool, pale celery drink, rich red tomato juice, or carrot juice so brightly orange that many shoppers swear their eyesight improves just by looking at it. There's no better way to end a trip through Harry's produce department than by drinking it in.

Grocery shopping can be a chore, but at Harry's, it is more often a delight. A trip through the produce department is a tempting tour through a garden where every vegetable is in season and no fruit is forbidden.

4. The concluding paragraph of the essay below is missing. Read the introductory and body paragraphs and then write an appropriate concluding paragraph in the space provided.

The French Revolution marked a decisive turning point in history. In religion, government, and economics, the systems that had dominated Europe since the Middle Ages were overturned and were replaced with systems that in one form or another are still used today. For this reason, the French Revolution can properly be understood as the beginning of the "modern world."

In the area of religion, the French Revolution greatly diminished the influence of the Catholic Church. The Church had dominated European life since the early Middle Ages. It had been one of the largest landowners in the country yet had received exemptions from paying taxes to the government. The Revolution took away Church lands, sold them to raise money, and made priests employees of the state. These changes had the effect of greatly reducing the influence of clericalism and replacing it with secularism.

The area of government represented an equally dramatic break with the past. Since the Middle Ages, monarchy had been the dominant form of government throughout Europe. But the Revolution overthrew the monarchy and in its place installed the first republic since Rome. The importance of this change to the political character of Europe cannot be overstated. Within another century, most of the countries of Europe had placed constitutional limitations on their monarchs and implemented some form of republican government.

Finally, in economics, the Revolution resulted in the end of feudalism and the official acceptance of capitalism as the organizing economic system. Feudalism had been the predominant economic system in Europe since the early Middle Ages. But the Revolution

abolished feudal taxes and obligations. In their place, it put the right to own property and the right of people to be free of inherited indenture. In terms of their long-term impact on society, these changes were at least as important as those that occurred in religion and government.

Writing the Basic Types of Essays

The essays you have read above are *expository*, *argumentative*, *narrative* and *descriptive* respectively. The primary purpose and the nature of each of the essays have been discussed in the second unit.

Writing Expository Essays

The main objective of an expository essay is *to inform, explain, clarify, define or instruct.*

Exercise

1. The following essay consists of five paragraphs, but the paragraphs are not in the logical order. Read the essay and then put the paragraphs in the correct order by writing the numbers in the space provided under the essay.

The Benefits of Television

1 Most important, television is educational. Preschoolers learn colors, numbers, and letters from public television programs, like Sesame Street, that use animation and puppets to make learning fun. Science shows for older children, like fun with nature, go on location to analyze everything from volcanoes to rocket launches. Adults, too, can get an education from courses given on TV. Also, TV widens our knowledge by covering important events and current news. Viewers can see and hear presidents' speeches, state funerals, natural disasters, and election results as they are happening. Finally, with a phone line and special terminal television allows any member of the family to access and learn from all the information resources on the internet.

2 In addition to being relaxing, television is entertaining. Along with the standard comedies, dramas, game shows that provide enjoyment to viewers, television offers a variety of movies and sports events. Moreover, in many areas, viewers can pay a monthly fee and receive special cable programming. With this service, viewers can watch first-run movies, rock and classical music concerts, and specialized sports events, like international soccer and Grand

Prix racing. Viewers can also buy or rent movies to show on their TV sets through DVD players or VCRs. Still another growing area of TV entertainment is video games. Cartridges are available for everything from electronic baseball to Mortal Kombat, allowing the owner to have a video game arcade in the living room.

3 First of all, watching TV has the value of sheer relaxation. Watching TV can be soothing and restful after an eight-hour day of pressure, challenges, or concentration. After working hard all day, people look forward to a new episode of a favorite show or yet another showing of Casablanca or sleepless in Seattle. This period of relaxation leaves viewers refreshed and ready to take on the world again. Watching TV also seems to reduce stress in some people. This benefit of television is just beginning to be recognized. One doctor, for example, advises his patients with high blood pressure to relax in the evening with a few hours of television.

4 Perhaps because a television is such a powerful force, we like to criticize it and search for its flaws. However, the benefits of TV should not be ignored. We can use television to relax, to have fun and to make ourselves smarter. This electronic wonder, then, is a servant, not a master.

5 We hear a lot about the negative effects of television on the viewer. Obviously, television can be harmful if it is watched constantly to the exclusion of other activities. It would be just as harmful to listen to CDs all the time or to eat constantly. However, when television is watched in moderation, it is extremely valuable, as it provides relaxation, entertainment, and education.

The correct order: -----

2. Read the essay below and complete it by writing appropriate transitional devices and pronouns as linking words of your own in the spaces given.

What is This Thing Called Love?

A wise man once said that love is a wonderful thing. Although this statement leaves sparse room for argument, it does little to define what love is beyond the vague realm of wonderful. It is my duty as a devout romantic to embark upon the seemingly difficult task of defining love by looking at the history, explaining what love is not, and examining the uses of love and the results of that usage.

-----, the origin of the word is the most logical place to start. As with many words in the English language, love is a derivative of the Latin word "causemajoraprobemus" which means "You're miserable when you got it and miserable when you don't." The word was created to explain the biological phenomenon that existed when certain individuals came into contact with each other and either remained together or went about their lives separately. Regardless of the outcome, the relationship was usually

characteristic of throat lumps, knotted stomachs, weak knees, temporary loss of language, sweaty palms, dizziness, sneezing, and occasional nausea. Belligerent insanity also resulted. History clearly illustrates this. Can we ever forget the face that launched a thousand ships? Federally expressing Van Gogh's ear? The construction of Le Tour Eiffel? All of these were results of love and love lost.

-----, star-crossed lovers have stated that love is not hand nor foot nor any part belonging to a man. Matrimonial ceremonies also claim that love is not jealous or boastful. Let it be stated here that love also is not a gourmet dish, a domesticated animal, or a latest trend. Love is not a strategic defense mechanism nor the best kept secret at the Pentagon. Love is not another seasoning to bottle and stick on the dust-lined shelves of the spice rack. Love is not to be confused with adhesive tape.

-----, love is a great counterpart to late, evening thunder storms on hot July nights. Love goes well with cold pizza on picnic blankets. Love is cold, wet sand between bare toes. Love is a capitalistic sell-all for novels, Top-40 pop songs, summer movies, and greeting cards.

-----, love is a four-letter word. Much like other words of similar letter make up, when expressed it can evoke laughter, pleasure, pain, anger, and virtually any wave of reaction. Love also can be confused with feelings of indigestion and gas. Houses have been built, burned, and banished because of love.

You can also decide to take risks wisely for the errors you might make when you carry out other writing tasks such as producing essays by including relevant and adequate details.

3. Write an essay of three paragraphs about the *advantages of group work.*

Exercise

1. Read the following conversation that takes place between Trevor Lonsdale who is a newspaper reporter and Bill Hanley who is a photographer in Victoria Street in London reporting the annual January sales at the Army and Navy stores and then report the conversation in an essay of three paragraphs (about one hundred forty words).

BILL: It's a waste of time coming here. You never get any interesting pictures. Just a lot of people excited because they've bought something they don't really want, and think it's a bargain.

TREVOR: Well, people like reading about the sales. And sometimes famous people come to the shops. You never know. For instance – hey, Bill! – look at that fair-haired girl in the smart coat. I'm sure it's her. I can't see any detectives with her in this crowd, but perhaps she's come by herself. Come on, quick. Take some pictures before she goes into the shop.

BILL: Why? Hey, I think you're right. It is her. Ok, go and talk to her.

TREVOR: Excuse me – er, your Royal Highness, er – would you mind answering a few questions?

FIONA: What are you talking about? And why is he taking pictures?

TREVOR: Well, you see, we're interested to see you here, mixing with the crowd. It's very democratic, I must say.

FIONA: I suppose this is some sort of joke, but I don't think it's funny. I've only got twenty minutes to do my shopping, and then I must get back ...

TREVOR: Of course, to the Palace. Is the Prince looking after the children?

FIONA: I haven't got any children! You must be mad! Look, if don't go away and leave me alone, I'll call the police!

TREVOR: No, that's not necessary. I won't bother you anymore, your Royal Highness.

FIONA: What is this? Why do you keep calling me 'your Royal Highness'?

TREVOR: Well, I thought you were Princess er... But now I look at you closely. Perhaps I was wrong. If so, I'm very sorry. Who are you, in fact?

FIONA: My name is Fiona Jackson. I'm 22 and live in Clapham. I work as a secretary for Westminster City Council. Just round the corner. Does that satisfy you?

TREVOR: Of course, but you don't mind me saying so, you look just like her and she has her hair done in the same way.

few miles from the sea, it is very hilly and the winds blowing across the Atlantic give it a higher rainfall than the national average.

The city was founded in the Middle Ages, but its prosperity grew with the discovery of America. During the seventeenth and eighteenth centuries it was the centre for trade with the West Indies and the American colonies, but the abolition of the slave trade and the development of the Lancashire cotton industry eventually caused it to be replaced by Liverpool. Efforts were made to maintain the city's position, however, and the great engineer, Isambard Brunel, was employed to design ships. One of them, the Great Britain, can still be visited today as a tourist attraction.

Brunel was also responsible for the most impressive sight in the Bristol area, the magnificent Clifton Suspension Bridge over the Avon River, which was completed in 1864. Apart from the bridge, Bristol has a number of other interesting monuments. The cathedral was built on the site of an abbey founded in 1142, and the church of St. Mary Radcliffe is regarded as one of the most beautiful in England. The university, built on a hill in Clifton, a district of Bristol, was founded in 1876 and has since become one of the most prestigious in the country.

Bristol is fortunate in possessing a splendid old theatre, the Theatre Royal, the home of the Bristol Old Vic, one of the best known provincial theatre companies, and is a lively centre for arts. It has two professional football teams, a famous rugby club, and county cricket matches take place there in summer, as well as a Grand Prix tennis tournament.

The countryside around Bristol is very pleasant. The lovely city of Bath, which still preserves the atmosphere of its peak as a fashionable center for aristocratic visitors in the eighteenth century, is only 13 miles away. To the north lie the Cotswold Hills, and to the south the fascinating caves at the Cheddar Gorge and the delightful Somerset villages.

The people are friendly, slow-speaking and polite, helping to make Bristol one of the few large industrial cities in Britain that can still be said to have charm.

3. Read the following descriptive essay of a scene and then, in the space given below, write a similar descriptive essay of a scene you know.

Oxford Street is the central stretch of a long road joining the City of London to the West End on the north side. At the western end in Marble Arch, and from there the fashionable thoroughfare of Park Lane, facing Hyde Park, runs south. Halfway along Oxford Street is Oxford Circus, linked to Piccadilly Circus to the south by the elegant shopping street, Regent Street.

Oxford Street is also famous as a shopping street but it is a more popular one. It is incredibly busy during the day, but relatively quiet at night when the shops are shut. It is particularly attractive to foreign tourists, and if you stand on the pavement for five minutes in summer you will probably hear at least a dozen different languages spoken.

At the same time, it is a street of contrasts. On the north side stand most of the great stores, like Selfridges and John Lewis, and the pavements are full of people staring in the shop windows and going in and out. Yet opposite these stores, where most of the shops are smaller, you can see all kinds of street traders, some with stalls selling fruit, others with souvenirs and cheap toys laid out on the pavement to attract passers-by.

Essentially, it is a street that attracts people who like crowds. Apart from the continuous movement of the shoppers during the day, it is route for a number of London buses, and there are four underground stations for the people who are travelling underneath it. Personally, I have never liked it, because I hate having to stop every few yards to avoid bumping into people, but it is certainly the London Street that conveys most obviously the atmosphere of a great cosmopolitan city.

4. In the space given below, describe an object in an essay of five paragraphs.

Addis Ababa University
School of Graduate Studies
College of Humanities, Language Studies, and Journalism and Communication
Department of Foreign Languages and Literatures
A Test on Writing Skills

- This test has seven sections:
 - Section A: Completing Sentences by Writing appropriate Subjects and Predicates and Re-writing Sentences by Correcting Errors
 - Section B: Completing Paragraphs by Writing appropriate Topic Sentences, Concluding Sentence, and Relevant Details
 - Section C: Re-arranging Jumbled Sentences in Logical Orders and Completing a Paragraph by Writing appropriate Cohesive Devices
 - Section D: Completing an Essay by Writing an appropriate Thesis Statement and a Concluding Paragraph
 - Section E: Identifying Parts of an Essay: Introduction, Body, and Conclusion
 - Section F: Re-arranging Jumbled Paragraphs in Logical Orders
 - Section G: Writing an Essay to Argue for or Against
- Read the instructions under each section carefully and answer the questions accordingly.
- Time allotted to complete the test is three hours.
- Before you respond to the test, please complete the following information:
Id.No.:----- Age:----- Sex:----- Date:-----

Section A: Completing Sentences by Writing appropriate Subjects and Predicates and Re-writing Sentences by Correcting Errors

(Focus on use of accurate grammar and correct punctuation marks)

Instruction I: The following groups of words cannot be a sentence. Write suitable words or group of words in the spaces provided to produce grammatically accurate sentences. (1 point each)

1. My new jacket-----.
2. ----- going to the university with other students?
3. You and -----.
4. ----- she is!
5. Mosquitoes -----.
- 6----- each other to new international hotel we visit?
7. How large it -----!
8. ----- your answers clearly and legibly.

Instruction II: There are errors in the structure of the following sentences because punctuation marks are not used to separate the clauses. Correct the errors by using appropriate punctuation marks and re-write the sentences in the spaces given. (1 point each)

1. His encouragement produced good results for many people took his advice and became more useful citizens.

2. After graduation time seemed to pass slowly for me from June to September I stayed on the farm and helped my grandfather.

3. My uncle is paying for my educational needs except for tuition he does not expect me to pay back when I have an income of my own.

Instruction III: There are errors in the structure of the following sentences because the modifiers dangle, or the sentences begin in given grammatical structures and suddenly shift to others. Re-write the sentences in the spaces given by correcting the dangling modifiers and the inconsistencies. (1 point each)

1. Shining brightly through the window, Almaz could see the sun.

2. To do an author's job, Mathematical skill is needed.

3. Walking along the top of the hill, parts of the distant city can be seen.

4. Each witness gave a report on what they thought had actually happened.

5. Gutema bent down to pick up the coin, his hat dropped on the ground.

6. Our soldiers fought their enemies courageously, but the battle was not won by them.

Section B: Completing Paragraphs by Writing appropriate Topic Sentences, Concluding Sentence, and Relevant Details

(Focus on content)

Instruction I: The following paragraphs lack a sentence which tells us their themes. In the spaces provided, write a sentence that shows the main ideas of the paragraphs. (1 point each)

1. _____
_____. For one thing, smoking causes serious health risks such as lung cancer, bad mouth smell and breathing deficiencies. Smoking also results in inconsistencies in spending habits. Likewise, smoking affects one's social interaction as it may easily set bad example for children.

Smoking through time may develop in to addiction and may cause psychological problems like fear of failure, frustration and stress. In general, smoking has many complicated problems.

2. _____
_____. Firstly I go to the library and collect the necessary information. After that I make notes that I think are important for my assignment. Then it is important that I make a rough draft of what I am going to write. The next step is to type or write a fair copy of my notes and ask someone else to proofread it for me. Finally I submit the finished assignment to my course tutor.

3. _____
_____. For one thing education and career are delaying the age at which young people are marrying. In addition to these factors, there is an increasing recognition in our society that single hood can be a legitimate, healthy and happy alternative to marriage. A social researcher A. Shostak found through interviews with young people that most would be 'a little' bothered if they failed to marry, and relatively few said they would be 'greatly' bothered by failing to marry at some time during their lives. The mothers of these same young adults generally acknowledged that marriage was not a 'must' for their children. Generally, education, career and the new change in societal value of marriage are great contributors to the increase in singlehood today.

Instruction II: The following paragraph misses a sentence that ends it. In the space provided, write a sentence which can close the paragraph. (1 point)

A consumer can save a lot of money by shopping wisely. This means he is always looking for sales and collecting coupons, but it is also means the person is not a compulsive shopper. In other words, the wise consumer does his research and makes a plan so that he knows what he is looking for. He is not tempted by attractive products that are not necessary. Sometimes he goes home without purchasing anything. He might think he wasted his time but he knows he did not waste his money. _____.

Instruction III: The paragraph below is incomplete. Complete it by writing seven (about seventy words) relevant sentences. (7 points)

Trees supply us many of the conveniences of our daily life, they do much more than that. They support the life of living things. They help to replace the oxygen that gets up when living things breathe. _____

Section C: Re-arranging Jumbled Sentences in Logical Order and Completing a Paragraph by Writing appropriate Cohesive Devices

(Focus on organization)

Instruction I: The following sentences are not in logical order to construct a coherent paragraph. In the spaces given below, put them in correct orders by writing the letters that represent them. (1 point each)

- A. Scientists think there are living things on Mars. They have seen some green lines on the surface of Mars. They have seen some green lines on the surface of Mars.
- B. They have found out about the size, weight and temperature of the planets.
- C. Mars has day and night like the earth.
- D. Scientists have found out many things about the planets.
- E. We have night and day, because the earth turns round.

1. ----- 2. ----- 3. ----- 4. ----- 5. -----

Instruction II: The paragraph below is incomplete. Complete it by choosing suitable cohesive devices from the table and writing them in the spaces given. (1 point each)

because	Also	not only
However	even more	such as
consequently	finally	

Language is a way to communicate with each other. We started to learn language when we were born. _____, people are used to speaking their native language when they grow up. So, immigrants are having many problems between the first generation and the second generation _____ they don't have the same native language. _____, the second generation is losing their identity. Especially in America, there are many immigrants that came from different countries to succeed in the States. Because they suffer in lots of areas _____ getting a job and trying to speak English, they want their children to speak English _____ at school but also at home in order to be more successful. Because of this situation, their children are losing their ethnic identity and, _____, they are ignoring their parents whose English is not very good.

Section D: Completing an Essay by Writing an appropriate Thesis Statement and a Concluding Paragraph

(Focus on content)

Instruction: The following essay lacks a statement that tells us its central idea and a paragraph that closes it. In the spaces provided, write a sentence which can show the controlling idea of the essay and a paragraph of five to seven sentences which can end it. (8 points)

Imagine having a job that fits your schedule. You do not have conflicts with studying because you only work at night and on the weekends. In addition, you can work in a beautiful room with paintings on the walls, candlelight, and beautiful music playing in the background. _____

_____ (1 point)

First, restaurant work is a great job for students because the hours are different. Most restaurants are busiest during the weekends in the evening. Since students have to go to class during the week and during the day, a restaurant job gives them time for class.

The second reason why restaurant work suits students is that the student can eat at the restaurant. Students are short on time. They do not want to go shopping, cook or clean up, so they need to get meals in a hurry. It is perfect if they can eat at work.

_____ (7 points)

Section E: Identifying Parts of an Essay: Introduction, Body, and Conclusion

(Focus on organization)

Instruction: The following are an introductory paragraph, three body paragraphs, and a concluding paragraph of an essay put in an incorrect order. In the spaces given below, write the letters that represent them. (1 point each)

A. If students are enthusiastic about what they are studying, realistic about their academic goals, and receive support from their families, their college journey will be easier. They need to transform themselves into eagles. An eagle knows how to focus on what it wants and capture it even when the distance is great.

B. Students also need to focus on realistic academic goals. Many students are not aware of the importance of selecting the right college and major. In fact, a wrong decision may result in a waste of time and money. For example, students may have very high expectations and select a major that presents demands they cannot meet. In some cases, they find themselves on a career path they do not even enjoy. As a result, they may have to change their major or drop out of college when they realize that they cannot keep up their grades. If they are more focused on what they want, the better their chances will be to achieve their goals.

C. Students need to keep up the motivation they need to study. Students have many obligations to fulfill, such as completing homework assignments and research projects, studying for exams, and writing term papers. Many students work after school and arrive home late at night. Only dedicated and responsible students will push themselves to finish their work before going to bed. When the

options are to go to a party with friends or stay home and work, only determined students will choose to study.

D. First, college students need the support of their families to succeed. If they are lucky, they have families that protect and nurture them. Their family members act as helping hands, friends who they can depend on emotionally. Students need this support system to help them realize their own capacity even when they doubt themselves. For example, because the work load is too great or the exams are too hard, students may get discouraged. Families can encourage them to persevere. In addition, tuition and books are very expensive; consequently, some students are forced to work. If they receive financial assistance from their families, they can dedicate all their time to their studies.

E. The road to success in college is full of obstacles that might interfere with students reaching their goals. Despite these obstacles, students can achieve their dream of earning their degree. They need support from family and friends, strong motivation, and the ability to focus.

1. An introductory paragraph:-----
2. Body Paragraph 1:-----
3. Body Paragraph 2:-----
4. Body Paragraph 3:-----
5. A concluding paragraph:-----

Section F: Re-arranging Jumbled Paragraphs in Logical Order

(Focus on organization)

Instruction: The following paragraphs are not in logical orders to give us a coherent essay. In the spaces given below, put them in correct orders by writing the letters that represent them. (1 point each)

A. Most important, television is educational. Preschoolers learn colors, numbers, and letters from public television programs, like Sesame Street, that use animation and puppets to make learning fun. Science shows for older children, like Fun with Nature, go on location to analyze everything from volcanoes to rocket launches. Adults, too, can get an education (college credits included) from courses given on television. Also, television widens our knowledge by covering important events and current news. Viewers can see and hear presidents' speeches, state funerals, natural disasters, and election results as they are happening. Finally, with a phone line and a special terminal, television allows any member of the family to access and learn from all the information resources on the internet.

B. First of all, watching TV has the value of sheer relaxation. Watching television can be soothing and restful after an eight-hour day of pressure, challenges, or concentration. After working hard all day, people look forward to a new episode of a favorite show or yet another showing of Casablanca or Sleepless in Seattle. This period of relaxation leaves viewers refreshed and ready to take on the world again. Watching TV also seems to reduce stress in some people. This benefit of television is just beginning to be recognized. One doctor, for example, advises his patients with high blood pressure to relax in the evening with a few hours of television.

C. We hear a lot about the negative effects of television on the viewer. Obviously, television can be harmful if it is watched constantly to the exclusion of other activities. It would be just as harmful to listen to CDs all the time or to eat constantly. However, when television is watched in moderation, it is extremely valuable, as it provides relaxation, entertainment, and education.

D. In addition of being relaxing, television is entertaining. Along with the standard comedies, dramas, and game shows that provide enjoyment to viewers, television offers a variety of movies and sports events. Moreover, in many areas, viewers can pay a monthly fee and receive special cable programming. With this service, viewers can watch first-run movies, rock and classical music concerts, and specialized sports events, like international soccer and Grand Prix racing. Viewers can also buy or rent movies to show on their television sets through DVD players or VCRs. Still another growing area of TV entertainment is video games. Cartridges are available for everything from electronic baseball to Mortal Combat, allowing the owner to have a video game arcade in the living room.

E. Perhaps because television is such a powerful force, we like to criticize it and search for its flaws. However, the benefits of television should not be ignored. We can use television to relax, to have fun, and to make ourselves smarter. This electronic wonder, then, is a servant, not a master.

1. ----- 2. ----- 3. ----- 4. ----- 5. -----

Section G: Writing an Essay to Argue For or Against

(Focus on content, organization, grammar, vocabulary and mechanics)

Supporters of TECHNOLOGY say that it solves problems and makes life better. Opponents argue that TECHNOLOGY creates new problems that may damage the quality of life. Which view of TECHNOLOGY do you support? Why? In the space given below, write an essay of five paragraphs to argue for or against TECHNOLOGY.

Addis Ababa University
School of Graduate Studies
College of Humanities, Language Studies, and Journalism and Communication
Department of Foreign Languages and Literatures
A Test on Writing Skills

- This test has seven sections:
 - Section A: Completing Sentences by Writing appropriate Subjects and Predicates and Re-writing Sentences by Correcting Errors
 - Section B: Completing Paragraphs by Writing appropriate Topic Sentences, Concluding Sentence, and Relevant Details
 - Section C: Re-arranging Jumbled Sentences in Logical Orders and Completing a Paragraph by Writing appropriate Cohesive Devices
 - Section D: Completing an Essay by Writing an appropriate Thesis Statement and a Concluding Paragraph
 - Section E: Identifying Parts of an Essay: Introduction, Body, and Conclusion
 - Section F: Re-arranging Jumbled Paragraphs in Logical Orders
 - Section G: Writing an Essay to Argue for or Against
- Read the instructions under each section carefully and answer the questions accordingly.
- Time allotted to complete the test is three hours.
- Before you respond to the test, please complete the following information:
Id.No.:----- Age:----- Sex:----- Date:-----

Section A: Completing Sentences by Writing appropriate Subjects and Predicates and Re-writing Sentences by Correcting Errors

(Focus on use of accurate grammar and correct punctuation marks)

Instruction I: The following groups of words cannot be a sentence. Write suitable words or group of words in the spaces provided to produce grammatically accurate sentences. (1 point each)

1. His old hat -----.
2. ----- coming here with your classmates?
3. I and -----.
4. -----he is!
5. Elephants -----.
- 6-----one another the hotel we saw yesterday?
7. How small that-----!
8. -----

Instruction II: There are errors in the structure of the following sentences because punctuation marks are not used to separate the clauses. Correct the errors by using appropriate punctuation marks and re-write the sentences in the spaces given. (1 point each)

1. Her advice brought changes for many students took it and became more disciplined learners.

2. After my friend graduated on 24 June 2010 he stayed on the farm and helped his father.

3. They are covering her expenses except for registration fee they do not expect her to pay back when she has an income of her own.

Instruction III: There are errors in the structure of the following sentences because the modifiers dangle, or the sentences begin in given grammatical structures and suddenly shift to others. Re-write the sentences in the spaces given by correcting the dangling modifiers and the inconsistencies. (1 point each)

1. Reflecting heavily through the glass, Abebech could see the light.

2. To do a doctor's job, scientific knowledge is needed.

3. Standing on the tip of the mountain, all parts of the town can be seen.

4. All students reported what he saw.

5. Tolosa jumped up, his pen fell down.

6. The farmers worked very hard, but the production was not increased by them.

Section B: Completing Paragraphs by Writing appropriate Topic Sentences, Concluding Sentence, and Relevant Details

(Focus on content)

Instruction I: The following paragraphs lack a sentence which tells us their themes. In the spaces provided, write a sentence that shows the main ideas of the paragraphs. (1 point each)

1. _____

First, the weather is so cold, and I am frequently sick during that season. Also, I do not own a car. Transportation is very difficult. In order to go to the market or the doctor, I must take a taxi or call a friend another reason I am not happy is that I am very lonely. I miss my family terribly, and my English is not good enough to American friends. The most important problem I have is that my

government has not sent money to me from my country. Although I think that the money will come soon, I am still very worried. Consequently, I am very unhappy.

2. _____
_____. The zero zone is centered on a line running north and south through Greenwich, England. The time zones east of Greenwich have time later than Greenwich Time, and those to the west have earlier times. There is an hour difference in each time zone.

3. _____
_____. The largest of the rooms is in the centre, with two small rooms, slightly raised on either side. On the right is a bathroom, out of sight. A narrow flight of stairs at the back leads to the attic. The rooms are sparsely furnished with a few chairs, cots, a table or two. The windows are painted over, or covered with makeshift blackout curtains. In the main room, there are a sink, a gas ring for cooking and a wood-burning stove for warmth.

Instruction II: The following paragraph misses a sentence that ends it. In the space provided, write a sentence which can close the paragraph. (1 point)

Computers can be a real aid in all stages of the writing process. With powerful word-processing software, computers allow you to write, edit, format and print anything from a single word to a lengthy essay. Computers also make it possible to set margins, choose fonts, adjust line spacing, and insert page numbers - all with simple mouse clicks. In addition, computers can help you check your spelling, grammar, _____ and _____ writing _____ style.

_____.

Instruction III: The paragraph below is incomplete. Complete it by writing seven (about seventy words) relevant sentences. (7 points)

The dormitory in which I live this year is very attractive. It is found in newly built block and painted with half green and half white colors. My cozy room that I share with three friends of mine is fully equipped with modern furniture like modern wheeled-cupboard, pristine bed, comfortable tables and chairs.

Section C: Re-arranging Jumbled Sentences in Logical Order and Completing a Paragraph by Writing appropriate Cohesive Devices

(Focus on organization)

Instruction I: The following sentences are not in logical order to construct a coherent paragraph. In the spaces given below, put them in correct order by writing the letters that represent them. (1 point each)

- A. A second model also was demolished in an earthquake.
- B. Years after his death, a tombstone purchased by a distant relative was ready for delivering when it was struck by a train and destroyed.
- C. The people of Baltimore raised money for a monument to Poe, who had lived there, but the clay model was destroyed by fire before it could be cast in bronze.
- D. Poe's death has been as haunted by misfortune as his life was.
- E. Finally, in 1875, the bronze sculpture was erected in Poe's honor.
- F. His family couldn't afford a tombstone for his grave.

1. ----- 2. ----- 3. ----- 4. ----- 5. -----

Instruction II: The paragraph below is incomplete. Complete it by choosing suitable cohesive devices from the table and writing them in the spaces given. (1 point each)

In fact	For instance	Also
While	Such as	This
But	Lastly	

Should robots be welcomed into the American home, industry and marketplace? Those who say they should not raise concerns about widespread unemployment and job displacement. _____ these concerns cannot be denied, there is more to be gained than lost from welcoming the Age of Robotics. At present, most robots benefit society by taking over jobs that are unpleasant, dangerous, or even impossible for humans. _____, robots are now used to do auto body printing, a dangerous job for humans who would constantly inhale fumes. Robots _____ perform humanly impossible tasks _____ replacing equipment exposed to great heat, surrounded by dangerous gases, or located underwater. With the decreasing cost of microcomputers, the development of inexpensive, sophisticated robots is an increasing economic reality. If our countries or industries ignore _____ developing technology, they will be left behind by those countries and industries that do not. _____, if we do not use robots, could be even greater unemployment and job loss from bankrupt industry than from robots....

Section D: Completing an Essay by Writing an appropriate Thesis Statement and a Concluding Paragraph

(Focus on content)

Instruction: The following essay lacks a statement that tells us its central idea and a paragraph that closes it. In the spaces provided, write a sentence which can show the controlling idea of the essay and a paragraph of five to seven sentences which can end it. (8 points)

Why Students are Poor?

It is easy to recognize a college student because he or she is carrying books and usually wearing old pants or jeans and a T-shirt. You will not see a college student driving a new car. Instead, you will see him at a bus stop or a bicycle. And at mealtimes, a college student is more likely to be eating a slice of pizza than dining in a fine restaurant. Very few college students have extra money to spend on clothes, cars, or good food.

(1 point)

The first reason college students are poor is that they cannot work full-time. An eighteen year-old is an adult with the needs and wants of an adult; however, if that young person is taking courses at a university or a community college, he or she must spend as much time as possible studying. Therefore, the student has to sacrifice the extra money that a job would provide in order to have the freedom to concentrate on classes.

A second reason college students have little money is that they have other expenses that working adults do not have. A college student must pay tuition fees every semester. A full time student usually takes three or four classes each semester and the fees for these classes can cost thousands of dollars per year. Also, students need to buy several expensive textbooks each semester. A single textbook can cost as much as a hundred dollars. Other necessary expenses include computers, papers, pens, note books, and other items needed for school projects.

(7 points)

Section E: Identifying Parts of an Essay: Introduction, Body, and Conclusion

(Focus on organization)

Instruction: The following are an introductory paragraph, three body paragraphs, and a concluding paragraph of an essay put in an incorrect order. In the spaces given below, write the letters that represent them. (1 point each)

A. Alexander Graham Bell is best known for his invention of telephone. While trying to discover the secret of transmitting multiple messages on a single wire, bell heard the sound of plucked string along some of the electrical wire. One of Belle's assistants, Thomas A. Watson, was trying to reactive a telephone transmitter. After hearing the sound, Bell believed he could send the sound of a human voice over the wire after receiving a patent on March 7, 1876 for transmitting a sound along a single

wire; he successfully transmitted human speech on March 10th. Bell's telephone patent was one of the most valuable patents ever issued. He started the Bell telephone company in 1877.

B. Bell went to invent a precursor to the modern day air conditioner, and a device called a "photo phone" that enabled sound to be transmitted on a beam of light and which today's fiber optic and laser communication system are based. 1898, Alexander Graham Bell and his son-in law took over the National Geographic Society and built it into one of the most recognized magazines in the world. Bell also helped found Science Magazine, one of the most respected research journals in the world.

C. Alexander Graham Bell died August 2, 1922. On day of his burial, in honor of Bell, all telephone services in the United States were stopped for one minute.

D. Bell soon moved to Boston, Massachusetts. In 1871, he began working with deaf people and published the system of Visible Hearing that was developed by his father. Visible Hearing illustrated how the tongue, lips, and throat are used to produce vocal sounds. In 1872, Bell founded a school for the deaf which soon became part of Boston University.

E. Alexander Graham Bell was born in Edinburgh, Scotland on March 3, 1847. When he was only eleven years old, he invented a machine that could clean wheat. Graham studied Anatomy and Physiology at the University of London, but moved with his family to Quebec, Canada in 1870.

1. An introductory paragraph:-----
2. Body Paragraph 1:-----
3. Body Paragraph 2:-----
4. Body Paragraph 3:-----
5. A concluding paragraph:-----

Section F: Re-arranging Jumbled Paragraphs in Logical Order

(Focus on organization)

Instruction: The following paragraphs are not in logical order to give us a coherent essay. In the spaces given below, put them in correct order by writing the letters that represent them.

(1 point each)

Land of the Free and the Wild

A. The most experienced hunters and fishermen at Hovey Lake, however, are not human. They are avian. Boasting a greater variety of bird life than almost any other spot in Indiana, the swamp attracts bird watchers twelve months a year from a dozen states. With powerful binoculars, they scan the bald cypress trees and standing dead timber, known to attract woodpeckers, including the pileated, red-headed, red-bellied, downy, and hairy. Other tree dwellers, from grumpy-looking owls to scurrying swifts, stake out territory in the swamp growth. During the warbler migration, the trees house whole orchestras, but the prothonotary warbler stays most of the summer, flashing yellow among the yew-

like lower branches of the cypress. Flocks of purple martins, cowbirds, and grackles fly in and out seasonally. In the more inaccessible parts of the swamp, great blue herons and great white egrets wade the shallows near one of the last stands of bamboo-like cane this far north or perch high in treetops from which they can see the Ohio River. In winter, the bald eagles soar among the thousands of geese and ducks, surely a testimony to the value of this wildlife sanctuary.

B. Boasting none of the amenities of modern campgrounds, Hovey Lake nevertheless attracts 90,000 visitors a year, visitors who hunt and fish and watch the birds. They come to appreciate the swamp for what it is, a precious ecological system struggling to survive man's intrusion. They hear the owls, the whip-poor-wills, the frogs, even the mosquitoes, and know that in the chain of this uncommon swamp life, every link must stay intact.

C. Because the swamp is situated along the Mississippi flyway, it offers refuge to 40,000 to 50,000 waterfowl each winter. Canada geese far outnumber other waterfowl, but snow geese, blue geese, and occasionally white-fronted geese winter there, too. Nearly every variety of duck, diver and puddle, resides in the quiet, smaller sloughs. As a result, the swamp attracts hunters in early winter, goose hunters to the pits and duck hunters to the blinds. The hunters' closely regulated success is the result of hundreds of acres of corn left standing by Posey County farmers, who rent the rich bottom land between the lake and the river by sealed bid. The farmers' contracts require them to leave 25 percent of the harvest as food for the thousands of waterfowl, encouraging them to stay. The encouragement works, much to the hunters' delight.

D. A great horned owl hoots across the quiet water and then glides through the stand of bald cypress along the eastern side of the swamp. Whip-poor-wills call; bullfrogs croak; mosquitoes hum. Darkness creeps across the swamp. Hovey Lake, Indiana's only cypress swamp, protected as a wildlife refuge, greets visitors with night sounds common to the uncommon 1,400- acre environment. Offering a different set of treats every season, the refuge attracts a wide variety of visitors during hunting, fishing, and bird-watching seasons.

E. In spring, however, the fishermen replace the hunters on Hovey Lake waters. Attracted by the spring crappie run, fishermen haul in hefty stringers of slabs and return to fish for bluegill. Evening campfires turn skillets full of fresh fillets into plates full of succulent morsels. Then sunrise sends the bass fishermen scurrying to secret waters, some to return with empty bags. One fisherman, however, boats three, one weighing in at eight pounds two ounces. Later in the day, a few trotlines yield spoonbill catfish, those prehistoric monsters weighing 30 pounds or more, as long as a man is tall. In late afternoon or early evening, a jug fisherman occasionally bags perch, catfish, or even a wily gar, long, slender, and sharp-toothed. Spring moves into summer, and summer moves into autumn. Only then, when the lake is closed for waterfowl migration, do the fishermen leave.

1. ----- 2. ----- 3. ----- 4. ----- 5. -----

Section G: Writing an Essay to Argue For or Against

(Focus on content, organization, grammar, vocabulary and mechanics)

Supporters of WAR say that it solves problems and brings peace. Opponents argue that WAR does not solve problems and it creates new problems that affect peace. Which view of WAR do you support? Why? In the space given below, write an essay of five paragraphs to argue for or against WAR.

Appendix F1: Learning Strategies of Writing Questionnaire

Addis Ababa University
School of Graduate Studies
College of Humanities, Language Studies, and Journalism and Communication
Department of Foreign Languages and Literatures

Student's Questionnaire

This questionnaire is designed for a study purpose. Its main purpose is to gather data on student's use of the learning strategies of writing. It has nothing to do with any sort of evaluation. The success of this study depends on your genuine responses to this questionnaire. Please read carefully and respond to the items honestly and frankly. The help received from you will be gratefully acknowledged in the thesis.

Thank you for your cooperation.

Instruction I: Before you respond to the items given below, complete the following information:

Code: ----- Age: ----- Sex: ----- Date: -----

Instruction II: Read each of the items given in the left column of the table below about student's use of the learning strategies of writing, and tick (√) as appropriate to you by selecting from the rates given against the item.

No.	Items	Always	Usually	Sometimes	Rarely	Never
1	Just before or while doing actual writing tasks/exercises in English, I carry out writing tasks such as a little story to help me successfully accomplish actual writing tasks/exercises. (MS)					
2	When I carry out a piece of writing in English, I repeat the given words or expressions and/or ideas to emphasize them if I think they are important for my discussion. (CGS)					
3	When I carry out a piece of writing in English to help me maximize the attractiveness of my writing, I collect, practice, and employ commonly used expressions, structures and formats. (CGS)					
4	When I write paragraphs or essays in English to help me produce effective texts, I copy and/ or collect paragraphs or essays both in English and in my own language/Amharic and compare and contrast these in terms of organization of ideas, subject matter treatment, language use, etc. (CGS)					
5	When I produce a piece of writing in English to help me write effectively, I use various sources to get information (CGS)					
6	When I write in English to help me improve my grammatical accuracy, I reason deductively about the position of adjectives, adverbs, articles, etc. (CGS)					
7	When I carry out a (difficult) piece of writing in English to help me produce effective writing, I use my own language/Amharic to prepare the first draft and then translate this into English. (CGS)					
8	When I write in English to help me successfully accomplish, I try to transfer my grammatical knowledge of my L1/Amharic to the English language or my knowledge from one aspect of the English language to another aspect of it or conceptual knowledge from one field to another. (CGS)					
9	When I write in English to help me improve my writing, I take notes on some issues while reading texts in English. (CGS)					

10	When I write in English to help me improve my writing, I practice summarizing long texts in a paragraph or two. (CGS)					
11	When I write in English, I use a variety of emphasis techniques such as color underlining, CAPITAL LETTERS, BIG WRITING, bold writing, and using symbols.(CGS)					
12	When I write paragraphs or essays in English to help me produce effective paragraphs or essays, I go through series of stages: plan, draft edit, rewrite, etc. (CGS)					
13	When I write in English, if I cannot come up with the most appropriate sentences, I try to adjust or approximate the messages by producing some less appropriate sentences. (CMS)					
14	When I write in English, I make up words of my own if I fail to come up with appropriate vocabulary to express the intended concepts. (CMS)					
15	When I write in English, I use circumlocutions or synonyms if I could not produce single words that can accurately reveal the intended concepts or ideas. (CMS)					
16	When I write in English to help me come up with effective writings, I overview comprehensively key concepts, principles, or set of materials of the writing tasks and associate these with what I have already known, i.e., I understand why an activity is being done, build needed vocabulary, and make associations with what I has already been known. (MCS)					
17	When I write in English to help me produce effective writings, I decide in advance to become aware of particular details of a writing task, i.e., which aspects of a writing task to focus on such as structure, content, tone, sentence construction, punctuation, reader needs, etc. (MCS)					
18	When I write in English, I make efforts to find out how to improve my writing by reading books and talking to my classmates, friends out of class, or parents and use this knowledge to build up my writing skills. (MCS)					
19	Just before I start writing in English, I budget my time properly to help me successfully accomplish a piece of writing. (MCS)					
20	When I write in English to help me effectively achieve the intended objectives, I identify the purpose of a writing task. (MCS)					
21	When I write in English to make my writing as effective as possible, I identify errors of my writing and determine which ones cause serious confusions, track the sources, and try to eliminate such errors. (MCS)					
22	Just before I start writing in English, to make me work hard, I set criteria to assess my progress. (MCS)					

23	When I write in English, I conduct self-evaluation on my writings (e.g., by comparing my writings with the writings of my classmates). (MCS)					
24	When I write in English to help me produce effective writings, I try to create the best possible environment, schedule well, and keep a language learning notebook. (MCS)					
25	Just before I start writing in English to help me feel more confident and thus do effectively, I make positive statements to myself about my performance. (AS)					
26	When I write in English to make me produce effective writings, I practice taking risks wisely, i.e., practice making a conscious decision to take reasonable risks regardless of the possibility of making errors or encountering difficulties while writing. (AS)					
27	After I have successfully accomplished doing a (difficult) piece of writing in English, I reward myself for the performance (e.g., by telling myself that I have done well and that I deserve a rest, an entertainment, etc) to motivate me to keep on doing well various writing tasks in the future.(AS)					
28	Just before or while writing in English, I try to think about my emotions and if I feel tension, anxiety, or fear, I try to avoid or minimize these problems by taking appropriate actions against them to (help me) get relief and, as a result, be able to successfully accomplish the tasks. (AS)					
29	Just before or while writing in English, I discuss with my classmates about problems I encounter, how I feel (i.e., interested or bored) about writing tasks, and my attitudes towards writing tasks/exercises to make me successfully accomplish them because my classmates may help me to improve my writing problems, feelings and attitudes. (AS)					
30	Just before or while doing writing tasks/exercises in English to help me successfully accomplish, I ask my instructor for clarification or verification on what to do, how to do, when to do, etc. (SS)					
31	While doing or just after completing writing in English to help me come up with effective writings, I ask my instructor for correction of some writing difficulties. (SS)					
32	After completing writing in English to help me improve my writing, I ask my classmates, friends, parents, or neighbors to correct my writings. (SS)					
33	When I write in English to help me improve my writing, I work with my classmates. (SS)					
34	Just before or while carrying out a piece of writing in English, I try to think about the thoughts and feelings of my readers, i.e., I try to worry about what my readers may like and dislike. (SS)					

35	When I carry out a piece of writing in English , as much as possible, I try to keep in mind the reader I am writing to and try to meet his/her needs. (SS)					
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(Adapted from Oxford, 1990: 294-296)

- ❖ MS=Memory Strategy; CGS=Cognitive Strategy; CMS=Compensation Strategy; MCS=Metacognitive Strategy; AS=Affective Strategy; SS=Social Strategy

Appendix G1: Belief Questionnaire

Addis Ababa University
School of Graduate Studies
College of Humanities, Language Studies, and Journalism and Communication
Department of Foreign Languages and Literatures

Student's Questionnaire

This questionnaire is designed for a study purpose. Its main purpose is to gather data on students' belief about taking on more responsibility for their own learning of writing in English. It has nothing to do with any sort of evaluation. The success of this study depends on your genuine responses to this questionnaire. Please read carefully and respond to the items honestly and frankly. The help received from you will be gratefully acknowledged in the thesis.

Thank you for your cooperation.

Instruction I: Before you respond to the items given below, complete the following information:

Code: ----- Age: ----- Sex: ----- Date: -----

Instruction II: Read each of the items given in the left column of the table below about students' belief about taking on more responsibility for their own learning of writing in English, and tick (√) as appropriate to you by selecting from the rates given against the item.

No.	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I believe that it is mainly I, not the instructor, who should check if I make progresses on writing in English in class.					
2	I believe that it is mainly I, not the instructor, who should check if I make progresses on writing in English outside class.					
3	I believe that it is mainly I, not the instructor, who should stimulate my interest to learn/practice writing in English.					
4	I believe that it is mainly I, not the instructor, who should identify my weaknesses in learning/practicing writing in English.					
5	I believe that it is mainly I, not the instructor, who should make me work harder in learning/practicing writing in English.					
6	I believe that it is mainly I, not the instructor, who should decide the objectives of my learning of writing in English.					
7	I believe that it is mainly I, not the instructor, who should decide procedures I must follow while carrying out writing tasks/activities in English.					
8	I believe that it is mainly I, not the instructor, who should choose activities for learning/practicing writing in English.					
9	I believe that it is mainly I, not the instructor, who should decide how long to spend on each task/activity in learning/practicing writing in English.					
10	I believe that it is mainly I, not the instructor, who should choose important sources or materials I must exploit in learning/practicing writing in English.					
11	I believe that it is mainly I, not the instructor, who should evaluate my writing skills in English.					

12	I believe that it is mainly I, not the instructor, who should make sure if I have achieved the objectives of English writing lessons.					
13	I believe that it is mainly I, not the instructor, who should decide what aspects of writing (e.g., content, organization, grammar, vocabulary, mechanics, etc.) I must focus on in learning/practicing writing in English outside class.					

(Adapted from Spratt et al., 2002:265)

Appendix H1: Attitude Questionnaire

Addis Ababa University
School of Graduate Studies
College of Humanities, Language Studies, and Journalism and Communication
Department of Foreign Languages and Literatures

Student's Questionnaire

This questionnaire is designed for a study purpose. Its main purpose is to gather data on students' attitude towards learning writing through receiving training on the learning strategies of writing. It has nothing to do with any sort of evaluation. The success of this study depends on your genuine responses to this questionnaire. Please read carefully and respond to the items honestly and frankly. The help received from you will be gratefully acknowledged in the thesis.

Thank you for your cooperation.

Instruction I: Before you respond to the items given below, complete the following information:

Code: ----- Age: ----- Sex: ----- Date: -----

Instruction II: Read each of the items given in the left column of the table below about students' attitude towards practicing writing tasks/activities through receiving training on the learning strategies of writing, and tick (√) as appropriate to you by selecting from the rates given against the item.

No.	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I found practicing writing tasks/activities through receiving training on the learning strategies of writing less interesting than the approaches used to teach me writing lessons so far.					
2	I feel comfortable to make use of the learning strategies of writing in various learning contexts appropriately to help me get my learning of writing more enjoyable, self-directed and effective.					
3	I liked the procedures followed to train me the learning strategies of writing.					
4	I need to practice more writing tasks/activities through receiving training on the learning strategies of writing in the future in order to improve my writing skills.					
5	I found practicing writing tasks/activities through receiving training on the learning strategies of writing meaningful.					
6	I found practicing writing tasks/activities through receiving training on the learning strategies of writing enjoyable.					
7	Practicing writing tasks/activities through receiving training on the learning strategies of writing is monotonous (i.e., staying the same and not changing and therefore boring).					
8	Practicing writing tasks/activities through receiving training on the learning strategies of writing doesn't need extra efforts.					
9	I feel that practicing writing tasks/activities through receiving training on the learning strategies of writing is awful (i.e., extremely bad).					

10	I think practicing writing tasks/activities through receiving training on the learning strategies of writing is simple and easy to do.					
11	I believe that practicing writing tasks/activities through receiving training on the learning strategies of writing is agreeable (i.e., accepted by everyone).					
12	I feel that practicing writing tasks/activities through receiving training on the learning strategies of writing is fascinating (i.e., extremely interesting).					
13	I feel that practicing writing tasks/activities through receiving training on the learning strategies of writing is necessary to improve my writing skills.					
14	I feel that practicing writing tasks/activities through receiving training on the learning strategies of writing is useless to help me improve my writing skills.					
15	I found practicing writing tasks/activities through receiving training on the learning strategies of writing painful (i.e., causing emotional or physical pain).					
16	I feel that practicing writing tasks/activities through receiving training on the learning strategies of writing is difficult.					
17	I believe that practicing writing tasks/activities through receiving training on the learning strategies of writing helped me improve my writing skills.					
18	I found practicing writing tasks/activities through receiving training on the learning strategies of writing exciting (i.e., makes me feel very happy and enthusiastic).					
19	I feel that practicing writing tasks/activities through training on the learning strategies of writing is confusing.					
20	I believe that practicing writing tasks/activities through receiving training on the learning strategies of writing helped me find it easy to write what I want to write in English.					
21	I feel that practicing writing tasks/activities through receiving training on the learning strategies of writing made me like to write in English.					
22	I think receiving training on the learning strategies of writing made me feel that discussing with my classmates on my paragraphs or essays is an enjoyable experience.					

23	I feel that practicing writing tasks/activities through receiving training on the learning strategies of writing made me like to have my classmates read and correct my paragraphs or essays.					
24	I think practicing writing tasks/activities through receiving training on the learning strategies of writing made me believe that showing my paragraphs or essays to my instructor makes me feel good.					
25	I feel that practicing writing tasks/activities through receiving training on the learning strategies of writing made me improve my belief that it is mainly I, not the instructor, who should take on more responsibility for my own learning of writing.					

(Adapted from Gardner, 1985:184)

Appendix II: Interview Questions for Investigating Students' Feelings about the Training
to improve their use of the Learning Strategies of Writing

Addis Ababa University
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College of Humanities, Language Studies, and Journalism and Communication
Department of Foreign Languages and Literatures

Student's Interview

1. Do you think the training has helped you learn the role of the strategies?

2. Do you know when and how to use the learning strategies of writing you leaned?

3. Do you think the training has made you maintain the strategies overtime?

4. Do you use the learning strategies of writing you leaned to help you successfully accomplish other academic tasks in and outside class?

5. Have you faced any problem in your practicing/learning of writing tasks/activities through the training?

Appendix J1: Interview Questions for Investigating Students' Feelings about the Training to
Improve their Belief about taking on more Responsibility for their own Learning of Writing

Addis Ababa University
School of Graduate Studies
College of Humanities, Language Studies, and Journalism and Communication
Department of Foreign Languages and Literatures

Student's Interview

1. Do you think the training has improved your belief that it is mainly you, not your instructor, who should check if you make progresses on writing in English in and outside class?

2. Do you think the training has improved your belief that it is mainly you, not your instructor, who should stimulate your interest to learn/practice writing in English?

3. Do you think the training has improved your belief that it is mainly you, not your instructor, who should decide procedures you must follow when you carry out writing tasks/activities in English?

4. Do you think the training has improved your belief that it is mainly you, not your instructor, who should choose tasks/activities for learning/practicing writing in English?

5. Do you think the training has improved your belief that it is mainly you, not your instructor, who should decide what aspects of writing (e.g., content, organization, vocabulary, language use, mechanics, etc.) you must focus on in learning/practicing writing in English?

6. Do you think the training has improved your belief that it is mainly you, not your instructor, who should choose important sources or materials you must exploit in learning/practicing writing in English?

7. Do you think the training has improved your belief that it is mainly you, not your instructor, who should take on more responsibility for your learning of writing in English?

Appendix K1: Interview Questions for Identifying Students' Attitude towards the Strategies
Training

Addis Ababa University
School of Graduate Studies
College of Humanities, Language Studies, and Journalism and Communication
Department of Foreign Languages and Literatures

Student's Interview

1. Do you think practicing/learning the writing tasks/activities through the training has increased your motivation to learn writing?

2. What are your feelings towards practicing/learning the writing tasks/activities through the training?

3. Did you like practicing/learning writing the tasks/activities through the training?

4. Do you have any comment on practicing/learning the writing tasks/activities through the training?

5. What is your attitude towards practicing/learning the writing tasks/activities through the training?

Appendix L1: Scoring Scales for Compositions

<p>Content (30%) 30-27: knowledgeable – substantive - etc. 26-22: some knowledge of subject - adequate range - etc. 21-17: limited knowledge of subject - little substance - etc. 16-13: does not show knowledge of subject - non-substantive-etc.</p>
<p>Organization (20%) 20-18: fluent expression – ideas clearly stated – etc. 17-14: somewhat choppy – loosely organized but main ideas stand out – etc. 13-10: non-fluent – ideas confused or disconnected – etc. 9-7: does not communicate – no organization – etc.</p>
<p>Grammar (25%) 25-22: effective complex constructions – etc. 21-19: effective but simple constructions – etc. 17-11: major problems in simple/complex constructions – etc. 10-5: virtually no mastery of sentence construction rules – etc.</p>
<p>Vocabulary (20%) 20-18: sophisticated range – effective word/idiom choice and usage - etc. 17-14: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured – etc. 13-10: limited range – frequent errors of word/idiom form, choice, usage – etc. 9-7: essentially translation – little knowledge of English vocabulary.</p>
<p>Mechanics (5%) 5: demonstrates mastery of conventions – etc. 4: occasional errors of spelling, punctuation – etc. 3: frequent errors of spelling, punctuation, capitalization – etc. 2: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.</p>

Appendix M1: Pilot Study Pre-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 1)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
003/03	24.5	17	21	9	2.5	74
004/03	11	10	11	7.5	1	40.5
009/03	2.5	21	14	12	2.5	52
010/03	0	3	0	0	0	3
011/03	6.5	7.5	2	6.5	2	24.5
012/03	5.5	15	11	4.5	3	39
076/03	0	5	0.5	0	0	5.5
014/03	8	28	29.5	16.5	5	87
016/03	4	11.5	4.5	2	0.5	22.5
023/03	13	19	16	12.5	2.5	63
025/03	3.5	12	4.5	2.5	1.5	24
026/03	22	16.5	12.5	10	1	62
028/03	8.5	13	10	7.5	2.5	41.5
029/03	17.5	20	12.5	11	3	64
037/03	28	27	14.5	13.5	4.5	87.5
042/03	26	25	18	12.5	3.5	85
044/03	5.5	13.5	8	8.5	4.5	40
046/03	4.5	2.5	3.5	4	1.5	16
047/03	1	4	1.5	0.5	0	7
0889/01	20	16	8.5	9	2.5	56
049/03	10	17	18	4	2	51

Appendix N1: Pilot Study Pre-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 2)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
003/03	25.5	17	21.5	10	3	77
004/03	11.5	10	11	8	1.5	42
009/03	1.5	22	15	13	3.5	55
010/03	0	3	0	0	0	3
011/03	5.5	7	2	6	1.5	22
012/03	5.5	15	10.5	4	2.5	37.5
076/03	0	5	0.5	0	0	5.5
014/03	29.5	29	29	16	4.5	108
016/03	4.5	11	4	2	0	21.5
023/03	14	19	16	13	3	65
025/03	4.5	12	5	3	2	26.5
026/03	22	17	13	10	1.5	63.5
028/03	7.5	13	9.5	7	2	39
029/03	18	10	13.5	11	3.5	56
037/03	29	26	13.5	13	4	85.5
042/03	28	24	17	12	3	84
044/03	5.5	13	8	8	4	38.5
046/03	5.5	3	4	4	2	18.5
047/03	0.5	4	1	0	0	5.5
0889/01	20.5	16	9	10	3	58.5
049/03	10.5	18	18	4	2.5	53



Appendix O1: Averaged Pre-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance of the Pilot Study

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
003/03	25	17	21.25	9.5	2.75	75.5
004/03	11.25	10	11	7.75	1.25	41.25
009/03	2	21.5	14.5	12.5	3	53.5
010/03	0	3	0	0	0	3
011/03	6	7.25	2	6.25	1.75	23.25
012/03	5.5	15	10.75	4.25	2.75	38.25
076/03	0	5	0.5	0	0	5.5
014/03	18.75	28.5	29.25	16.25	4.75	97.5
016/03	4.25	11.25	4.25	2	0.25	22
023/03	13.5	19	16	12.75	2.75	64
025/03	4	12	4.75	2.75	1.75	25.25
026/03	22	16.75	12.75	10	1.25	62.75
028/03	8	13	9.75	7.25	2.25	40.25
029/03	17.75	15	13	11	3.25	60
037/03	28.5	26.5	14	13.25	4.25	86.5
042/03	27	24.5	17.5	12.25	3.25	84.5
044/03	5.5	13.25	8	8.25	4.25	39.25
046/03	5	2.75	3.75	4	1.75	17.25
047/03	0.75	4	1.25	0.25	0	6.25
0889/01	20.25	16	8.75	9.5	2.75	57.25
049/03	10.25	17.5	18	4	2.25	52

Appendix P1: Pilot Study Pre-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, Mechanics and Overall Writing Performance (Rater 1)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
001/03	7.5	6.5	10	3.5	2	29.5
002/03	6.5	16	11	12.5	2.5	48.5
005/03	4.5	8.5	6	3	1.5	23.5
006/03	25.5	26.5	22.5	13	5.5	93
013/03	9	13.5	13.5	7	5	48
017/03	16	18	10	6	1.5	51.5
018/03	7.5	13.5	7.5	7	2.5	38
019/03	10	5	4	6	1	26
024/03	19	21.5	12.5	14	3.5	70.5
027/03	14	14	10	9	3	50
033/03	7	11.5	8.5	4	1.5	32.5
034/03	29.5	25	22.5	18	5	100
035/03	5	10	6.5	1	0.5	23
036/03	6.5	16	11	5.5	3	42
038/03	26	26	17	10.5	2.5	82
040/03	22	24	10	12	3	71
041/03	8.5	20.5	8	6	5.5	48.5
043/03	0	9	1	0	1	11
045/03	20	21.5	5.5	7	2	56
048/03	8	6	5	4.5	1	24.5
050/03	1	8	3	0	0	12

Appendix Q1: Pilot Study Pre-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 2)

Students Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
001/03	6	7	9	3	1.5	26.5
002/03	8	16	12	13	3	52
005/03	5	9	6	3	0.5	23.5
006/03	26.5	27	23	16	6	98.5
013/03	10	13	13	6	4	46
017/03	17	19	11	6	2	55
018/03	8	13	6.5	6	2	35.5
019/03	9.2	5	4.5	6	1.5	26.2
024/03	20	21	12	13	3	69
027/03	15.5	15	10	9	3	52.5
033/03	7.5	11	8	4	1	31.5
034/03	28.5	24	21.5	18	5	97
035/03	5.5	11	6.5	1.5	0.5	25
036/03	6	16	10	5	2	39
038/03	27	26	16	11	3	83
040/03	20.5	25	12	13	3	73.5
041/03	10	20	7.5	5	5	47.5
043/03	0	9	1	0	1	11
045/03	21.5	21	6	8	2.5	59
048/03	7.5	6	4	4	1	22.5
050/03	0.5	8	3	0	0	11.5

Appendix R1: Averaged Pre-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, Mechanics and Overall Writing Performance of the Pilot Study

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
003/03	6.75	6.75	9.5	3.25	1.75	28
004/03	7.25	16	11.5	12.75	2.75	50.25
009/03	4.75	8.75	6	3	1	23.5
010/03	26	26.75	22.75	14.5	5.75	95.75
011/03	9.5	13.25	13.25	6.5	4.5	47
012/03	16.5	18.5	10.5	6	1.75	53.25
076/03	7.75	13.25	7	6.5	2.25	36.75
014/03	9.6	5	4.25	6	1.25	26.1
016/03	19.5	21.25	12.25	13.5	3.25	69.75
023/03	14.75	14.5	10	9	3	51.25
025/03	7.25	11.25	8.25	4	1.25	32
026/03	29	24.5	22	18	5	98.5
028/03	5.25	10.5	6.5	1.25	0.5	24
029/03	6.25	16	10.5	5.25	2.5	40.5
037/03	26.5	26	16.5	10.75	2.75	82.5
042/03	21.25	24.5	11	12.5	3	72.25
044/03	9.25	20.25	7.75	5.5	5.25	48
046/03	0	9	1	0	1	11
047/03	20.75	21.25	5.75	7.5	2.25	57.5
0889/01	7.75	6	4.5	4.25	1	23.5
049/03	0.75	8	3	0	0	11.75

Appendix S1: Pilot Study Post-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 1)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
003/03	34	28	28	17	5	112
004/03	27	24	24.5	13	3	91.5
009/03	23.5	20	18	10	2	73.5
010/03	0	13	2	0	1	16
011/03	25.5	26	13	10	3	77.5
012/03	23	21	12	7	2	65
076/03	19	23	6	7	2	57
014/03	38.5	35	27	15	3	118.5
016/03	27	26	17.5	11	3	84.5
023/03	37.5	26	11.5	13	5	93
025/03	30	23	13	11	2	79
026/03	32	24	15	9	3	83
028/03	38	34	26.5	15	4	117.5
029/03	30	21	21	16	3	91
037/03	33	21	18	13	4	89
042/03	33.5	18	26.5	15	2	95
044/03	32.5	32	22	17	2	105.5
046/03	26.5	23	11	11	2	73.5
047/03	0	15	2	0	1	18
0889/01	33.5	25	21	16	2	97.5
049/03	30.5	26	25	13	4	98.5

Appendix T1: Pilot Study Post-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 2)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
003/03	32	28	18	17	5	100
004/03	27	26	17	13	2	85
009/03	23.5	19	17	11	2	72.5
010/03	1	13	0	0	1	15
011/03	24.5	27	9	10	3	73.5
012/03	23	21	5	7	2	58
076/03	16	22	4	6	1	49
014/03	35.5	35	19	16	4	109.5
016/03	26	24	11	11	3	75
023/03	35	30	10	13	5	93
025/03	27.5	23	11	13	2	76.5
026/03	32	23	10	11	3	79
028/03	37	34	20	15	3.5	109.5
029/03	28.5	21	20	16	3	88.5
037/03	33	22	15	13	4.5	87.5
042/03	34	17.5	17.5	14	2.5	85.5
044/03	34	31	17	18	2	102
046/03	26	23	10	12	2	73
047/03	0	15	0	0	1	16
0889/01	31.5	27	19	16	2	95.5
049/03	29	28	19	11	4	91

Appendix U1: Averaged Post-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance of the Pilot Study

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
003/03	33	28	23	17	5	106
004/03	27	25	20.75	13	2.5	88.25
009/03	23.5	19.5	17.5	10.5	2	73
010/03	0.5	13	1	0	1	15.5
011/03	25	26.5	11	10	3	75.5
012/03	23	21	8.5	7	2	61.5
076/03	17.5	22.5	5	6.5	1.5	53
014/03	37	35	23	15.5	3.5	114
016/03	26.5	25	14.25	11	3	79.75
023/03	36.25	28	10.75	13	5	93
025/03	28.75	23	12	12	2	77.75
026/03	32	23.5	12.5	10	3	81
028/03	37.5	34	23.25	15	3.75	113.5
029/03	29.25	21	20.5	16	3	89.75
037/03	33	21.5	16.5	13	4.25	88.25
042/03	33.75	17.75	22	14.5	2.25	90.25
044/03	33.25	31.5	19.5	17.5	2	103.75
046/03	26.25	23	10.5	11.5	2	73.25
047/03	0	15	1	0	1	17
0889/01	32.5	26	20	16	2	96.5
049/03	29.75	27	22	12	4	94.75

Appendix VI: Pilot Study Post-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 1)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
001/03	19.5	14	8	7	2	50.5
002/03	29	17	13	12	3	74
005/03	24.5	23	22.5	10	2	82
006/03	34	25	27.5	14	3	103.5
013/03	30.5	24	20.5	10	2	87
017/03	29	31	22	12	2	96
018/03	31	28	17	10	3	89
019/03	16	21	7.5	7	2	53.5
024/03	29	28	15.5	14	3	89.5
027/03	27	11	11.5	10	3	62.5
033/03	33	29	19	16	3	100
034/03	37.5	28	26	16	3	110.5
035/03	26.5	20	13	11	2	72.5
036/03	24.5	25	16	10	2	77.5
038/03	39.5	26	31	17	3	116.5
040/03	16	22	14	10	2	64
041/03	30	26	15	13	3	87
043/03	5.5	12	5	0	1	23.5
045/03	32	26	12	15	3	88
048/03	19	12	8	7	3	49
050/03	28	21	15	11	2	77

Appendix W1: Pilot Study Post-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 2)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
001/03	16	14	8	7	2	47
002/03	27	18	11	13	3	72
005/03	25	24	22.5	16	2.5	90
006/03	35.5	26	28	15	3	107.5
013/03	27.5	24	21	10	2	84.5
017/03	31	30	21	12	2	96
018/03	31	26	17	10	3	87
019/03	16	21	8	7	2	54
024/03	28	25	15	14	3	85
027/03	26	12	11	10	3	62
033/03	31	28	18	16	3	96
034/03	36.5	29	29	17	2.5	114
035/03	26	21	13	10	3.5	73.5
036/03	23.5	25	16	10	2	76.5
038/03	40.5	29	30	17	3	119.5
040/03	21	25	14	10	2	72
041/03	30	26	15	13	4	88
043/03	7	12	5	0	1	25
045/03	29.5	26	12	15	3	85.5
048/03	19	12	8	7	3	49
050/03	26.5	21	15	11	2	75.5

Appendix X1: Averaged Post-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, Mechanics and Overall Writing Performance of the Pilot Study

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
001/03	17.75	14	8	7	2	48.75
002/03	28	17.5	12	12.5	3	73
005/03	24.75	23.5	22.5	13	2.25	86
006/03	34.75	25.5	27.75	14.5	3	105.5
013/03	29	24	20.75	10	2	85.75
017/03	30	30.5	21.5	12	2	96
018/03	31	27	17	10	3	88
019/03	16	21	7.75	7	2	53.75
024/03	28.5	26.5	15.25	14	3	87.25
027/03	26.5	11.5	11.25	10	3	62.25
033/03	32	28.5	18.5	16	3	98
034/03	37	28.5	27.5	16.5	2.75	112.25
035/03	26.25	20.5	13	10.5	2.75	73
036/03	24	25	16	10	2	77
038/03	40	27.5	30.5	17	3	118
040/03	18.5	23.5	14	10	2	68
041/03	30	26	15	13	3.5	87.5
043/03	6.25	12	5	0	1	24.25
045/03	30.75	26	12	15	3	86.75
048/03	19	12	8	7	3	49
050/03	27.25	21	15	11	2	76.25

Appendix Y1: Pre-training Learning Strategies of Writing Questionnaire Scores of the Pilot Study

Student Code	Items																			Sum (95)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	3	2	3	4	4	3	4	2	3	4	3	4	3	3	4	3	4	4	1	61
2	3	4	4	3	3	3	3	3	2	3	3	3	2	3	4	2	2	2	5	57
3	1	1	1	3	1	3	2	4	5	2	1	2	1	1	5	1	2	2	3	41
4	3	1	3	1	2	2	3	2	3	4	2	3	4	3	3	2	1	3	1	46
5	2	2	1	1	5	4	5	4	1	2	2	4	3	3	2	2	1	2	3	49
6	4	5	3	3	4	3	2	4	3	4	3	4	3	3	4	4	3	4	1	64
7	4	4	4	4	4	4	3	4	4	4	3	3	3	4	5	4	4	5	5	75
8	4	4	5	4	4	3	4	3	5	3	4	4	4	4	4	5	4	3	4	75
9	2	4	4	5	4	2	3	4	3	2	4	5	3	2	2	5	2	2	1	59
10	4	2	3	3	3	4	1	3	2	3	2	3	2	2	3	3	2	1	3	49
11	4	3	4	4	5	4	4	3	3	3	4	3	4	3	3	1	3	5	3	66
12	4	1	4	5	5	2	3	2	5	3	2	2	3	4	5	5	4	5	3	67
13	2	2	1	3	2	2	3	2	3	1	2	4	2	3	2	3	2	3	3	45
14	3	2	2	4	2	3	2	3	3	3	2	2	3	3	2	4	3	1	3	50
15	1	1	1	1	2	1	3	5	3	5	2	4	2	1	2	1	2	1	1	39
16	3	3	1	3	3	3	2	3	2	1	3	3	2	3	4	4	3	3	4	53
17	3	3	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	41
18	4	4	3	4	5	5	5	5	5	4	1	5	4	3	5	5	4	5	1	77
19	2	4	3	4	3	3	2	3	3	1	1	3	3	2	3	1	3	3	4	51
20	1	1	1	2	1	1	2	2	2	1	1	1	1	1	1	1	2	1	1	24
21	5	3	3	3	5	3	2	5	1	2	2	2	2	3	3	3	3	3	5	58

Appendix Z1: Pre-training Belief Questionnaire Scores of the Pilot Study

Experimental Group

Student Code	Items													Sum (65)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	4	1	4	1	5	5	2	2	4	2	2	2	1	32
2	4	4	5	4	4	2	5	3	2	2	1	3	2	41
3	5	5	5	5	5	4	3	4	3	3	5	4	4	55
4	5	4	4	4	4	5	2	2	5	4	3	3	3	48
5	4	4	5	4	5	4	4	4	3	3	2	3	2	47
6	2	1	5	4	1	2	1	1	4	1	5	4	3	34
7	1	4	4	1	1	4	4	1	1	5	1	4	2	33
8	3	4	2	2	4	2	4	4	4	2	2	2	2	37
9	5	1	5	4	5	5	5	3	4	5	4	1	5	52
10	2	4	1	2	2	4	4	1	1	1	2	4	5	33
11	1	4	3	3	1	1	3	1	2	1	1	1	5	27
12	4	4	5	4	5	4	3	4	2	5	5	4	3	52
13	5	5	5	2	5	5	5	1	4	5	3	1	4	50
14	4	5	5	4	5	2	1	4	2	1	1	1	5	40
15	4	5	4	3	5	5	3	3	4	2	2	3	5	48
16	1	5	4	5	1	4	4	4	5	4	1	1	5	44
17	5	4	4	5	5	2	2	5	3	5	5	3	3	51
18	4	2	5	3	4	4	3	4	4	4	4	3	3	47
19	4	4	4	4	4	4	4	4	4	5	1	1	1	44
20	4	4	3	5	4	1	4	3	4	4	2	2	3	43
21	4	4	5	4	5	4	4	3	4	4	2	3	3	49

Control Group

Student Code	Items													Sum (65)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	2	4	5	2	2	1	1	1	2	2	2	2	4	30
2	2	4	4	4	2	2	2	2	2	4	2	2	4	36
3	4	5	4	4	4	1	1	2	4	3	2	2	4	40
4	5	4	5	2	5	1	1	5	5	1	1	1	5	41
5	4	5	2	1	2	4	5	1	1	2	4	2	5	38
6	4	4	5	2	4	1	1	3	2	4	2	2	3	37
7	3	4	4	2	3	5	4	4	4	3	4	3	4	47
8	4	4	4	5	5	4	3	4	1	4	3	4	2	47
9	2	4	4	2	4	1	2	1	2	2	1	2	5	32
10	4	5	3	2	3	1	2	3	4	4	2	2	5	40
11	2	3	4	4	4	2	4	4	3	2	4	5	4	45
12	5	2	4	3	1	4	5	4	4	3	5	4	5	49
13	2	4	4	2	2	2	4	42	1	1	1	1	2	68
14	3	5	5	4	4	3	2	5	4	3	5	4	2	49
15	2	1	2	3	2	1	1	5	2	1	4	1	4	29
16	5	5	5	4	5	5	5	5	4	5	5	5	4	62
17	5	5	5	2	5	2	1	2	1	1	5	1	5	40
18	5	5	3	2	1	4	5	1	1	3	2	3	3	38
19	2	4	2	2	4	4	4	2	4	2	2	1	4	37
20	3	2	1	4	2	1	1	2	2	1	1	2	2	24
21	2	4	2	2	4	4	4	2	4	2	2	1	4	37

Appendix A2: Post-training Learning Strategies of Writing Questionnaire
Scores of the Pilot Study

Student Code	Items																			Sum (95)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	2	2	3	3	4	4	2	2	3	2	1	3	2	5	5	5	5	5	2	60
2	4	2	3	3	3	4	4	3	1	3	3	2	3	1	3	3	2	2	2	51
3	3	1	4	4	3	3	3	2	2	4	3	3	2	3	3	2	1	3	1	50
4	4	4	2	2	3	3	2	2	4	4	3	2	4	2	3	2	3	2	3	54
5	1	1	1	2	3	1	1	1	2	1	1	1	1	2	1	2	2	1	1	26
6	3	2	1	2	3	1	2	2	1	3	1	1	2	2	3	2	2	1	2	36
7	5	2	5	5	5	5	3	4	3	4	3	3	2	5	5	5	5	5	5	79
8	2	4	4	4	3	3	3	4	4	2	2	2	3	3	4	3	3	3	5	61
9	5	5	3	5	4	4	3	3	2	3	2	4	4	4	3	3	4	5	5	71
10	5	5	5	5	5	4	5	5	4	4	4	4	3	5	4	4	4	4	5	84
11	3	2	2	4	1	2	3	3	3	2	3	2	3	3	3	3	3	4	2	51
12	4	4	4	3	4	3	4	3	3	3	3	4	3	3	4	3	4	2	3	64
13	5	4	4	4	4	3	3	3	3	4	4	3	4	3	4	4	4	5	4	72
14	2	3	3	2	1	1	3	2	5	4	3	1	3	4	5	2	1	1	2	48
15	4	2	4	4	2	4	4	2	3	4	3	3	3	3	4	3	2	4	3	61
16	3	2	3	5	3	3	3	4	5	3	3	1	4	3	3	3	3	1	3	58
17	3	3	3	3	3	3	3	4	4	3	4	3	3	3	4	3	3	4	4	63
18	3	1	3	2	2	3	2	2	3	2	2	2	3	2	4	2	1	2	1	42
19	2	1	5	4	4	3	4	4	2	3	4	2	2	1	4	1	2	4	4	56
20	3	5	4	3	4	3	3	4	2	4	4	3	4	3	5	3	3	4	5	69
21	5	2	2	3	2	1	1	2	2	2	1	2	3	2	3	4	2	2	2	43

Appendix B2: Post-training Belief Questionnaire Scores of the Pilot Study

Experimental Group

Student Code	Items													Sum (65)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	4	2	4	3	5	4	3	5	2	4	5	4	5	50
2	2	2	3	4	3	2	3	1	3	4	4	4	4	39
3	2	5	4	2	5	3	1	1	3	4	1	1	1	33
4	2	3	2	3	2	3	3	2	4	3	2	1	2	32
5	2	4	2	2	2	4	2	4	2	4	2	4	4	38
6	5	5	5	4	4	5	4	4	4	4	5	4	4	57
7	4	2	4	4	2	3	4	2	4	3	4	2	4	42
8	3	4	3	2	4	4	5	3	3	4	3	4	4	45
9	5	3	5	4	4	4	5	5	5	3	4	3	4	54
10	4	3	4	3	4	3	3	1	3	3	4	4	3	42
11	4	2	1	1	1	2	2	2	3	3	2	2	3	28
12	4	5	2	4	3	4	3	4	1	3	5	4	3	45
13	4	5	4	4	4	4	5	4	3	4	4	3	3	51
14	4	3	2	1	1	5	5	5	4	2	5	5	4	46
15	4	2	5	5	4	2	4	5	5	5	4	3	3	51
16	4	4	4	5	5	4	5	4	5	4	1	4	5	54
17	5	4	3	4	5	3	4	5	5	5	5	5	5	58
18	4	5	5	2	4	4	1	4	2	2	1	2	4	40
19	4	4	4	4	4	5	4	4	4	4	5	4	4	54
20	4	4	3	2	1	2	4	1	2	2	3	4	5	37
21	4	4	5	4	4	3	5	5	4	4	4	5	4	55

Control Group

Student	Items													Sum (65)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	4	4	3	2	2	2	4	4	5	1	1	3	5	40
2	4	4	4	1	4	1	3	2	1	1	3	2	3	33
3	4	4	4	1	4	3	2	2	2	2	4	4	5	41
4	2	4	5	4	2	2	2	2	4	2	2	2	5	38
5	2	4	4	2	4	1	1	2	1	2	1	1	5	30
6	4	4	5	2	4	2	4	2	3	4	4	4	4	46
7	4	5	4	2	4	4	3	4	4	4	4	4	4	50
8	5	4	4	3	4	5	2	5	2	5	4	5	3	51
9	4	3	2	3	1	3	2	3	2	2	1	2	2	30
10	4	4	3	3	4	3	4	4	4	4	4	3	4	48
11	5	5	5	5	5	5	5	5	5	1	1	1	1	49
12	4	5	3	3	4	2	3	4	3	2	2	3	4	42
13	4	1	2	1	1	2	1	2	3	1	4	3	3	28
14	4	3	5	5	2	3	2	2	4	2	1	2	3	38
15	4	4	4	3	4	3	4	4	3	4	3	3	3	46
16	4	4	1	5	4	4	3	2	4	3	4	3	5	46
17	5	5	5	5	5	5	5	5	5	5	5	5	5	65
18	4	2	4	5	2	3	5	4	2	1	4	1	4	41
19	4	4	5	4	4	5	4	4	4	5	4	5	4	56
20	2	2	2	2	1	2	1	1	3	2	3	2	3	26
21	4	3	5	4	3	3	4	4	4	3	4	4	3	48

Appendix C2: Attitude Questionnaire Scores of the Plot Study

Student Code	Items																									Sum (125)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	5	4	3	2	2	5	4	3	2	5	3	5	3	1	3	3	3	2	3	4	4	5	4	4	2	84
2	4	3	2	3	2	4	3	3	3	4	3	4	4	3	3	3	4	4	2	4	4	3	3	3	4	82
3	5	4	2	4	3	5	4	3	4	4	5	5	4	5	3	4	5	5	2	4	5	2	5	5	5	102
4	4	2	4	2	3	2	2	2	2	2	4	4	2	4	5	2	4	4	2	2	4	2	4	2	2	72
5	4	4	3	4	3	2	4	5	3	4	5	5	4	5	4	3	4	5	2	4	5	3	3	4	4	96
6	4	4	4	3	2	5	4	2	3	2	4	2	2	4	2	4	4	4	1	2	4	4	3	2	2	77
7	5	4	2	4	1	3	5	4	4	4	4	4	4	4	2	2	3	1	4	4	3	3	2	2	4	82
8	4	4	4	2	4	3	4	4	5	4	2	5	4	4	5	5	4	4	2	5	2	4	3	4	4	95
9	5	5	1	3	3	5	4	3	3	5	5	5	4	5	2	4	4	5	3	3	5	2	2	5	4	95
10	4	4	4	2	4	3	5	2	4	4	5	5	4	5	3	5	4	4	2	5	5	4	2	1	4	94
11	5	5	1	2	3	5	5	1	5	5	5	5	1	5	2	1	5	5	5	5	5	1	4	5	5	96
12	5	5	2	3	5	5	4	2	5	4	5	5	5	5	2	5	5	5	4	4	5	5	4	4	5	108
13	5	4	2	2	2	5	5	3	3	5	4	5	3	5	5	5	5	5	3	4	5	2	4	4	5	100
14	5	4	2	2	4	4	4	2	4	4	5	4	2	5	4	4	5	5	3	4	5	2	3	3	5	94
15	5	4	3	3	2	5	4	3	5	5	5	5	4	5	2	4	5	5	5	5	5	5	5	4	5	108
16	1	1	5	1	3	3	4	2	3	4	2	4	2	5	2	4	5	3	1	4	5	3	4	4	1	76
17	1	2	4	2	5	2	2	1	4	2	5	2	1	4	5	2	3	3	1	1	1	2	4	1	1	61
18	5	5	5	1	5	5	5	2	5	5	5	5	5	5	2	5	5	5	2	5	5	3	3	4	3	105
19	5	4	2	3	5	5	4	3	2	5	5	5	4	5	4	3	4	4	3	4	4	4	3	4	4	98
20	2	3	4	3	4	4	4	2	3	4	4	4	3	4	4	2	3	4	3	4	4	3	4	3	2	84
21	5	5	2	1	3	5	5	4	5	5	4	5	3	5	2	3	5	4	2	5	5	4	3	4	5	99

Appendix D2: Main Study Pre-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 1)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/058/03	15.5	20	13	7	3	58.5
Mgt/152/04	15.5	23	17	7	2.5	65
Mgt/298/04	4	14	9	3	2.5	32.5
Mgt/116/03	5	13	8	4	1	31
Mgt/349/04	8	15	6.5	3	1	33.5
Mgt/365/04	19.5	24	15.5	11	2.5	72.5
Mgt/379/04	18.5	27	21	14	5.5	86
Mgt/380/04	13	13	7	6	3.5	42.5
Mgt/390/04	8.5	12	9	5	1.5	36
Mgt/397/04	21.5	20	14	11	2.5	69
Mgt/413/04	13.5	22	14	12	3	64.5
Mgt/430/04	12.5	17	15	10	2	56.5
Mgt/438/04	12.5	18	12	5	1	48.5
Mgt/443/04	27	25	21.5	14	3.5	91
Mgt/451/04	24.5	18	17	12	4	75.5
Mgt/460/04	10.5	15	8	5	1	39.5
Mgt/461/04	7.5	11	8	3	1	30.5
Mgt/477/04	27.5	19	20	13	2.5	69
Mgt/479/04	7.5	19	10	5	3	44.5
Mgt/485/04	13.5	17	15.5	12	3.5	61.5

Mgt/487/04	17.5	15	14	10	2	58.5
Mgt/489/04	11	19	11.5	9	2.5	53
Mgt/496/04	5.5	13	4	5	2	29.5
Mgt/498/04	27	24	19	12	2.5	84.5
Mgt/501/04	22.5	34	24.5	14	3	98
Mgt/502/04	5.5	11	3	2	3	24.5
Mgt/509/04	4	8	8	6	2	28
Mgt/521/04	20.5	18	18.5	8	2	67
Mgt/693/04	12	11	7.5	5	3.5	39
Mgt/526/04	9	14	6	6	1	36
Mgt/216/03	6.5	9	6.5	3	4	29
Mgt/567/04	11	14	12	9	3	49
Mgt/569/04	23	9	12	6	4.5	54.5
Mgt/572/04	19	18	10	14	2.5	63.5
Mgt/594/04	16.5	13	8	6	2	45.5
Mgt/607/04	18	22	13	13	3	69
Mgt/615/04	14	13	13	9	3	52
Mgt/650/04	0	13	3	0	1	17
Mgt/665/04	12	17	8	4	2	43
Mgt/669/04	14	19	10	5	2	50
Mgt/674/04	24.5	15	17.5	8	3	68



Appendix E2: Main Study Pre-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 2)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/058/03	16.5	21	14	7	3	61.5
Mgt/152/04	16.5	24	18	7	2.5	68
Mgt/298/04	5	14	9	3	2.5	33.5
Mgt/116/03	6	13	8	4	1	32
Mgt/349/04	8	15	6.5	3	1	33.5
Mgt/365/04	20.5	25	16.5	11	2.5	75.5
Mgt/379/04	19.5	28	22	14	5.5	89
Mgt/380/04	14	14	7	6	3.5	44.5
Mgt/390/04	9.5	12	10	5	1.5	38
Mgt/397/04	22.5	21	15	11	2.5	72
Mgt/413/04	14.5	23	15	12	3	67.5
Mgt/430/04	13.5	17	16	10	2	58.5
Mgt/438/04	12.5	18	12	5	1	48.5
Mgt/443/04	28	26	22.5	14	3.5	94
Mgt/451/04	25.5	19	18	12	4	78.5
Mgt/460/04	10.5	15	8	5	1	39.5
Mgt/461/04	7.5	11	8	3	1	30.5
Mgt/477/04	28.5	20	19	13	2.5	70
Mgt/479/04	7.5	19	11	5	3	45.5

Mgt/485/04	14.5	18	14.5	12	3.5	62.5
Mgt/487/04	18.5	16	15	10	2	61.5
Mgt/489/04	12	20	12.5	9	2.5	56
Mgt/496/04	5.5	13	4	5	2	29.5
Mgt/498/04	28	25	20	12	2.5	87.5
Mgt/501/04	23.5	35	25.5	14	3	101
Mgt/502/04	5.5	11	3	2	3	24.5
Mgt/509/04	5	8	8	6	2	29
Mgt/521/04	21.5	19	19.5	8	2	70
Mgt/693/04	12	11	7.5	5	3.5	39
Mgt/526/04	9	14	7	6	1	37
Mgt/216/03	6.5	9	6.5	3	4	29
Mgt/567/04	12	15	13	9	3	52
Mgt/569/04	24	10	12	6	4.5	56.5
Mgt/572/04	20	19	11	14	2.5	66.5
Mgt/594/04	17.5	13	8	6	2	46.5
Mgt/607/04	19	23	14	13	3	72
Mgt/615/04	15	14	14	9	3	55
Mgt/650/04	0	13	3	0	1	17
Mgt/665/04	12	17	8	4	2	43
Mgt/669/04	14	19	10	5	2	50
Mgt/674/04	25.5	16	18.5	8	3	71

Appendix F2: Averaged Pre-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance of the Main Study

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/058/03	16	20.5	13.5	7	3	60
Mgt/152/04	16	23.5	17.5	7	2.5	66.5
Mgt/298/04	4.5	14	9	3	2.5	33
Mgt/116/03	5.5	13	8	4	1	31.5
Mgt/349/04	8	15	6.5	3	1	33.5
Mgt/365/04	20	24.5	16	11	2.5	74
Mgt/379/04	19	27.5	21.5	14	5.5	87.5
Mgt/380/04	13.5	13.5	7	6	3.5	43.5
Mgt/390/04	9	12	9.5	5	1.5	37
Mgt/397/04	22	20.5	14.5	11	2.5	70.5
Mgt/413/04	14	22.5	14.5	12	3	66
Mgt/430/04	13	17	15.5	10	2	57.5
Mgt/438/04	12.5	18	12	5	1	48.5
Mgt/443/04	27.5	25.5	22	14	3.5	92.5
Mgt/451/04	25	18.5	17.5	12	4	77
Mgt/460/04	10.5	15	8	5	1	39.5
Mgt/461/04	7.5	11	8	3	1	30.5
Mgt/477/04	28	19.5	19.5	13	2.5	82.5
Mgt/479/04	7.5	19	10.5	5	3	45
Mgt/485/04	14	17.5	15	12	3.5	62

Mgt/487/04	18	15.5	14.5	10	2	60
Mgt/489/04	11.5	19.5	12	9	2.5	54.5
Mgt/496/04	5.5	13	4	5	2	29.5
Mgt/498/04	27.5	24.5	19.5	12	2.5	86
Mgt/501/04	23	34.5	25	14	3	99.5
Mgt/502/04	5.5	11	3	2	3	24.5
Mgt/509/04	4.5	8	8	6	2	28.5
Mgt/521/04	21	18.5	19	8	2	68.5
Mgt/693/04	12	11	7.5	5	3.5	39
Mgt/526/04	9	14	6.5	6	1	36.5
Mgt/216/03	6.5	9	6.5	3	4	29
Mgt/567/04	11.5	14.5	12.5	9	3	50.5
Mgt/569/04	23.5	9.5	12	6	4.5	55.5
Mgt/572/04	19.5	18.5	10.5	14	2.5	65
Mgt/594/04	17	13	8	6	2	46
Mgt/607/04	18.5	22.5	13.5	13	3	70.5
Mgt/615/04	14.5	13.5	13.5	9	3	53.5
Mgt/650/04	0	13	3	0	1	17
Mgt/665/04	12	17	8	4	2	43
Mgt/669/04	14	19	10	5	2	50
Mgt/674/04	25	15.5	18	8	3	69.5

Appendix G2: Main Study Pre-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 1)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/018/04	19	14	10.5	7	3.5	54
Mgt/370/04	10	11	8	6	2.5	37.5
Mgt/373/04	9	15	8	4	1	37
Mgt/378/04	10	9	11	6	1.5	37.5
Mgt/388/04	8	10	11	6	2	37
Mgt/391/04	2.5	6	3	0	0	11.5
Mgt/399/04	2	9	3	0	0	14
Mgt/423/04	7.5	11	13	6	1.5	39
Mgt/444/04	11.5	16	14	7	2.5	51
Mgt/474/04	29	24	23.5	12	5	93.5
Mgt/475/04	13.5	21	12.5	11	3.5	61.5
Mgt/480/04	2	13	1	0	0	16
Mgt/491/04	13	17	13	8	1.5	52.5
Mgt/494/04	13.5	14	18	6	14	65.5
Mgt/503/04	17.5	22	14.5	11	2.5	67.5
Mgt/510/04	0.5	10	1	0	0	11.5
Mgt/516/04	7	16	8	3	2	36
Mgt/523/04	21	29	20	13	4	87
Mgt/525/04	32	28	22.5	14	3	99.5
Mgt/529/04	2.5	6	1	0	1	10.5

Mgt/537/04	24	27	16.5	10	5	82.5
Mgt/547/04	20	21	13	10	4	68
Mgt/562/04	21	18	14.5	7	1.5	62
Mgt/578/04	7.5	7	7	5	1.5	28
Mgt/585/04	22.5	22	16	10	2	72.5
Mgt/596/04	8	10	8	7	2	35
Mgt/597/04	2	9	1	0	0	12
Mgt/601/04	7	12	9	4	2.5	34.5
Mgt/611/04	12	15	9	5	2.5	43.5
Mgt/613/04	2	8	1	0	0	11
Mgt/617/04	17.5	19	11.5	6	1.5	55.5
Mgt/631/04	20.5	18	15	6	1	60.5
Mgt/636/04	0	4	2	0	0	6
Mgt/638/04	7	13	7.5	4	4	35.5
Mgt/646/04	15.5	18	17	11	3	64.5
Mgt/658/04	14.5	20	9	10	2	55.5
Mgt/659/04	12	9	6.5	4	1.5	33
Mgt/662/04	25.5	25	18	12	3.5	84
Mgt/667/04	14	20	14	6	2	56
Mgt/685/04	20	27	23	16	2	88
Mgt/689/04	11	16	9	5	1.5	42.5

Appendix H2: Main Study Pre-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 2)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/018/04	21	16	12.5	7	4	60.5
Mgt/370/04	12	13	10	6	2.5	43.5
Mgt/373/04	11	16	10	4	1.5	42.5
Mgt/378/04	12	11	13	6	1.5	43.5
Mgt/388/04	10	12	13	6	2.5	43.5
Mgt/391/04	2.5	6	3	0	0	11.5
Mgt/399/04	2	9	3	0	0	14
Mgt/423/04	9.5	12	15	6	1.5	44
Mgt/444/04	13.5	17	16	7	2.5	56
Mgt/474/04	31	26	25.5	12	5	99.5
Mgt/475/04	15.5	23	14.5	11	3.5	67.5
Mgt/480/04	2	13	1	0	0	16
Mgt/491/04	15	19	15	8	1.5	58.5
Mgt/494/04	15.5	15	20	6	4	60.5
Mgt/503/04	19.5	24	16.5	11	2.5	73.5
Mgt/510/04	0.5	10	1	0	0	11.5
Mgt/516/04	9	18	10	3	2.5	42.5
Mgt/523/04	23	31	22	13	4	93
Mgt/525/04	32	30	22.5	14	3	101.5

Mgt/529/04	2.5	6	1	0	1	10.5
Mgt/537/04	24	29	16.5	10	5	84.5
Mgt/547/04	21	23	15	10	4	73
Mgt/562/04	21	20	15.5	7	1.5	65
Mgt/578/04	9.5	9	8	5	2	33.5
Mgt/585/04	22.5	22	16	10	2	72.5
Mgt/596/04	10	10	10	7	2.5	39.5
Mgt/597/04	2	9	1	0	0	12
Mgt/601/04	9	13	11	4	3	40
Mgt/611/04	13	16	10	5	2.5	46.5
Mgt/613/04	2	8	1	0	0	11
Mgt/617/04	18.5	20	12.5	6	1.5	58.5
Mgt/631/04	20.5	20	16	6	1.5	64
Mgt/636/04	0	4	2	0	0	6
Mgt/638/04	9	14	9.5	4	4	40.5
Mgt/646/04	16.5	18	18	11	3	66.5
Mgt/658/04	14.5	22	11	10	2	59.5
Mgt/659/04	15	9	6.5	4	1.5	36
Mgt/662/04	25.5	26	20	12	3.5	87
Mgt/667/04	16	21	16	6	2	61
Mgt/685/04	22	29	23	16	2	92
Mgt/689/04	13	17	11	5	1.5	47.5

Appendix I2: Averaged Pre-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance of the Main Study

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/018/04	20	15	11.5	7	3.75	57.25
Mgt/370/04	11	12	9	6	2.5	40.5
Mgt/373/04	10	15.5	9	4	1.25	39.75
Mgt/378/04	11	10	12	6	1.5	40.5
Mgt/388/04	9	11	12	6	2.25	40.25
Mgt/391/04	2.5	6	3	0	0	11.5
Mgt/399/04	2	9	3	0	0	14
Mgt/423/04	8.5	11.5	14	6	1.5	41.5
Mgt/444/04	12.5	16.5	15	7	2.5	53.5
Mgt/474/04	30	25	24.5	12	5	96.5
Mgt/475/04	14.5	22	13.5	11	3.5	64.5
Mgt/480/04	2	13	1	0	0	16
Mgt/491/04	14	18	14	8	1.5	55.5
Mgt/494/04	14.5	14.5	19	6	9	63
Mgt/503/04	18.5	23	15.5	11	2.5	70.5
Mgt/510/04	0.5	10	1	0	0	11.5
Mgt/516/04	8	17	9	3	2.25	39.25
Mgt/523/04	22	30	21	13	4	90
Mgt/525/04	32	29	22.5	14	3	100.5

Mgt/529/04	2.5	6	1	0	1	10.5
Mgt/537/04	24	28	16.5	10	5	83.5
Mgt/547/04	20.5	22	14	10	4	70.5
Mgt/562/04	21	19	15	7	1.5	63.5
Mgt/578/04	8.5	8	7.5	5	1.75	30.75
Mgt/585/04	22.5	22	16	10	2	72.5
Mgt/596/04	9	10	9	7	2.25	37.25
Mgt/597/04	2	9	1	0	0	12
Mgt/601/04	8	12.5	10	4	2.75	37.25
Mgt/611/04	12.5	15.5	9.5	5	2.5	45
Mgt/613/04	2	8	1	0	0	11
Mgt/617/04	18	19.5	12	6	1.5	57
Mgt/631/04	20.5	19	15.5	6	1.25	62.25
Mgt/636/04	0	4	2	0	0	6
Mgt/638/04	8	13.5	8.5	4	4	38
Mgt/646/04	16	18	17.5	11	3	65.5
Mgt/658/04	14.5	21	10	10	2	57.5
Mgt/659/04	13.5	9	6.5	4	1.5	34.5
Mgt/662/04	25.5	25.5	19	12	3.5	85.5
Mgt/667/04	15	20.5	15	6	2	58.5
Mgt/685/04	21	28	23	16	2	90
Mgt/689/04	12	16.5	10	5	1.5	45

Appendix J2: Main Study Post-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 1)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/058/03	38	35	28.5	17	4	122.5
Mgt/152/04	34.5	35	34.5	16	6	126
Mgt/298/04	26.5	35	19	13	3	96.5
Mgt/116/03	18.5	28	12	10	3.5	72
Mgt/349/04	32.5	28	18.5	12	4	95
Mgt/365/04	42.5	35	32.5	18	4.5	132.5
Mgt/379/04	39.5	30	30	18	7	124.5
Mgt/380/04	28.5	31	23	16	5	103.5
Mgt/390/04	22.5	28	23	18	4	95.5
Mgt/397/04	38.5	35	30	18	3.5	125
Mgt/413/04	38	32	29	18	6	123
Mgt/430/04	30.5	31	30	17	5.5	114
Mgt/438/04	33.5	27	31.5	16	6	114
Mgt/443/04	36.5	29	26	17	6	114.5
Mgt/451/04	36	32	28	15	5	116
Mgt/460/04	31.5	28	27	17	5	108.5
Mgt/461/04	26.5	20	23	14	6	89.5
Mgt/477/04	40.5	32	29	17	6	124.5
Mgt/479/04	34.5	31	26.5	17	4	113

Mgt/485/04	28.5	30	21	15	2.5	97
Mgt/487/04	35.5	30	24	17	3	109.5
Mgt/489/04	35	31	28.5	16	6	116.5
Mgt/496/04	18	15	16.5	7	4	60.5
Mgt/498/04	33.5	34	33	14	5	119.5
Mgt/501/04	42	36	35	18	6	137
Mgt/502/04	33	29	28	17	5	112
Mgt/509/04	13.5	23	15	5	3	59.5
Mgt/521/04	42	28	34.5	19	7	130.5
Mgt/693/04	30	30	22	14	4	100
Mgt/526/04	31	28	23.5	15	5	102.5
Mgt/216/03	36.5	34	34	17	7	128.5
Mgt/567/04	33.5	35	27	16	5	116.5
Mgt/569/04	37.5	31	31	18	6	123.5
Mgt/572/04	32.5	33	24	17	5	111.5
Mgt/594/04	31.5	23	26.5	16	4.5	101.5
Mgt/607/04	37	34	29.5	18	6	124.5
Mgt/615/04	34	30	24	17	5	110
Mgt/650/04	14.5	16	6.5	3	2	42
Mgt/665/04	34.5	35	27	16	6	118.5
Mgt/669/04	30.5	34	26	15	6	111.5
Mgt/674/04	39	35	33	17	5.5	129.5

Appendix K2: Main Study Post-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 2)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/058/03	38	35	28.5	17	4	122.5
Mgt/152/04	34.5	34	34.5	16	5.5	124.5
Mgt/298/04	26.5	35	19	13	3	96.5
Mgt/116/03	18.5	28	12	10	3.5	72
Mgt/349/04	32.5	28	18.5	12	4.5	95.5
Mgt/365/04	42.5	34.5	32.5	18	4.5	132
Mgt/379/04	39.5	30	30	18	6	123.5
Mgt/380/04	28.5	31	23	16	5	103.5
Mgt/390/04	22.5	28	23	18	4	95.5
Mgt/397/04	38.5	34.5	30	18	3.5	124.5
Mgt/413/04	38	32	29	18	6	123
Mgt/430/04	30.5	29	30	17	5.5	112
Mgt/438/04	33.5	27	31.5	16	5.5	113.5
Mgt/443/04	36.5	29	26	17	5.5	114
Mgt/451/04	36	32	28	15	5	116
Mgt/460/04	31.5	28	27	17	4.5	108
Mgt/461/04	26.5	20	23	14	6	89.5
Mgt/477/04	40.5	29	29	17	5.5	121
Mgt/479/04	34.5	31	26.5	17	4	113

Mgt/485/04	28.5	30	21	15	2.5	97
Mgt/487/04	35.5	30	24	17	3	109.5
Mgt/489/04	35	31	28.5	16	5.5	116
Mgt/496/04	18	15	16.5	7	4	60.5
Mgt/498/04	33.5	34	33	14	4.5	119
Mgt/501/04	42	39	35	18	5.5	139.5
Mgt/502/04	33	29	28	17	5	112
Mgt/509/04	13.5	23	15	5	3	59.5
Mgt/521/04	42	26	34.5	19	6.5	128
Mgt/693/04	30	30	22	14	4	100
Mgt/526/04	31	28	23.5	15	5	102.5
Mgt/216/03	36.5	34	34	17	7	128.5
Mgt/567/04	33.5	35	27	16	5	116.5
Mgt/569/04	37.5	34	31	18	5.5	126
Mgt/572/04	32.5	33	24	17	5	111.5
Mgt/594/04	31.5	23	26.5	16	4.5	101.5
Mgt/607/04	37	36	29.5	18	5.5	126
Mgt/615/04	34	30	24	17	4.5	109.5
Mgt/650/04	14.5	16	6.5	3	2.5	42.5
Mgt/665/04	34.5	35	27	16	5.5	118
Mgt/669/04	30.5	34	26	15	5	110.5
Mgt/674/04	39	35	33	17	5.5	129.5

Appendix L2: Averaged Post-test Scores of the Experimental Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance of the Main Study

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/058/03	38	35	28.5	17	4	122.5
Mgt/152/04	34.5	34.5	34.5	16	5.75	125.25
Mgt/298/04	26.5	35	19	13	3	96.5
Mgt/116/03	18.5	28	12	10	3.5	72
Mgt/349/04	32.5	28	18.5	12	4.25	95.25
Mgt/365/04	42.5	34.75	32.5	18	4.5	132.25
Mgt/379/04	39.5	30	30	18	6.5	124
Mgt/380/04	28.5	31	23	16	5	103.5
Mgt/390/04	22.5	28	23	18	4	95.5
Mgt/397/04	38.5	34.75	30	18	3.5	124.75
Mgt/413/04	38	32	29	18	6	123
Mgt/430/04	30.5	30	30	17	5.5	113
Mgt/438/04	33.5	27	31.5	16	5.75	113.75
Mgt/443/04	36.5	29	26	17	5.75	114.25
Mgt/451/04	36	32	28	15	5	116
Mgt/460/04	31.5	28	27	17	4.75	108.25
Mgt/461/04	26.5	20	23	14	6	89.5
Mgt/477/04	40.5	30.5	29	17	5.75	122.75
Mgt/479/04	34.5	31	26.5	17	4	113
Mgt/485/04	28.5	30	21	15	2.5	97

Mgt/487/04	35.5	30	24	17	3	109.5
Mgt/489/04	35	31	28.5	16	5.75	116.25
Mgt/496/04	18	15	16.5	7	4	60.5
Mgt/498/04	33.5	34	33	14	4.75	119.25
Mgt/501/04	42	37.5	35	18	5.75	138.25
Mgt/502/04	33	29	28	17	5	112
Mgt/509/04	13.5	23	15	5	3	59.5
Mgt/521/04	42	27	34.5	19	6.75	129.25
Mgt/693/04	30	30	22	14	4	100
Mgt/526/04	31	28	23.5	15	5	102.5
Mgt/216/03	36.5	34	34	17	7	128.5
Mgt/567/04	33.5	35	27	16	5	116.5
Mgt/569/04	37.5	32.5	31	18	5.75	124.75
Mgt/572/04	32.5	33	24	17	5	111.5
Mgt/594/04	31.5	23	26.5	16	4.5	101.5
Mgt/607/04	37	35	29.5	18	5.75	125.25
Mgt/615/04	34	30	24	17	4.75	109.75
Mgt/650/04	14.5	16	6.5	3	2.25	42.25
Mgt/665/04	34.5	35	27	16	5.75	118.25
Mgt/669/04	30.5	34	26	15	5.5	111
Mgt/674/04	39	35	33	17	5.5	129.5

Appendix M2: Main Study Post-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 1)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/018/04	18.5	24	14	9	3	68.5
Mgt/370/04	22	26	21.5	11	3.5	84
Mgt/373/04	29.5	30	25	12	4	100.5
Mgt/378/04	20	25	23	13	3.5	84.5
Mgt/388/04	26	26	21.5	16	3	92.5
Mgt/391/04	28	30	24.5	13	3.5	99
Mgt/399/04	25	28	19	10	3	85
Mgt/423/04	34	32	29	14	5	114
Mgt/444/04	30	44	28	25	6.5	133.5
Mgt/474/04	30	31	22.5	17	4	104.5
Mgt/475/04	32.5	34	27	16	5	114.5
Mgt/480/04	12	19	9.5	4	3.5	48
Mgt/491/04	34	30	24	10	4.5	102.5
Mgt/494/04	27.5	26	27.5	16	3	100
Mgt/503/04	33.5	30	26	14	5	108.5
Mgt/510/04	19	20	9.5	5	3	56.5
Mgt/516/04	30	34	22.5	12	5.5	104
Mgt/523/04	24.5	32	17	10	4	87.5
Mgt/525/04	35	29	20.5	14	5	103.5
Mgt/529/04	18.5	23	15	6	2.5	65

Mgt/537/04	25	28	17	11	4	85
Mgt/547/04	30.5	29	19.5	8	3.5	90.5
Mgt/562/04	24.5	29	25	13	4	95.5
Mgt/578/04	20.5	24	16.5	10	2	73
Mgt/585/04	33	27	23	14	6	103
Mgt/596/04	18	23	15.5	7	4	67.5
Mgt/597/04	14	16	10	4	3	47
Mgt/601/04	31.5	30	26	16	4	107.5
Mgt/611/04	23.5	31	20	14	2.5	91
Mgt/613/04	9.5	19	8.5	4	3.5	44.5
Mgt/617/04	27.5	28	15	8	4	82.5
Mgt/631/04	41.5	25	28.5	18	5	118
Mgt/636/04	26	20	17	10	5	78
Mgt/638/04	15.5	21	11	5	3.5	56
Mgt/646/04	21.5	28	15	8	2	74.5
Mgt/658/04	31	29	24	10	6.5	100.5
Mgt/659/04	23	30	17	8	5	83
Mgt/662/04	36	33	34	17	7	127
Mgt/667/04	31.5	30	19	15	2.5	98
Mgt/685/04	26	33	24	16	4.5	103.5
Mgt/689/04	29.5	29	21.5	12	6	98

Appendix N2: Main Study Post-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance (Rater 2)

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/018/04	18.5	24	14	9	3	68.5
Mgt/370/04	22	25	21.5	11	3	82.5
Mgt/373/04	29.5	29	25	12	3.5	99
Mgt/378/04	20	25	23	13	3	84
Mgt/388/04	26	24	21.5	16	3	90.5
Mgt/391/04	28	29	24.5	13	3	97.5
Mgt/399/04	25	28	19	10	3	85
Mgt/423/04	34	31	29	14	4.5	112.5
Mgt/444/04	30	42	28	25	6	131
Mgt/474/04	30	30	22.5	17	3.5	103
Mgt/475/04	32.5	33	27	16	4.5	113
Mgt/480/04	12	19	9.5	4	3.5	48
Mgt/491/04	34	29	24	10	4	101
Mgt/494/04	27.5	26	27.5	16	2.5	99.5
Mgt/503/04	33.5	29	26	14	4.5	107
Mgt/510/04	19	20	9.5	5	3	56.5
Mgt/516/04	30	33	22.5	12	5	102.5
Mgt/523/04	24.5	31	17	10	3.5	86
Mgt/525/04	35	28	20.5	14	4.5	102

Mgt/529/04	18.5	23	15	6	2	64.5
Mgt/537/04	25	27	17	11	3.5	83.5
Mgt/547/04	30.5	29	19.5	8	3	90
Mgt/562/04	24.5	29	25	13	3.5	95
Mgt/578/04	20.5	23	16.5	10	2	72
Mgt/585/04	33	27	23	14	5.5	102.5
Mgt/596/04	18	23	15.5	7	4	67.5
Mgt/597/04	14	16	10	4	3	47
Mgt/601/04	31.5	29	26	16	3.5	106
Mgt/611/04	23.5	30	20	14	2	89.5
Mgt/613/04	9.5	19	8.5	4	3	44
Mgt/617/04	27.5	27	15	8	3.5	81
Mgt/631/04	41.5	24	28.5	18	4.5	116.5
Mgt/636/04	26	20	17	10	4.5	77.5
Mgt/638/04	15.5	21	11	5	3	55.5
Mgt/646/04	21.5	28	15	8	2	74.5
Mgt/658/04	31	29	24	10	6	100
Mgt/659/04	23	30	17	8	4.5	82.5
Mgt/662/04	36	31	34	17	6.5	124.5
Mgt/667/04	31.5	30	19	15	2	97.5
Mgt/685/04	26	32	24	16	4	102
Mgt/689/04	29.5	28	21.5	12	5.5	96.5

Appendix O2: Averaged Post-test Scores of the Control Group on Content, Organization, Grammar, Vocabulary, and Mechanics and Overall Writing Performance of the Main Study

Student Code	Content (49)	Organization (41)	Grammar (39)	Vocabulary (20)	Mechanics (8)	Total (157)
Mgt/018/04	18.5	24	14	9	3	68.5
Mgt/370/04	22	25.5	21.5	11	3.25	83.25
Mgt/373/04	29.5	29.5	25	12	3.75	99.75
Mgt/378/04	20	25	23	13	3.25	84.25
Mgt/388/04	26	25	21.5	16	3	91.5
Mgt/391/04	28	29.5	24.5	13	3.25	98.25
Mgt/399/04	25	28	19	10	3	85
Mgt/423/04	34	31.5	29	14	4.75	113.25
Mgt/444/04	30	43	28	25	6.25	132.25
Mgt/474/04	30	30.5	22.5	17	3.75	103.75
Mgt/475/04	32.5	33.5	27	16	4.75	113.75
Mgt/480/04	12	19	9.5	4	3.5	48
Mgt/491/04	34	29.5	24	10	4.25	101.75
Mgt/494/04	27.5	26	27.5	16	2.75	99.75
Mgt/503/04	33.5	29.5	26	14	4.75	107.75
Mgt/510/04	19	20	9.5	5	3	56.5
Mgt/516/04	30	33.5	22.5	12	5.25	103.25
Mgt/523/04	24.5	31.5	17	10	3.75	86.75
Mgt/525/04	35	28.5	20.5	14	4.75	102.75
Mgt/529/04	18.5	23	15	6	2.25	64.75

Mgt/537/04	25	27.5	17	11	3.75	84.25
Mgt/547/04	30.5	29	19.5	8	3.25	90.25
Mgt/562/04	24.5	29	25	13	3.75	95.25
Mgt/578/04	20.5	23.5	16.5	10	2	72.5
Mgt/585/04	33	27	23	14	5.75	102.75
Mgt/596/04	18	23	15.5	7	4	67.5
Mgt/597/04	14	16	10	4	3	47
Mgt/601/04	31.5	29.5	26	16	3.75	106.75
Mgt/611/04	23.5	30.5	20	14	2.25	90.25
Mgt/613/04	9.5	19	8.5	4	3.25	44.25
Mgt/617/04	27.5	27.5	15	8	3.75	81.75
Mgt/631/04	41.5	24.5	28.5	18	4.75	117.25
Mgt/636/04	26	20	17	10	4.75	77.75
Mgt/638/04	15.5	21	11	5	3.25	55.75
Mgt/646/04	21.5	28	15	8	2	74.5
Mgt/658/04	31	29	24	10	6.25	100.25
Mgt/659/04	23	30	17	8	4.75	82.75
Mgt/662/04	36	32	34	17	6.75	125.75
Mgt/667/04	31.5	30	19	15	2.25	97.75
Mgt/685/04	26	32.5	24	16	4.25	102.75
Mgt/689/04	29.5	28.5	21.5	12	5.75	97.25

Appendix P2: Pre-training Learning Strategies of Writing Questionnaire Scores of the Main Study

Student Code	Students' use of Memory Strategies (5)	students' use of Cognitive Strategies (55)	students' use of Compensation Strategies (15)	students' use of Metacognitive Strategies (45)	students' use of Affective Strategies (25)	S students' use of social Strategies (30)	students' overall strategies use (175)
Mgt/152/04	2	32	8	22	10	15	89
Mgt/298/04	3	29	7	19	13	15	86
Mgt/116/03	3	21	7	13	9	10	63
Mgt/349/04	2	32	8	23	12	10	87
Mgt/365/04	1	26	11	25	16	21	100
Mgt/379/04	2	32	8	23	12	10	87
Mgt/380/04	3	31	7	22	12	14	89
Mgt/390/04	2	31	6	34	12	24	109
Mgt/397/04	3	25	9	16	15	13	81
Mgt/430/04	2	26	8	17	12	13	78
Mgt/438/04	2	23	8	17	13	14	77
Mgt/443/04	2	36	9	22	12	16	97
Mgt/451/04	3	30	8	20	13	17	91
Mgt/460/04	4	37	9	26	13	19	108
Mgt/461/04	2	27	7	21	11	15	83
Mgt/477/04	3	28	9	17	11	18	86
Mgt/479/04	3	33	7	20	13	13	89
Mgt/485/04	3	33	5	23	14	15	93
Mgt/487/04	5	31	7	32	13	17	105
Mgt/489/04	3	32	7	17	13	15	87
Mgt/496/04	2	23	7	14	10	17	73
Mgt/498/04	3	27	5	17	14	17	83
Mgt/501/04	3	26	9	21	15	16	90
Mgt/502/04	3	32	9	22	12	17	95
Mgt/509/04	3	37	10	25	13	12	100
Mgt/521/04	5	48	15	37	22	29	156
Mgt/693/04	3	44	9	27	15	22	120
Mgt/526/04	3	30	9	23	15	13	93
Mgt/567/04	2	30	6	20	15	18	91
Mgt/569/04	4	41	15	24	20	23	127
Mgt/572/04	3	32	10	21	13	17	96
Mgt/594/04	2	28	7	17	9	15	78
Mgt/607/04	5	42	15	19	11	17	109
Mgt/615/04	3	37	9	26	15	24	114
Mgt/650/04	1	36	9	26	12	15	99
Mgt/665/04	1	23	7	18	11	11	71
Mgt/669/04	2	27	9	21	12	16	87
Mgt/674/04	3	29	8	21	11	18	90

Appendix Q2: Pre-training Belief Questionnaire Scores of the Main Study

Experimental Group

Student Code	Items													Sum (65)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Mgt/058/03	3	2	4	5	1	3	4	3	2	2	1	3	3	36
Mgt/152/04	2	4	1	1	2	2	1	2	2	2	1	2	2	24
Mgt/298/04	4	4	4	4	2	3	4	4	2	4	4	3	2	44
Mgt/116/03	2	1	2	2	1	3	2	3	3	4	3	4	3	33
Mgt/349/04	2	2	3	1	5	5	5	5	4	5	5	5	5	44
Mgt/365/04	1	3	5	5	5	5	5	5	4	5	5	5	5	58
Mgt/379/04	2	4	4	4	4	2	2	2	4	4	2	2	3	39
Mgt/380/04	1	1	1	2	4	1	1	1	2	4	5	4	5	32
Mgt/390/04	1	4	3	2	5	4	1	5	3	2	1	5	5	41
Mgt/397/04	4	4	2	1	2	4	4	4	4	5	1	1	4	40
Mgt/413/04	4	4	4	2	2	2	2	4	4	4	4	2	2	40
Mgt/430/04	1	5	4	3	3	4	4	3	4	5	5	4	2	47
Mgt/438/04	1	5	4	3	3	4	4	3	4	5	5	4	2	47
Mgt/443/04	2	2	5	2	5	5	4	5	5	4	4	5	4	36
Mgt/443/04	4	4	5	5	4	4	4	5	5	4	4	5	4	58
Mgt/451/04	2	4	2	4	4	2	2	1	3	2	1	3	4	34
Mgt/460/04	2	4	2	2	4	2	2	2	2	2	3	2	2	36
Mgt/461/04	4	4	4	3	4	2	2	2	2	2	2	4	2	34
Mgt/477/04	2	4	2	2	4	2	2	4	2	2	2	1	1	36
Mgt/479/04	1	2	5	2	1	3	5	4	2	4	1	1	5	36
Mgt/479/04	4	1	5	4	4	4	4	4	5	3	5	5	5	53
Mgt/485/04	4	1	5	4	4	4	4	4	5	4	5	4	5	48
Mgt/487/04	5	4	4	4	5	5	5	1	3	4	4	2	4	58
Mgt/487/04	2	4	1	5	5	5	5	1	3	4	4	2	4	45
Mgt/489/04	4	2	2	5	1	4	2	4	4	4	2	2	5	39
Mgt/496/04	5	2	2	3	4	3	3	3	4	5	4	4	5	47
Mgt/498/04	3	4	5	5	4	3	2	2	3	2	2	4	2	41
Mgt/501/04	3	4	5	5	4	3	2	2	3	2	2	3	2	43
Mgt/501/04	4	4	5	2	4	5	2	4	4	2	2	3	2	43
Mgt/502/04	4	4	5	2	4	5	2	4	4	2	1	1	4	26
Mgt/502/04	1	2	2	2	2	4	2	2	2	1	1	2	1	26
Mgt/509/04	1	2	2	2	2	4	2	2	4	4	2	2	2	38
Mgt/509/04	2	4	5	2	2	5	2	2	4	4	2	2	2	38
Mgt/521/04	2	4	4	4	4	4	4	2	5	5	4	2	4	48
Mgt/521/04	4	4	4	4	4	4	4	2	5	5	4	2	4	48
Mgt/693/04	1	1	1	1	1	1	1	1	1	1	1	1	2	15
Mgt/693/04	1	1	1	1	1	1	1	1	1	1	1	1	2	15
Mgt/526/04	2	4	4	2	2	2	2	1	2	2	1	1	2	27
Mgt/526/04	2	4	4	2	2	2	2	1	2	2	1	1	2	27
Mgt/216/03	4	5	2	4	4	2	4	4	4	4	3	2	2	41
Mgt/216/03	4	5	2	4	4	2	4	4	4	4	3	2	2	41
Mgt/567/04	4	4	2	2	4	4	4	4	4	3	5	2	3	41
Mgt/567/04	4	4	2	2	4	4	4	4	4	3	5	2	3	41
Mgt/569/04	1	2	2	1	1	5	2	4	3	5	2	3	3	34
Mgt/569/04	1	2	2	1	1	5	2	4	3	5	2	3	3	34
Mgt/572/04	2	2	1	2	1	2	1	4	4	2	1	4	2	28
Mgt/572/04	2	2	1	2	1	2	1	4	4	2	1	4	2	28
Mgt/594/04	1	3	4	2	2	4	4	5	3	4	4	1	5	42
Mgt/594/04	1	3	4	2	2	4	4	5	3	4	4	1	5	42
Mgt/607/04	1	1	1	1	1	2	1	1	1	1	1	1	1	14
Mgt/607/04	1	1	1	1	1	2	1	1	1	1	1	1	1	14
Mgt/650/04	4	2	4	3	3	3	3	5	4	4	3	5	4	49
Mgt/650/04	4	2	4	3	3	3	3	5	4	4	3	5	4	49
Mgt/665/04	4	2	2	2	1	4	3	2	5	1	3	1	4	34
Mgt/665/04	4	2	2	2	1	4	3	2	5	1	3	1	4	34
Mgt/669/04	3	2	2	2	2	4	2	2	1	1	2	1	4	28
Mgt/669/04	3	2	2	2	2	4	2	2	1	1	2	1	4	28
Mgt/674/04	4	5	4	5	4	4	4	2	2	5	4	3	2	48
Mgt/674/04	4	5	4	5	4	4	4	2	2	5	4	3	2	48

Control Group

Student Code	Items													Sum (65)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Mgt/018/04	1	2	1	2	1	1	2	2	1	1	2	1	1	18
Mgt/370/04	4	2	4	2	5	5	4	5	4	2	2	5	4	48
Mgt/373/04	1	4	4	4	1	1	1	5	5	1	1	4	5	37
Mgt/378/04	4	2	2	4	2	5	4	2	5	4	2	2	2	40
Mgt/388/04	4	2	4	4	4	4	2	4	3	4	3	3	3	44
Mgt/391/04	5	4	3	4	4	3	4	3	3	4	3	4	4	48
Mgt/399/04	1	5	1	5	5	5	1	1	5	1	1	1	5	37
Mgt/423/04	2	5	5	5	2	1	4	4	4	5	5	2	1	45
Mgt/444/04	4	4	2	2	2	5	2	4	2	2	2	3	2	36
Mgt/474/04	2	5	5	2	5	4	3	3	2	1	3	2	2	39
Mgt/475/04	4	5	3	4	3	2	4	4	4	4	4	4	4	49
Mgt/480/04	5	4	1	5	5	4	1	4	2	1	3	1	2	38
Mgt/491/04	4	1	1	3	5	4	4	5	4	5	3	1	5	45
Mgt/494/04	2	5	5	4	4	4	4	2	2	2	4	4	2	44
Mgt/503/04	4	4	4	3	1	4	2	4	2	2	2	2	2	36
Mgt/510/04	4	4	4	3	2	4	1	4	1	1	3	2	5	38
Mgt/516/04	2	5	5	4	2	2	2	5	2	5	2	2	5	43
Mgt/523/04	4	3	2	2	2	2	3	2	4	4	2	2	4	36
Mgt/525/04	3	3	3	4	3	4	2	2	2	3	4	4	4	41
Mgt/529/04	5	5	5	2	4	4	4	5	3	5	3	4	4	53
Mgt/537/04	2	2	3	2	2	2	2	2	3	3	3	2	3	31
Mgt/547/04	2	4	1	1	1	4	1	2	1	2	4	2	2	27
Mgt/562/04	1	1	2	1	1	1	2	1	1	2	1	2	1	17
Mgt/578/04	4	3	4	1	1	4	5	2	4	5	4	2	3	42
Mgt/585/04	4	2	1	5	5	1	1	5	5	4	5	5	5	48
Mgt/596/04	3	5	5	3	3	5	4	3	4	1	1	4	4	45
Mgt/597/04	4	5	4	2	5	4	2	4	2	2	2	4	2	42
Mgt/601/04	4	3	4	2	5	2	2	4	4	1	1	2	3	37
Mgt/611/04	3	5	2	1	1	4	2	3	3	1	1	3	4	33
Mgt/613/04	1	5	1	2	2	1	2	2	1	1	2	1	1	22
Mgt/617/04	5	4	5	5	4	3	5	4	1	5	5	4	4	54
Mgt/631/04	2	4	5	2	2	2	2	2	3	3	2	4	2	35
Mgt/636/04	4	4	5	2	3	4	4	5	3	5	3	3	4	49
Mgt/638/04	2	5	2	2	2	4	5	3	3	4	3	4	5	44
Mgt/646/04	4	1	2	1	1	4	4	4	5	5	1	5	5	42
Mgt/658/04	5	4	5	3	2	4	4	5	4	5	3	4	5	53
Mgt/662/04	2	4	5	4	2	5	5	2	4	2	4	4	2	45
Mgt/667/04	2	4	4	2	4	4	2	2	2	2	2	2	2	34
Mgt/685/04	2	4	4	1	2	2	1	4	4	2	2	3	4	35
Mgt/689/04	5	5	2	5	2	2	2	2	2	2	5	3	2	39



Appendix R2: Post-training Learning Strategies of Writing Questionnaire Scores of the Main Study

<i>Student Code</i>	Students' use of Memory Strategies (5)	students' use of Cognitive Strategies (55)	students' use of Compensation Strategies (15)	students' use of Metacognitive Strategies (45)	students' use of Affective Strategies (25)	S students' use of social Strategies (30)	students' overall strategies use (175)
Mgt/058/03	5	60	14	38	20	25	162
Mgt/152/04	4	56	13	33	22	30	158
Mgt/298/04	4	46	10	26	18	24	128
Mgt/116/03	3	36	7	28	11	15	100
Mgt/349/04	4	54	14	36	22	28	158
Mgt/365/04	4	55	15	33	18	23	148
Mgt/379/04	4	52	15	40	20	26	157
Mgt/380/04	4	48	13	27	19	26	137
Mgt/397/04	4	45	14	35	17	20	135
Mgt/430/04	4	43	11	30	22	26	136
Mgt/438/04	4	45	12	27	16	26	130
Mgt/443/04	4	57	13	35	20	29	158
Mgt/451/04	3	47	10	32	17	20	129
Mgt/460/04	4	51	15	31	19	23	143
Mgt/461/04	4	36	8	29	13	18	108
Mgt/477/04	5	52	14	36	23	29	159
Mgt/479/04	4	51	10	31	22	23	141
Mgt/485/04	3	36	7	29	15	20	110
Mgt/487/04	3	39	8	28	13	19	110
Mgt/489/04	5	48	15	35	22	22	147
Mgt/496/04	5	41	10	31	19	27	133
Mgt/498/04	4	45	11	34	22	24	140
Mgt/501/04	4	38	13	27	19	27	128
Mgt/502/04	3	51	10	31	19	23	137
Mgt/509/04	5	52	14	32	21	28	152
Mgt/521/04	5	48	15	36	20	30	154
Mgt/693/04	5	51	10	29	21	23	139
Mgt/526/04	5	50	15	37	25	26	158
Mgt/216/03	4	50	12	33	11	21	131
Mgt/567/04	4	54	11	32	21	27	149
Mgt/569/04	5	45	15	33	22	25	145
Mgt/572/04	4	42	14	27	23	23	133
Mgt/594/04	5	56	13	40	22	27	163
Mgt/607/04	5	57	15	38	22	28	165
Mgt/615/04	4	54	11	37	22	27	155
Mgt/650/04	2	44	9	29	19	20	123
Mgt/665/04	4	40	13	26	18	18	119
Mgt/669/04	4	37	15	31	18	24	129
Mgt/674/04	5	56	15	39	22	30	167

Appendix S2: Post-training Belief Questionnaire Scores of the Main Study

Experimental Group

Student Code	Items													Sum (65)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Mgt/058/03	5	5	5	5	5	5	5	5	5	5	5	5	5	65
Mgt/152/04	5	5	4	4	4	3	5	5	5	5	4	4	5	58
Mgt/298/04	5	5	4	5	4	3	4	4	4	3	4	3	4	52
Mgt/116/03	5	4	3	4	1	2	4	3	3	3	1	4	3	40
Mgt/349/04	5	5	4	4	4	5	4	5	5	4	4	5	4	58
Mgt/365/04	4	3	5	5	5	4	4	4	3	4	5	4	3	53
Mgt/379/04	5	5	5	5	5	5	4	5	5	5	3	5	5	62
Mgt/380/04	2	2	2	3	4	4	3	2	1	3	3	3	2	34
Mgt/390/04	2	4	2	1	1	3	5	5	2	4	5	4	5	43
Mgt/397/04	5	4	4	5	5	2	2	5	4	4	4	2	5	51
Mgt/413/04	5	5	5	2	5	2	2	2	5	2	2	2	2	41
Mgt/430/04	4	4	3	4	5	3	4	3	4	4	2	3	4	47
Mgt/438/04	4	5	4	5	4	1	2	3	3	3	2	2	4	42
Mgt/443/04	4	4	4	5	5	5	5	5	4	5	5	5	4	60
Mgt/451/04	4	5	5	5	5	4	4	5	5	1	1	4	4	52
Mgt/460/04	2	4	4	2	2	2	2	2	4	4	4	4	5	41
Mgt/461/04	4	4	5	4	3	4	3	5	4	4	5	4	5	54
Mgt/477/04	2	3	4	2	4	2	1	2	3	1	2	2	2	30
Mgt/479/04	5	5	5	4	5	4	4	5	5	5	4	5	5	61
Mgt/485/04	5	5	5	5	5	5	5	4	5	5	5	4	5	63
Mgt/487/04	5	5	4	4	5	4	5	3	2	5	4	5	4	55
Mgt/489/04	5	4	4	2	5	4	3	3	4	4	3	3	3	47
Mgt/496/04	4	3	4	4	5	5	5	5	4	5	2	5	5	56
Mgt/498/04	3	2	5	5	3	4	2	2	3	2	2	2	4	39
Mgt/501/04	3	4	4	2	4	4	2	4	4	4	3	4	3	45
Mgt/502/04	4	5	5	5	5	4	4	5	5	1	1	4	4	52
Mgt/509/04	4	5	4	5	4	4	4	5	5	4	4	4	4	56
Mgt/521/04	4	4	5	4	5	5	5	4	5	5	4	5	5	60
Mgt/693/04	5	5	5	5	4	4	5	5	4	4	3	4	5	58
Mgt/526/04	4	5	5	4	4	2	4	4	4	4	2	2	4	48
Mgt/216/03	4	5	4	4	5	3	4	4	4	4	3	5	3	52
Mgt/567/04	4	4	5	4	5	5	5	4	4	5	4	5	4	58
Mgt/569/04	4	5	5	4	5	5	4	5	3	3	5	5	5	58
Mgt/572/04	4	5	4	5	4	5	4	2	4	5	4	5	4	55
Mgt/594/04	5	4	5	5	5	5	5	5	5	5	5	4	4	62
Mgt/607/04	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Mgt/650/04	4	5	5	4	5	5	4	4	5	4	5	4	4	58
Mgt/665/04	4	5	2	3	5	1	2	4	3	5	3	5	4	46
Mgt/669/04	4	5	2	4	4	3	2	2	4	2	2	2	2	38
Mgt/674/04	5	5	4	5	4	4	4	4	5	4	5	5	5	59

Control Group

Student Code	Items													Sum (65)
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Mgt/018/04	2	1	1	2	3	3	2	2	1	2	1	2	1	23
Mgt/370/04	5	5	2	5	5	4	2	2	4	2	2	4	2	44
Mgt/373/04	2	4	5	2	5	2	2	5	5	5	2	2	5	46
Mgt/378/04	5	4	5	4	2	2	5	2	5	4	2	2	5	47
Mgt/388/04	2	2	2	2	2	2	2	2	3	2	2	3	3	29
Mgt/391/04	5	5	3	4	5	4	4	4	3	4	4	4	3	52
Mgt/399/04	5	5	4	3	4	3	2	5	3	4	3	4	5	50
Mgt/423/04	4	1	5	4	3	5	2	5	2	2	5	2	1	41
Mgt/444/04	2	2	1	3	2	4	2	2	2	4	2	4	2	32
Mgt/474/04	4	5	2	4	2	3	2	2	2	2	2	2	3	35
Mgt/475/04	5	5	3	5	4	1	1	1	1	3	1	3	1	34
Mgt/480/04	5	4	5	2	2	2	2	2	4	5	3	3	5	44
Mgt/491/04	4	5	5	4	4	5	4	1	3	4	1	3	5	48
Mgt/494/04	2	1	2	4	4	2	2	4	4	2	2	4	2	35
Mgt/503/04	4	5	2	4	4	4	2	2	4	2	2	2	2	39
Mgt/510/04	5	5	5	1	4	3	5	2	4	2	4	4	5	49
Mgt/516/04	2	4	5	2	2	1	2	2	4	4	1	2	2	33
Mgt/523/04	5	4	2	2	4	2	2	2	2	2	2	3	2	34
Mgt/525/04	4	5	3	3	3	4	2	4	2	4	4	4	2	38
Mgt/529/04	4	5	5	4	4	5	2	4	4	4	4	5	4	54
Mgt/537/04	4	3	4	4	4	3	3	4	4	3	4	4	4	48
Mgt/547/04	1	5	1	2	1	2	1	1	2	1	1	1	1	20
Mgt/562/04	1	1	1	1	1	2	4	1	2	2	1	2	1	20
Mgt/578/04	2	3	5	2	4	5	5	3	4	4	5	5	5	52
Mgt/585/04	2	2	4	4	1	2	4	4	2	4	4	4	2	39
Mgt/596/04	3	1	4	3	4	3	2	4	4	2	2	4	3	39
Mgt/597/04	5	4	5	4	4	3	4	4	3	3	5	4	2	50
Mgt/601/04	2	2	1	5	4	3	3	3	2	2	1	1	4	33
Mgt/611/04	2	4	1	2	2	5	4	2	4	5	2	1	4	38
Mgt/613/04	2	4	2	2	2	4	2	4	4	4	2	2	2	36
Mgt/617/04	1	4	5	5	2	3	5	5	5	4	5	4	5	53
Mgt/631/04	2	5	2	5	5	3	5	5	4	2	5	5	5	53
Mgt/636/04	2	3	1	3	1	2	1	3	5	4	4	1	4	34
Mgt/638/04	5	5	5	4	4	5	5	4	5	5	5	4	4	60
Mgt/646/04	2	5	2	1	2	4	5	2	1	1	1	4	1	31
Mgt/658/04	2	5	5	4	4	5	2	4	4	5	4	5	4	53
Mgt/662/04	4	5	5	4	1	2	1	2	4	5	4	2	4	43
Mgt/667/04	2	4	3	2	2	4	2	2	4	2	2	2	4	35
Mgt/685/04	4	2	2	1	2	4	4	2	4	5	2	3	2	37
Mgt/689/04	5	4	5	5	4	4	3	4	4	4	4	2	5	53

Appendix T2: Attitude Questionnaire Scores of the Main Study

Student Code	Items																									Sum (125)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	3	5	5	5	5	5	5	1	5	4	4	5	5	4	4	3	4	5	5	5	5	5	5	5	5	112
2	5	5	4	5	5	5	5	1	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	118
3	3	4	3	4	2	4	3	2	3	4	2	4	4	5	4	3	5	5	4	5	4	4	5	5	4	95
4	2	3	1	3	4	2	5	2	4	5	4	3	4	2	3	3	2	2	3	3	3	4	4	4	2	77
5	3	5	4	5	5	4	3	3	1	5	5	5	5	4	3	4	4	3	1	3	4	4	5	5	4	97
6	4	5	5	5	1	5	5	1	5	3	5	5	5	5	5	2	5	5	3	4	5	5	5	4	3	105
7	5	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	121
8	4	4	5	5	5	4	4	2	4	4	5	5	5	1	5	2	5	4	2	4	3	3	4	5	5	99
9	4	5	5	4	4	5	4	2	4	2	5	5	4	4	4	2	5	5	4	5	4	4	3	5	4	102
10	2	4	4	5	5	5	3	4	4	3	3	2	4	4	4	1	5	5	2	4	4	4	5	4	5	95
11	4	5	4	5	5	5	4	2	4	2	4	4	5	5	4	1	5	3	2	4	4	4	5	4	5	99
12	4	4	4	5	4	4	2	2	4	4	5	4	5	4	4	4	4	4	2	4	4	5	5	5	4	100
13	5	5	4	5	5	5	4	1	5	2	5	5	5	5	2	5	5	5	1	5	5	5	5	5	5	109
14	4	3	4	4	5	3	4	4	5	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	99
15	5	4	4	5	5	5	2	3	5	5	4	4	4	5	5	4	4	4	2	5	5	4	4	5	4	106
16	5	5	4	5	5	5	1	3	5	5	4	4	5	5	5	5	4	4	5	5	4	4	5	5	4	111
17	2	5	5	5	5	5	5	1	5	4	5	5	5	5	5	2	5	5	4	4	4	5	4	4	5	109
18	4	5	4	5	5	5	5	1	5	4	4	4	4	5	3	5	5	1	5	5	4	5	5	5	5	108
19	3	4	4	5	4	5	5	2	5	4	5	4	5	5	5	4	5	4	5	4	4	5	4	5	5	110
20	5	5	4	5	1	5	5	2	5	5	3	4	5	5	5	5	5	5	5	4	5	5	5	4	5	112

21	4	3	2	3	3	2	4	3	3	2	5	5	5	2	2	1	5	4	2	5	4	5	4	5	4	87	
22	4	4	4	4	4	4	4	3	5	4	4	4	5	1	5	4	5	4	3	4	4	4	4	4	5	100	
23	5	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	121	
24	5	5	4	5	3	5	1	4	1	2	5	5	5	5	4	1	5	5	2	2	5	4	5	4	5	97	
25	2	5	4	4	5	4	1	4	2	4	4	3	2	4	4	1	5	5	2	5	4	4	4	5	5	92	
26	5	5	4	5	5	5	5	1	5	3	5	5	5	5	1	5	5	5	5	5	5	5	5	5	5	114	
27	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	4	5	5	4	5	4	120	
28	5	4	5	5	5	5	4	2	5	4	4	4	5	5	5	4	5	4	4	4	4	4	5	5	4	5	111
29	5	5	5	4	4	4	5	2	5	3	3	4	4	5	4	4	4	4	4	4	2	4	4	4	4	100	
30	5	5	4	5	5	5	1	2	5	5	5	5	5	5	5	5	1	1	5	4	4	4	4	4	4	103	
31	5	5	5	5	5	4	5	2	5	5	4	5	5	5	5	5	5	4	4	5	5	3	4	5	5	115	
32	5	5	5	4	5	5	4	2	5	4	3	2	5	5	5	5	5	5	4	4	4	5	5	4	5	110	
33	1	5	5	5	4	4	1	5	5	4	4	5	5	1	2	5	5	4	5	5	5	4	5	5	5	104	
34	5	5	5	5	5	5	5	1	5	2	3	5	5	5	2	5	5	5	5	5	5	5	5	5	5	109	
35	3	5	4	5	5	4	4	2	3	5	5	5	5	4	3	2	3	5	3	4	4	4	4	4	5	100	
36	5	4	5	4	4	5	2	4	5	4	5	5	5	5	3	3	4	3	2	4	5	4	5	5	4	104	
37	5	3	4	5	3	4	3	5	5	5	4	3	5	2	3	5	5	5	5	5	4	4	3	4	2	101	
38	5	4	5	4	4	4	4	1	5	4	4	4	4	5	5	5	5	4	5	4	4	5	4	5	4	107	
39	4	5	5	5	1	5	5	1	5	4	3	4	5	5	5	2	5	5	4	5	5	5	5	5	5	108	

