

**AN INVESTIGATION INTO EFFECTS OF TEACHER MEDIATION
ON STUDENTS' WRITING SKILLS PERFORMANCE,
STRATEGY USE, AND SELF-EFFICACY BELIEF**

**BY
WENDU MESELE ABEBE**

**A PHD DISSERTATION SUBMITTED TO THE DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE IN FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY (PhD)
IN ENGLISH LANGUAGE TEACHING (ELT)**

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ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION,
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This is to certify that the thesis prepared by Wendum Mesele Abebe, entitled "AN INVESTIGATION INTO EFFECTS OF TEACHER MEDIATION ON STUDENTS' WRITING SKILLS PERFORMANCE, STRATEGY USE, AND SELF-EFFICACY BELIEF," is submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy in English Language Teaching (ELT) complies with the regulations of the university and meets the accepted standards concerning originality and quality. We, the board of examiners, approve that this thesis has passed through the defence and review processes.

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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 university and that all sources of materials used for the thesis have been duly acknowledged.

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ABSTRACT

The study examined the effects of teacher mediation on students' writing skills performance, self-efficacy belief, and strategy use of learning writing skills. A mixed research approach was employed, collecting data through tests, questionnaires, and interviews at Hawassa University's Institute of Technology and Main Campus. Participants of the study were first-year undergraduates in the Natural Sciences Stream in 2022, with the experimental group (N=31), the control group (N=31) and the mediator. The results showed that the experimental group outperformed the control group in writing content, organizing, grammar, and vocabulary. The paired samples t-test also showed significant improvement in the post-test. The overall result showed a significant difference between the experimental and control groups in the paragraph and essay writing performance, with a strong teacher mediation effect. The learning writing strategies usage analysis revealed a statistically significant difference between the experimental and control groups in terms of memory, cognitive, compensatory, metacognitive, emotional, and social strategies. Pre- and post-mediation showed significant changes, with a modest effect of teacher mediation. The teacher mediation significantly impacted participants' beliefs about their writing skills, with the experimental group outperforming the control group in mastery experience, adult-based vicarious experience, social persuasion, and physiological and emotional state sources. Pre-mediation and post-mediation tests also showed a significant difference in mastery experience, adult-based vicarious experience, social persuasion, and physiological and emotional state efficacy sources. The study revealed that mediation for meaning, goal-setting, and self-assessment were quite important. Mediation for intentionality and reciprocity, transcendence, competence, managing learning, challenge, sharing, and individuation were found to be very important. However, participants were uncertain about the importance of mediation for optimistic behaviour and a sense of belongingness. A significant difference was found between pre- and post-mediation ratings on the overall importance of mediation principles. There was a statistically significant difference between the pre- and post-mediation on the mediator's use of the principles, with a strong effect of teacher mediation. The mediator used very often mediation for transcendence, competence, self-control, and self-evaluation ideas. The interview findings showed that the MLE application increased students' writing performance, degree of self-efficacy belief, and utilization of strategies for acquiring writing skills. Further studies on its applicability to other language skills are needed.

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List of Acronyms

- IoT: Institute of technology
- MLE: Mediated Learning Experience
- MOE: Ministry of Education
- MOM: Mediation of Meaning
- MOSHE: Ministry of Science and Higher Education
- SCM: Structural Cognitive modifiability
- SCT: Sociocultural theory
- ZPD: Zone of proximal development
- NST20Pre: Natural Science Treatment 20th student Pre-treatment
- NST19Pre: Natural Science Treatment 19th student Pre-treatment
- NST20POS: Natural Science Treatment 20th student Post-treatment
- NST19POS: Natural Science Treatment 19th student Post-treatment
- NSC33Pre: Natural Science control 33th students Pre-treatment

NSC33POS: Natural Science control 33th students Post-treatment

NSC42Pre: Natural Science control 42th students Pre-treatment

NSC42POS: Natural Science control 42th students Post-treatment

Operational Definition of Key Terms

Belief: Students' state of mind to be correct and have appropriate knowledge or practice in the writing skills performance.

Blurred and sweeping perception: learners' perception deficiencies that come due to an unclear understanding of a stimulus (Feuerstein & Feuerstein & Falik, 2010).

A cognitive approach to writing: A view of L2 writing as a cognitive process that encompasses a variety of cognitive and metacognitive strategies (Flower & Hayes, 1981).

Episodic perception of reality: Is the incapability to distinguish connection between events: to collect, organize, and summarize them. The problem of recognizing every event, item or object as a one-time event, is independent of what comes next (Feuerstein et al., 2010).

Impulsive perception: Students' perceptual conditions are characterized by random and disorganized reactions to the stimulus react to the first stimulus that they encounter, jumping here and there, and are unable to accomplish a systematic process of reflection (Feuerstein et al., 2010).

L2 Writing strategy: In this research L2 writing strategies are described as a cognitive orientation process where L2 learners use mental actions and behaviours purposively to perform the writing tasks autonomously.

Mediated learning experience: Refers to how a stimulus (writing skill instruction) is mediated by knowledgeable individuals.

Mediation: The role played by a teacher (mediator) and symbolic intermediaries placed between the individual learner (mediate) and the newly designed writing skills material.

Post-mediation: a stage at which a teacher completes employing the principles of mediated learning experience in writing classrooms and has the same meaning as a post-experimental stage.

Pre-mediation: the stage in which the teacher's mediational activities have not started yet and have a similar meaning as the pre-experimental stage in the study.

Process-genre approach: an integrated approach to writing instruction that consists of knowledge about language, writing context, purpose, and language use (Badger & White, 2015).

Scaffolding: refers to using a variety of instructional techniques to move students progressively toward a stronger understanding and ultimately greater independence in the learning process.

Self-efficacy: Students believe in their capabilities to write accurately and fluently.

The strategy uses: Employing writing skills strategies in classroom mediational activities.

Structural Cognitive Modifiability (SCM): is a unique predisposition that human beings have in nature to change or modify the structure of their cognitive functioning as they respond to changing demands of life situations.

Students writing skills perception: Refers to students' self-perception, self-knowledge, and self-esteem they have about their performance of writing skills.

While-mediation: the stage in which the teacher's mediational activities are in progress and synonym with the experimental stage in the study.

Writing skills performance: Shows the ability or level of competence of a student in essay and paragraph writing which can be measured by an achievement test.

Zone of proximal development: the difference between what learners can do without help and what he/she can achieve with guidance and encouragement from a skilled partner/teacher.

CHAPTER ONE: INTRODUCTION

This introductory chapter presents information on the background and problem statements of the study. The chapter further discusses the research question, objective, hypotheses, significance, scope, limitations, and operational definition of terms and phrases.

1.1 Background of the Study

1.1.1 A brief survey of English language teaching in Ethiopia

English language use in Ethiopia began in the early 20th century with modern education and has since evolved into a prominent foreign language. Initially used for translations between foreigners and government officials, it later became an instructional language (Haregewoyn, 2008). After the withdrawal of Fascist Italy, it became the medium of instruction for most subjects from grade three onwards (Berhane & Mishra, 2019; Tesfaye & Tylor, 1976). Currently, it plays a vital role in various communication contexts, including international relations, business affairs, media, technology, and scientific enquiry and transfer. Its use and requirements have grown significantly across different times and communication arenas (Sharma, 2013; Hirut Woldemariam, & Elizabeth, 2014). The language's widespread use in various contexts led to its acceptance as the official language of instruction in the country, despite its fluctuating usage over the last century.

Its introduction in the national curriculum differs according to grade levels and the timing of reforms. The 1947/1948 English curriculum was the first significant document of curriculum to instruct and persuade ELT professionals in the country. The second phase of English language growth began with the 1958/59 curriculum. The third phase occurred in 1967/68. Following the coming of the Dergue regime to power, new English language instructional materials were designed and disseminated in 1976. The Education and Training Policy published in 1994 set forth the required medium of instruction from elementary through tertiary education levels, with English being taught as a subject at the primary level (Berhane & Mishra, 2019; Wubalem & Saranji, 2019; Sharma, 2013). The way it was used, nevertheless, varied across regional states. In some regional states, like SNNRP, the use of the language as the primary level instruction began in grade 5, whereas in others like,

Oromiya Regional State, it started in grade 9. There were severe challenges in this long journey of the teaching English language in general and writing skills in particular. Haregeywn (2008) identified problems like inadequate facilities, insufficient training of teachers, overcrowded classes, and shortage of materials that affect the effectiveness of the instruction

Following the New 2020 Road Map for Education, all subjects should be taught to students in grades 1-6 in their native language. In those grades, English is still a subject. From the seventh grade forward, it is prescribed to be utilised as the main teaching medium (MOE, 2020). In other words, the 2020-designed New Road Map brought back language usage to its 1976 state.

1.1.2 The teaching of writing skills

English language writing skill is one of the language skills utilized in Ethiopia in different communication scenarios. It is utilized in education, commercial communication, political and international affairs, and mass media (Ebabu, 2019). Currently, a sizable share of national and international communication affairs are conducted through textual forms. Since the language was designated as an international educational language, scientific knowledge is structured and communicated throughout educational institutions through writing. Writing proficiency is one of the key ways that businesses, such as banks and insurance firms, as well as organizations dealing with social issues like governmental and non-governmental organizations, communicate. The media record and communicate a wide range of concerns using English-language writing. By considering these multifaceted advantages, the skill is being taught at different grade levels. The attempts to teach the skills in the English language curriculum that have been created and put into use thus far are discussed in the section that follows.

1.1.2.1 The teaching of writing skills in primary school (1-8) grades

As previously mentioned, the beginning of English language instruction at the primary level of education varies among the curricula created and approved so far. According to Tesfaye and Tylor (1976), referenced in Geremew (1999), language became the primary medium of instruction for most subjects beginning from grade three following the exit of Fascist Italy in

1947–1948. Tamene (2000), who quoted Bender et al. (1976), reveals that the primary-level curriculum placed a strong emphasis on accuracy and grammar. The instruction of writing was prioritized over other skills. Amharic was used as the primary language of instruction from grades three through six with the 1963/4 curriculum. The sources of the textbooks were foreigners. In this instance, writing abilities received little consideration. This could be because the writing skill received the least attention.

According to Tamene (2000), the audiolingual language teaching approach was first used with the 1976 curriculum. Tamene (2000) notes that elementary school textbooks begin with reading and then move on to various comprehension questions. He lists writing-related topics that include using blank spaces to complete phrases, proper punctuation, and altering decontextualized statements from active to passive. However, it was generally believed that students' writing abilities and general command of the English language were lacking. One of the elements influencing student performance was the teachers' employment of ineffective and incongruous teaching methods according to the demands of the students (Haregewayn, 2008).

1.1.2.2 The teaching of writing in secondary Schools (9-12)

According to Tamene (2000), Bender et al. (1976) claim that grammar is given priority in the 1947/8 high school curriculum. Only suggestions for writing high-quality compositions were offered in the curriculum. This shows that the skill was not given much consideration and was not adequately included in the curriculum. Since language curricula only started to take writing skills seriously in the 1960s, the underrepresentation of writing skills is a global issue.

The secondary English language instruction curriculum for 1963/4 was the first of its kind to be properly designed. According to Tesfaye and Tylor (1976), cited in Geremew (1999), the majority of the textbook materials paid due attention to grammatical instruction. Little attention was paid to speaking, reading, writing and vocabulary. For instance, the grade 9 writing assignment required students to create a conversation about the report, a five-sentence paragraph, and sentence structure. Assignments in the grade 10 textbooks included practice composing personal letters and three-paragraph essays. Students in grade 11 worked on their

expository, argumentative, and descriptive essays and their direct speech summaries of narrative readings. Essay-writing assignments were present in the grade 12 textbooks.

New curricula and The New Ethiopian Serious texts developed after the Derge regime came into control of the government. The language was intended to be taught from third grade to twelfth grade. According to Tamene (2000), the book begins with reading before moving on to other types of comprehension problems. He lists the use of blank spaces to complete sentences, proper punctuation, and converting decontextualized active sentences to passive ones. According to Geremew (1999), the curriculum created in conjunction with the 1963/4 was insufficiently complete. In actuality, it was more form-driven. Although they were focused on language structure he asserts that there were writing skills tasks. The curriculum was infused with communist philosophy, with little effort made to differentiate it from the prior curriculum.

Following the replacement of the Derge regime by the Ethiopian Federal Democratic Republic, a new Education and Training policy was developed. Based on it, a new English language curriculum and textbooks were designed grounded on a communicative language teaching approach. The textbooks have been implemented since 1997 and underwent several revisions. The English language curriculum underwent its subsequent change in 2010/2011. According to Zeleke (2013), this curriculum had better considerations and designed more writing skills exercises at each grade level than previous curricula. The next revision of the English language curriculum was made in 2010/11. Zeleke (2013) states that this curriculum had better considerations and designs many writing skills tasks in each grade level related to writing skills. He notes the grade 9 textbook requires students to *fill in the table about their details, write a letter, do punctuation revision, match sentences to pictures, write a diary, descriptions, dictations of stories and biographies, completing essays by writing an appropriate introductory or concluding paragraph of their own, write sentences to give a piece of advice, practice spelling, read a text and writing a similar paragraph, rearrange sentences to make a paragraph and then discourse markers, write a schools newspaper, a guided essay, and sentences to ask questions.* Zeleke (2013) further lists the following writing skills contents as presented in the grade 10 textbook, *writing a paragraph to describe sports, 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, warning, and advertisement, rewriting a poem, writing a descriptive essay, interpreting information(from a table or graph), making notes, expanding notes into summary, writing a guided essay, filling in the gaps in a passage by changing verbs into the correct tense and writing a curriculum vitae, letter of application, and description of a job writing tasks.

The Grade 11 textbook includes *writing activities that ask students to exercise a descriptive report, practising spelling, fill in the correct word in sentences and word formation tables, write a magazine, a report, and a letter to a pen pal, start and finish of sentences in third conditional related to students own lives, writing a leaflet, writing essays, describing data on a paragraph with gaps from prepositions, interpreting a graph, replying to a letter, writing formal letters, narrative paragraphs, summary of a reading text, and combining sentences.*

Writing activities involved in grade 12 textbooks were: *filling in gaps of paragraphs with sentences, writing autobiographies, formal letters, essays, reports, on a given issue, interview questions, notes, writing paragraphs, brochures, business letters, job interview letters, letters of application, and company profiles, transforming sentences, writing articles, taking part of teachers dictations, and then completing the remaining part/s of a text on their own and practising timed writing.*

1.1.2.3 The teaching of writing skills at a tertiary level of education

Tertiary-level students who can write well can benefit from a variety of academic and professional advantages. Improving academic performance, sustaining the development of other abilities, providing opportunities for students to express their opinions, and encouraging critical thinking are some of the benefits of writing skills (Durga & Rao, 2018). Particularly, university students need to possess basic writing skills to complete their academic tasks. Geremew (1999) identified the skills expected from university students as writing essay examinations, term papers, lab reports, technical reports, and senior essays. In the same vein, they must demonstrate adequate performance to meet the demands of the job market (Saputra, Piscayanti, Ayu, & Agustini, 2020; Durga and Rao, 2018). In a nutshell, tertiary-level students need to demonstrate a mastery of writing skills to fulfil the academic requirements in

their respective fields. To achieve these necessities, universities set the expected outcomes of the skills from their trainees at the end of the courses.

To this end, they are delivering different writing courses to acquaint students with the necessary writing skills. *College English-I, College English-II, Sophomore English, Communicative English, Communicative English-I, and Communicative English-II* are a few of the courses that have so far been available to students that integrate writing with other skills. Writing is provided as an independent skill in *Basic Writing Skills One, Basic Writing Skills -II, and Report Writing* (Zelege, 2017). It seems that, however, students are not showing much progress in the quality of their writing, though they learned it from the primary to the tertiary level of education (Wubalem & Saranji, 2019).

Achieving a sufficient level of writing skills seems challenging to students due to its complex and dynamic features. Ferris and Hedgcock (2014) explain that, for example, writing needs to bring diversified issues together with “semiotic, communicative, cognitive, and creative functions”. Cheung (2016) and Olive (2017) noted writing is a complex process. Khojasteh, Hossini and Nasri (2021) further state that writing is by far the most challenging and complex skill for students to achieve as it entails recursive phases. Hence, it requires bringing these components together and making them meaningful (MacArthur, Graham & Fitzgerald, 2016; Cheung, 2016; Olive, 2017). These issues make writing skills ultimately demanding for students to achieve the acceptable ability of the skills. This leads educators to look into a different and rigorous approach in line with the diversified and challenging natures of the skills.

Teacher mediation which is emphasized in sociocultural learning theory, for example, is among the approaches currently enhanced in language teaching in general and writing skills in particular (Seng, 2003; Tan & Seng, 2008; Sanceverino, 2016; Loewen & Sato, 2017; Mitchell, 2018; Poehner, Infante & Takamiya, 2018). Particularly, considerations are given to the teacher’s role as a mediator within the theory of mediated learning experience (hereafter MLE) since the teacher plays a vital role in designing classroom instruction (Kouzulin, 2003).

MLE is an instructional approach in which the teacher places himself between instructional materials and the students (Feuerstein, & Feuerstein, 1980). It is a way in which a mediator

gives intentional and pedagogical support to learners to achieve the intended objectives. Tzurel (2001) defines MLE as a “teaching approach that focuses on an intentional intervention, but not directing”. Orland-Barak and Maskit (2017) state that mediation is a kind of interaction made by professionals between the learner and learning experience that includes selecting and framing authentic and relevant experiences that deal with actual problem-solving situations and handling conceptual confusion.

MLE, from these perspectives, can be taken as a pedagogical model that requires the mediator to put himself between the stimulus and the students. It is also a part of critical pedagogy in which a mediator supports learners with diversified academic needs. Supporting this, Sanceverino (2016) states that mediation is not an ordinary instructional action, nevertheless, it is a critical pedagogical action that can be substantiated and planned by the involvement of the teacher and the students. Besides, there are pedagogical assumptions that push educators to prefer the use of the MLE approach over conventional instruction. Tzuriel (2001) describes the assumptions that lead to the use of MLE theory as follows:

The first assumption is that human beings have a unique capacity to modify their cognitive functioning and cognitive structures and the capacity to adapt to changing demands in the environment. Second, cognitive modifiability is possible to modify their cognition irrespective of the barriers of related age, etiology, and severity of the condition. Third, the MLE process explains cognitive modifiability brings about cognitive modifiability better than do direct unmediated experiences (P: 24).

The central point of the assumptions is that human cognition is modifiable. Employing MLE in the classroom, therefore, provides multifaceted significance to students. One benefit of adopting mediated learning experiences as an instructional approach appears to be its ability to influence students' cognitive development. As stated in Tan and Seng (2008), Feuerstein describes cognitive modifiability as “All human characteristics including personality, cognition and behaviours are modifiable states regardless of aetiology, age, or severity of the condition” (p: xxv) as opposed to intelligence quotient (IQ) theory. He contends that the capacity for human intellect, or IQ, may be altered via mediated learning experiences. The mediator helps the learners modify their cognition by shaping and moulding the social environment of a child (Vygotsky, 1997). Supporting this, Mason (2000) argues that the role of the teacher needs to be a critical mediator of knowledge. As a result, he asserts that the

teacher's primary responsibility in a mediation classroom is to "carefully structure educational environment with which the learner, given his/her current knowledge and potential, can interact."(p:4).

In addition, MLE has positive effects on affective dimensions of learning which result in enhancing the development of self-confidence. Teacher mediation can facilitate independent learning in which a teacher gradually lets students learn by themselves. Oxford (2017) reveals that a mediated learning experience helps learners develop self-regulation skills. William and Burden (1997) state that “the role of the teacher as a mediator in English language teaching is concerned with the helping learners to become autonomous take control of their learning with the fundamental aim of enabling to become independent thinkers and problem solvers”. (P: 52). One of the means to enhance independent learning is creating a conscious learning environment by implementing MLE. Vygotsky (1978) describes this consciousness as being created through socially mediated activities and cognitive development resulting from an individual’s social interaction with the environment (Seng, 2008).

Furthermore, employing MLE can facilitate the acquisition of a given stimulus and is preferred over explicit instruction. According to Mann and Hinds (2006), mediated learning is preferable to a direct or explicit way of teaching since it helps students be more receptive and responsive. This corresponds with the idea of Tzuriel (2013) which says a stimulus will be more receptive if a mediator exports efforts to adjust its frequency, order, intensity, and context.

Besides, employing MLE in a classroom can make school instruction more fruitful. Regarding the case in point (Pachler, Barnes, & Field, 2001). argues that the potential and value of pedagogical mediation of teachers in the instructional process make school-based education vital. This is because teachers have central roles in adjusting a given instruction so that students can acquire the intended content. A classroom without a teacher, according to Selinger (2001), is unreal. This shows that teaching in classrooms without teacher mediation is impossible. He further elaborates on the vital role of a classroom teacher as “any change in education will come through how teachers and classrooms change and to become defined.”

To put it in another way, a mediated learning experience is more than telling, defining, explaining, and describing a stimulus to students as they are. It entails a rigorous, dynamic, and practical negotiation of meaning, concepts, and abstractions up until the point at which students acquire the supplied stimuli and can demonstrate their mastery.

Regarding the relationship between writing and mediation Vygotsky (1986) views writing skills as a sequence of words linked syntactically with each other to create meaningful thought by transforming inner speech into written speech. He believes that this is realized through social interactions with a mediating agent. The ability of foreign language students to bring cognitive modification through MLE is not dependent on their intelligence or other factors but rather on their sociocultural framework, as stated by Brown (2002). As a result, students need more mediation-based support to produce appropriate writing.

Hence, implementing MLE in writing skill classrooms is assumed to help learners develop the skills necessary for their academic and non-academic endeavours. Academically, writing enhances learning in a particular discipline when learners make analysis, synthesis, evaluation, and inferences. Enhancements of these skills, in turn, help them enrich their cognitive development (Hedge, 2005). Harmer (2004) argues that learning writing skills have benefits for reinforcement of learning, language development, and employment of appropriate learning styles. It also helps to develop critical thinking skills because there is a reasonably strong interaction between writing and thinking (Dixon et al., 2005; Liao & Wong, 2010). Similarly, in non-academic areas, it supports students to facilitate communication among people in different settings like social circumstances, job environments, and business organizations. The purpose of writing skills in non-academic areas is to make learners effective writers, thereby they can serve society at large (Hedge, 2005). Supporting this, Weigle (2002:19) states that “the ultimate goal of learning to write is, for most students, to be able to participate fully in many aspects of society beyond the school and for some to pursue careers that involve extensive writing.” As a result, they suggest that students need to practice and develop the skill for any or all of the purposes mentioned in mind. Hence, students are expected to develop the skills in their academic journey that starts at primary school and probably extends to a tertiary level of education. The impetus of this study was to

investigate the effects of interactionist teacher mediation on university students' writing skill performance, learning writing skills strategy use and self-efficacy belief.

1.2 Statement of the Problem

Writing is one of the language skills that students need to develop during their education because it is becoming progressively significant in the national and international community. The practices of teaching writing skills are, thus, increasing in foreign language pedagogy (Weigle, 2002).

Nevertheless, students usually face challenges to be proficient enough in the skill (Grabe & Kaplan, 1996; Harmer, 2004; Durga & Rao, 2018). That is to say, they fail to show the expected learning competency of the skill. They assume writing as a difficult skill to acquire. Consequently, they become reluctant when asked to write by their instructors (Buis, 2007).

The difficulties emanate from various sources. For instance, Raimes (1985) and Kroll (1990) claim that some of the challenges students have with their writing come from the psychological and cognitive aspects that influence their learning as well as the teaching methods used by their instructors.

It demands students bring hosts of components together and make these components meaningful (MacArthur, Graham, & Fitzgerald, 2016; Cheung, 2016; Olive, 2017). Asserting this, Ferris and Hedgcock (2014:24) explain that, for example, writing skill needs to bring diversified issues consisting of “semiotic, communicative, cognitive, and creative functions” together. Khojasteh, Hosseini, and Nasiri (2021) further state that writing is the most challenging and complex skill for students to achieve as it entails multiple aspects they bring and synchronize to make writing meaningful. The teachers’ instructional approaches take the lion's share for the success or failure of learners’ effective writing. Because they play leading roles in facilitating students' learning in multifaceted dimensions of students’ needs.

Other scholars link the issue to a lack of exposure to the target language. Some people attribute the issue to inadequate exposure to the target language. Cole and Feng (2015) point out that students writing will suffer if they enter the classroom with minimal prior knowledge. This becomes more serious to L2 learners because they have little exposure to a target

language. Harris cited in Burns and Richards (2012:119), states problems associated with lack of L2 exposure as follows:

First, they are simultaneously acquiring both second language skills and writing/compositing expertise. Further, compared with L1 writers, L2 students (in most instances) have not had an equivalent amount of exposure to spoken and written input in the L2. As a result, they are typically more limited in their knowledge and control of lexical, syntactic, and rhetorical tools to express their idea effectively. Finally, L2 writers often have had little experience with producing (or even reading) extended pieces of L2 text, and thus lack fluency and confidence in their ability to write a longer paper in academic or professional settings (Harris, 2012:119).

Harris pinpoints significant points about students' writing skills difficulty by comparing it with first language learning. He forwards that even though L2 learners are projected to have sufficient writing skills and be able to be professional at the same time, they usually fail to do so. This is because, in comparison to L1 writers, they are less exposed to input in the target language. Due to this, they tend to have limited background knowledge of the skills they are exposed to learn.

On top of these factors, the teacher's role in his approach to writing instruction seems problematic. In this respect, Buis (2007) claims that learners' inability to write is due to teachers' wrong or inefficient roles they execute in the classroom. She contends that if they do not know how they teach writing, they will not truly realize the nature of its function and process. This is closely tied to the instructional approaches they use in the classroom and the teaching approach they adopt.

Learning writing requires teachers to create rigorous and dynamic support for students so that they can engage in the wider sphere of practice. Researchers such as Zewdneh (2020), Zeleke (2018), and Abay (2019) reported that secondary school teachers' commitment and practice of teaching writing are unsatisfactory. Zewdneh (2020) states challenges related to the teachers' approach were poor at selecting and using teaching methods and materials. He further found that teachers are poor in using classroom language. This can directly contribute to the low level of university students' low level of writing. University teachers' content knowledge and classroom practices of teaching writing are inconsistent (Birhan, 2020; Amare, 2017;

Birhane, 2018; Mesfin, 2013). In general, it can be argued that students' problems in producing good pieces of writing are partially attributed to inefficient methods used by the teacher which in turn leads him to the low level of exercising the roles that can help learners' development of the skills.

The situation regarding the writing skills performance of university students in Ethiopia is the same as mentioned above. So far, students are taking the skills through, *Communicative English, Communicative English–I, Communicative English –II*, (MOE, 2013; MOE 2020 & Zeleke, 2017). Yet, they usually face problems in achieving the intended objectives of the skills in terms of performance, use of appropriate strategy and self-efficacy belief. They are not capable of producing effective pieces of writing. Evidence for this comes from both empirical study results and the researchers as lecturers at Hawassa University. The present researcher had given the courses for several years based on the prescription stated in the syllabus at the mentioned university and observed several gaps students have in producing effective writing. Hence, they are poor at writing relevant content, organizing ideas, choosing appropriate words and using mechanics. A limited number of students showed some level of proficiency, whereas the majority of students failed to produce what was needed. Additionally, when students are requested to complete writing assignments, they lose interest in doing so. They are less likely to implement learning writing strategies. Similar reflections were given by my colleagues, other university instructors, and those who recruit graduate students. Besides, the researcher's experience of participating in different scholastic seminars indicates that university students face challenges in writing clearly.

Empirical findings support the researchers lived experience of students' failure in writing performance. Birhane (2018) and Mesfin (2019) found that secondary school students face problems in managing text organization, punctuation, capitalization, unity, adequacy, and spelling. They further revealed that teachers are less interested in helping students with their writing difficulties. Additionally, Eliyas (2021) and Mesfin (2013) discovered that despite the process approach being suggested as a teaching strategy to teach writing skills, instructors did not use it. This can be evidence of why university entrant students are very poor in basic writing skills performance indicators such as writing relevant content, organization, use of grammar, vocabulary and mechanics (Zeleke, 2017; Palanisamy & Aziz, 2021). Feda (2014)

indicated that university students began their studies without achieving adequate writing performance to help them effectively complete their courses. Another study by Fenta, Demissie, and Negash (2018) found that university students failed to identify the fundamental components of a sentence and committed tracing errors. Birhane (2018) and Mesfin (2019) discovered university learners poorly perform the skill.

The use of the writing skills strategy for learning is one of the key determinants of good writing. It also appears that university students are not using learning strategies for writing skills to their full potential. Students who do poorly in their writing skills tend to employ strategies poorly. For example, Fekadu (2021) and Raoofi (2017) found that students use less demanding strategies. This means that they avoid employing difficult strategies. This implies that students with low levels of performance escape the use of wider strategies

Efforts to teach writing skills currently take into account students' writing skill self-efficacy beliefs because they can play either supportive or debilitating roles depending on how they are used (Sophie, Sun & Xu, 2022; Usher & Pajares, 2008; Arslan, 2012; Pajares, Johnson, & Usher, 2007). Studies have shown that university students' writing abilities in Ethiopia generally fall short of expectations. Zeleke (2018), for instance, investigated students' perceptions and teachers' practices of teaching and learning writing skills at Hawassa University and found that the majority of students have no good perception of learning writing and perceive learning writing as challenging. A study done by Alamirew (2005) on students' perceptions of writing, writing instruction, and writing performance revealed that students' perceptions of their skills were average. Yulianawit (2019) states that the problems students encounter are not only because of cognitive capabilities but also their views on their capabilities.

Students' writing skills performance can be partly associated with the teaching approach pursued by teachers and the respective roles they execute. Teshome (2007), for example, conducted a study exploring the effectiveness of the teaching of writing skills at Asella College of Teacher Education and found that teachers are not using appropriate strategies to teach writing. This result corresponds with Mesfin's (2013) findings of teachers' failure in the implementation of the process approach to the teaching/learning of the course Basic Writing Skills at Hawasa University though it is prescribed in the harmonized syllabus. Ebabu (2019)

found that there was a mismatch between theories vis-à-vis teachers' practices of teaching writing in the Ethiopian context. He found that though the teaching materials are prepared to teach writing using a process and genre-based approach, teachers mainly use a product-oriented approach. Teshome (2007) confirmed that teachers' practice of teaching writing skills is not adequate to meet the intended objective. These imply that the teachers at universities fail to execute appropriate instructional roles regarding the approach and students' dynamic needs.

In sum, from reflections of scholars in the field, the researcher's lived experience, and research findings university students in Ethiopia are less likely to have adequate writing skills performance due to inefficient teachers' approaches pursued and related roles they execute to teach the skill. Besides, they have a low level of writing strategy use and self-efficacy belief the skill. And this can be partly attributed to the teacher's mode of lesson delivery. To this end, the researcher aimed to employ MLE in writing skills instruction at Hawassa University first-year students and see if it brings progress in their performance.

In this respect, some locally made investigations on the effects of teacher mediation in language classrooms produced positive results. The investigations by Abiy (2005) on an investigation of the effects of teacher mediation on students' conception and approaches to reading and Wogari (2010) on the effects of teacher mediation on students' locus of control, self-efficacy belief and oral English performance produced positive effects. The investigation made by Amare and Mulugeta (2021) on the effects of teacher mediation with corpus-based writing skills instruction, improved EFL students' academic writing skills in terms of discussing relevant content, organizing ideas and grammar and vocabulary uses.

But to the best of my knowledge, little has been done on the effects of teacher mediation on students' use of learning strategies of writing, writing skills self-efficacy belief, and writing skill performance. The main purpose of this research, therefore, was to see the effects of teacher mediation on students' use of learning strategies of writing, writing skills self-efficacy belief, and writing skill performance. The researcher believed that investigating the effects of teacher mediation on these logically interrelated variables could help identify the extent to which teachers' efforts brought changes in students' paragraph and essay levels of writing.

1.3 Research Objectives

1.3.1 General objective

The general objective of the study was to investigate the effects of teacher mediation on students' writing skills and issues related to this such as writing skills self-efficacy belief and the use of learning strategies for writing skills concerning Hawassa University first-year students.

1.3.2 Specific research objectives

The specific objectives of the research were to:

1. Find out what differences students demonstrate in their writing skills performance when they learn the skill through teacher mediation and without teacher mediation;
2. Examine what differences students portray in their use of learning strategies of writing skills when they learn it through teacher mediation and in the absence of teacher mediation;
3. Investigate the kinds of writing skills mediation strategies (intentional interactions) students mostly require from mediators to improve their writing skills performance;
4. Look into what differences students show in their self-efficacy belief about writing skills when they learn writing skills through teacher mediation and without teacher mediation;
5. See the degree of influence of teacher mediation on students' writing skill performance, strategy use, and self-efficacy belief.

1.4 Research Questions

The study attempted to answer the following main and specific research questions.

1.4.1 General research question

The general study question was:

What are the effects of teacher mediation on students' use of learning strategies for writing skills, self-efficacy belief, and writing skill performance?

1.4.2 Specific research questions

The study specifically attempted to answer the following research questions.

1. Are there significant differences between pre-mediation and post-mediation in students writing skills performance?
2. Are there significant differences between pre-mediation and post-mediation on students' use of learning strategies for writing skills?
3. Are there significant differences between pre-mediation and post-mediation on students' self-efficacy beliefs about their writing skills?
4. What are the kinds of writing skills mediation principles students mostly require to improve their writing skills performance?
5. What is the degree of influence of teacher mediation on students' writing skills, performance, strategy use, and self-efficacy belief?

1.5 Scope of the Study

The first-year Natural Science Stream students from Hawassa University were the subjects of the study. So students from other levels of education were not included in the research. There are numerous writing skills issues that first-year university students need to be mainstreamed using mediated learning experiences and examined to see if its effects. However, only writing skills at the paragraph and essay levels were considered for this study. Additionally, there may be various types of teacher mediation schemes; nevertheless, for the sake of this study, Feuerstein's (MLE) theory was used.

1.6 Significance of the Study

There are investigations on the writing skills of university students, the majority of which concentrate on problem identification and the rest on intervention. To the best of my knowledge, little research has been done on the impact of teacher mediation on students' performance and usage of strategies of learning for writing skills as well as their beliefs about their writing ability effectiveness. Therefore, students, teachers, curriculum designers, and researchers may get insights from the research findings. Since the research is aimed at examining the effects of teacher mediation on students' writing skills, the findings may shed light on their writing skills performance. Besides, the researcher believes that university

teachers who deliver writing skills courses benefited from the findings because they may get insights on how they mediate to address learners' deficiencies in the target skill. Furthermore, curriculum designers may gain awareness from the findings about the effects of teacher mediation on learners' writing skills. Finally, those who need to carry out teacher mediation on other skills may find it as initial work.

1.7 Limitations of the Study

The researcher encountered some challenges while carrying out the investigation. The pandemic of COVID-19 was the first challenge. Since the study's subjects were university students and universities were shut down as a result of the epidemic, the researcher was unable to collect data on them. As a result, the researcher was compelled to remain for a year without gathering data for the pilot study. The second problem was the delay in the final research subjects' university admittance because of the hassle caused by cheating on the university entrance exam. As a result of the difficulties the university entrance exam results produced, the university students who were expected to join in the second semester in February 2022 were postponed until May 2022. As a result, the researcher once more had to wait until the situation was settled and the participants were allowed to enter. The third issue was the mediator's and the assistant mediator's delay in grading and reporting the writing assignments on time due to several work-related responsibilities. As a result, the researcher had to wait longer. Last but not least, the researcher encountered financial constraints when distributing the materials to each student. Two actions were taken to reduce this problem. The first step was giving the information to groups of three so they could share it. The second choice was to send the students the material via their telegraph addresses. This was accomplished by looking into the availability of smartphones among students, and it was found that every student had a smartphone.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter attempted to present a review of related literature on the issue under consideration. Specifically, this part surveyed basic features of mediation, approaches to teaching writing skills, language learning strategies, writing skill self-efficacy belief, writing performance, some studies on writing skills in general and employing MLE in particular, and the theoretical framework of the study.

2.2 Mediation

Mediation is one of the instructional approaches that has gained popularity recently, which was inspired by the socio-cultural learning theory. The approach centers on intentional didactic intervention and intentional learning, utilizing MLE concepts and entailing social interaction between educators and learners (Tan & Seng, 2008; Mason, 2000; Brown, 2002; Tzuriel, 2001; Tzuriel, 2013; Poehner & Infante, 2015). What follows is a discussion of features of mediation in detail.

2.2.1 Defining mediation

The theory of mediation appears because of a strong criticism forwarded for behaviourist and innatist learning theories which were the predominant learning theories before the realization of socio-cultural. Behaviourist learning theorists assume that learning occurs in the presence of a stimulus-response in which a child learns only in the presence of stimulus and response. The innatist learning theory, on the other hand, is an acquisition model that sees students as a container into which someone pours knowledge. Kozulun, Gindis, Ageyev, and Miller (2003) state the critics of acquisition base learning as follows:

Children were perceived as containers that must be filled with knowledge and skills by teachers. The major disagreement among educators related to the degree of activity expected of the child. More traditional approaches portrayed the child rather as a passive recipient of prepackaged knowledge, whereas Piagetian and the proponents of discovery learning expected children to be independent agents of acquisition. (P: 16).

It was, therefore, an exploration for an alternative instructional approach that Vygotsky and his followers moved for concepts as such mediation, scaffolding, apparent ship, and organization of learning activities. It was Vygotsky who first introduced mediation within the social constructivist theory (Kozulun et al., 2003). The theory emphasizes that the child's high conceptual process depends on the presence of a mediating agent that helps to facilitate the interaction between the child and the environment so that he can effectively understand a stimulus (Kozulin et al., 2003). Consequently, he adds the human agent as one of the main essential components of learning. He states that the human agent supports a child based on his cultural setting. Each culture has its own set of tools and situations in which these tools are appropriated and literacy in its different forms constitutes one of the most powerful psychological tools. He describes these psychological tools as symbolic artefacts, signs, texts, formula graphic organizers, etc., so that individuals master their psychological functions of perception, memory, and attention with the help of these tools. The human agent is one of the tools that can facilitate a child's learning. He calls the support a child gets from human mediation. So, he conceptualizes mediation as the support a child receives from a knowledgeable individual. Human mediators include parents, caregivers, peers and teachers. According to North and Piccardo (2016), mediation includes facilitating access to knowledge, encouraging other people to develop their thinking and collaboratively co-constructing meaning as a member of the group in a school, seminar, or workshop setting.

2.2.2 Background and essence of a mediated learning experience

Feuerstein developed MLE theory to address the academic and clinical curiosity of immigrant Jewish children and teenagers liberated from Nazi death camps and ghettos. They came from a variety of countries and cultural settings. When they came to Israel, they lost their cultural context and failed to adjust themselves to the new setting (Silver, 2009). Feuerstein assessed them to identify academic problems through dynamic assessment. The evaluator had to spend a lot of time and money, going above and beyond the call of duty employing MLE which is akin to Vygotsky's theories of human cognitive progress. Eventually, he made an interesting distinction between cultural deprivation and cultural difference and their impacts on cognitive functioning. Cultural difference is a result of an individual's exposure to a culture different from the culture someone brought up. However, cultural deprivation emerged from

inadequate exposure of individuals to MLE within their culture. He also found that students from diverse cultural backgrounds had much interest in being involved in a cognitive modifiability program, but refugee children in the camps had little interest in studying. Feuerstein believes that cognitive modifiability relies on the quality of interaction between the mediator and learners to provide students with appropriate MLE on cultural features to modify their cognition. The employment of MLE depends on both naturally occurring and socially mediated features and to make these culturally isolated kids adaptive. The experience Feuerstein got from the situation helped him to conceptualize human mediation.

According to Feuerstein (1979:110), MLE refers to “human interactions that generate the capacity of individuals to change, modify themselves in the direction of greater adaptability, and toward the uses of higher mental processes.” Tzuriel (1991) defines MLE as “a process in which the adult, usually the parent or teacher, interposes himself between the child and the world and mediates a set of stimuli by affecting its frequency, order, intensity, and context.” These definitions show that the MLE theory is about an interactional process in which a knowledgeable individual or teacher interposes between the stimuli and the learner and adjusts the content for students. Donato and McCormick (1994) and Oxford (2017) further state that higher mental processes such as logical memory, selective attention, reasoning, analysis, and the metacognitive dimensions are attained through mediating processes. It differs from exposing learners directly to the stimulus in which no systematic modification is made to learners’ variation. Feuerstein et al. (2010) describe the situation where there is MLE as follows:

MLE occurs when a person (mediator) who possesses knowledge, experience, and intentions mediates the world, makes it more understandable and imparts meaning to it by adding to the direct stimuli. This will take many forms but can be generalized to describe (to one degree or another) aspects of the human experience that it has accumulated over the years and not just the immediate experience of the moment. (P: 24)

In other words, learning through MLE can be realized in a condition where there is a person (mediator). Feuerstein et al. (2010 p: 24) mention the situation where there is mediation, “MLE occurs when a person (mediator) who possesses knowledge, experience, and an intention mediates to the world, makes it more understandable and imparts meaning to it by

adding to the direct stimuli”. They emphasize that the more exposure a mediator has had to mediate learning, the more he/ she derives benefit from direct exposure to the world.

According to Brown (2002:3), MLE in the context of a foreign language is defined as, “an interaction of a learner with the learning environment via the language instructor who assumes the role of human mediator.” He argues that by far it is language teachers who benefit more from MLE than others because it can have verities of advantages for them. The next part focuses on giving a detailed description of the structural cognitive modification that can potentially result from the implementation of MLE.

2.2.3 The structural cognitive modifiability in MLE

The purpose of applying, MLE is to bring about student’s structural cognitive modifiability (SCM). Feuerstein et al. (1988) describe that all human beings are subject to be meaningfully modifiable. When a human is provided with a mediated learning experience, there is structural cognitive modifiability, according to this theory. They give a clear explanation by comparing each term in the phrase “structural cognitive modifiability”. Accordingly, the concept of “structural” is related to the “generalizability of a change” which means that when a modification happens in one area, it tends to affect the function of another. The term “cognitive” denotes modifications of conscious mental activities of thinking, understanding, learning, and remembering due to the implementation of MLE. The term “modifiability” carries the basic idea of SCM theory. They tried to make clear the conceptual differences between the terms “modifiability” and “change”. Hence, they argue that ‘modifiability relates essentially to adjustments that have occurred in the individual himself, his personality traits, his thinking ability and capacity, and his general level of capacity’ (Feuerstein et al., 1988: 22). Modifiability, a term describing the ability to adapt to environmental changes, is more comprehensive than change, which is limited in scope and has weak resistance to environmental influences (Tan & Seng, 2008).

2.2.4 Teacher mediation

Tzurel (2001) conceptualizes mediation as a “teaching approach that focuses on intentional intervention, but not directing.” He sees teacher mediation as an instructional approach that gives significant attention to purposeful instruction where a teacher interposes the

instructional material and the learner. The teacher is the mediator of students' learning after they join the school. Many researches confirm that teacher mediation has effects on students' achievement of learning objectives (Tan & Seng, 2008; Mason, 2000). It fosters independent learning. Regarding this, Mann and Hindis (2006), for instance, state mediation as a type of teacher-student interaction that develops the attitude and competence for autonomous learning. First, mediators identify and support students on an individual or collaborative basis. Then, they gradually release students to attempt by themselves.

With regards to the types of mediation, Kozulun et al. (2003) state that Vygotsky initially forwarded formal education as the type and place of mediation. But later on, his students investigated two types of mediation: mediating through another human being and mediating through an organized learning activity. Later on, Feuerstein developed four mediation theories which include mediated learning experience (MLE), structural cognitive modifiability (SCM), Learning potential assessment device (LPAD), and instrument enrichment (IE). From these four mediation theories, MLE can help to initiate changes in a formal learning setting (Abiy, 2005). The rest three are helpful to educators in identifying children's preschool problems and mediating so that they get modified and join a school.

2.2.5 The roles of the teacher in MLE

The role of the mediators is to modify their instruction according to learners' need for cognitive modifiability. That means the mediators' roles are dynamic, whereas the teachers who directly teach seem static. This is in fact, the basic nature of the roles played in MLE classrooms. The mediator adjusts the overall instruction by modifying the intensity, order, context, and frequency of the stimulus (Tzuriel, 2013). Kelly, Hohmann, Pratt and Dorf (2013) suggest that teacher roles are expected to be modified to suit with constraints encountered with the subject matter, classroom, and school culture. What can be generalized from the above discussion is that the major role of the mediators is continuously adjusting instruction to learners' needs.

Feuerstein et al. (2010:32) also identify roles possibly played by a mediator. Accordingly, the mediator needs to encourage students to “compare, collect, and classify data and to assign significance to the current experience concerning the previous experience”. Moreover, the

mediators' role is to look at every event and practice carefully so that they can gather and use them for intensifying the schemata of the activities for the mediate. Feuerstein et al. (2010) state that if the mediator is to effectively enact the mediation roles he/she needs to have practical, foundational, and reflective competencies.

2.2.6 Parameters of a mediated learning experience

Feuerstein et al. (2010) designed parameters that need to be followed when employing MLE and categorized them into two main groups. The first group contains three parameters (mediation for intentionality, reciprocity, and meaning) that are assumed to have significant conditions to convert interaction into the MLE principles characterized by their universal human modifiability nature. They believe that without the implementation of these principles, the interaction cannot be said meditational since these three parameters are fundamental. The second category involves nine parameters which can direct cognitive modifiability in different directions. These principles are more situational and implemented based on different cultures and interpersonal differences. What follows is a discussion of each parameter based on the theory and research findings.

- 1. Mediation of Intentionality and reciprocity:* Intentionality and reciprocity are the salient principles of MLE theory. These principles focus on mediators' purposive efforts to change a child's attention, awareness, and perception. Mediation of intentionality and reciprocity is not solely verbal or language-dependent but it is an intentional practice of mediators (Feuerstein, Feuerstein, & Falik 2010). Intentionality in foreign language learning is an intentional practice of mediators, manifesting through a learner's perception of a stimulus, such as reading tasks, sentence writing exercises, grammar exercises, or oral activities. Through interactions with students, the mediator improves the learner's understanding of the input. Reciprocity is a principle involving mediators and students, focusing on creating positive relationships through various methods to enhance communication and understanding. For example, in a writing class, the mediator can say, 'I have brought this writing task so that I can help you practice and achieve your objectives of writing skills with the international community (Feuerstein et al., 1988; Kozulin et al., 2003; Tzuriel, 2013; Brown, 2002).

2. *Mediation of Meaning (MoM)*: The principle of mediation of meaning (MoM) is creating awareness about the mediator's instructional activities. The MoM requires mediators to define and defend their objectives by clearly explaining the motivation and objectives behind educational and didactic endeavours. This emphasizes the importance of responding to inquiries about students' content learning (Feuerstein, Feuerstein, & Falik 2010; Tzuriel, 2013; Brown, 2002).
3. *Mediation of transcendence*: Mediation for transcendence can be conceptualized as mediator interaction with mediates in which he/she goes beyond the current situation or immediate objective of mediate. This means that he/she attempts to stretch out for objectives beyond the specific and current context or activity. For instance, a learner aims to achieve objectives beyond the current context or activity, such as practising letter writing in the classroom to improve grades. Teachers can mediate the learner's practical application of letter-writing knowledge after graduation. Confirming this, Feuerstein et al. (2010) highlight that transcendence is a key feature of structural change, causing cognitive structural change during mediation. This results in lasting cognitive modification beyond immediate and direct experience, ensuring that the mediation of transcendence continues functioning even after the initial barrier is removed. They further explain that transcendence is human nature that entails, "...use of time, space, and level of abstractions" (Feuerstein et al., 2010; Tzuriel, 2013; Brown, 2002).
4. *Mediation of feeling competent* deals with the mediator's attempt to convey students to function efficaciously and autonomously. For example, in writing skills, the teacher may encourage students to develop a sense of competence through writing activities (Tzuriel, 2013).
5. *Mediation of self-regulation and control of behaviour* is about the interactions between the mediator and the student to manage reactions based on his responsive behaviour to awareness-raising activities, analyzing tasks, demonstrating managing learning, and providing metacognitive strategies (Tzuriel, 2013).
6. *Mediation of goal-seeking and goal-achieving behaviour* refers to helping students design their plans and aspire to achieve their goals.

7. *Mediation for challenge* aims at helping learners to do noble and challenging tasks. The mediator can assist in not being afraid of, but rather facing, for example, by providing demanding writing tasks but not discouraging.
8. *Mediation of an awareness of the human being as a changing entity*. This mediation principle attempted to believe that human beings are subject to cognitive modifiability.
9. *Mediation for an optimistic alternative*—is a mediator effort to convey that students can enhance positive thinking and create awareness to believe something is possible.
10. *Mediation of sharing behaviour* is about the mediator's endeavours to help students cooperate with others—friends, teachers, and other knowledgeable individuals. Mediation for sharing requires convincing students to be aware of some learning difficulties that can be treated better by doing with others in pair and group writing tasks.
11. *Mediation of individual and psychological differentiation*—mediation activities that acknowledge both differentiation and provoke learner autonomy.
12. *Mediation for a feeling of belonging* deals with how to make a linking bond with other learners, go beyond their own immediate needs, and link their experience with those of others (Feuerstein et al., 2010; Tzurriel, 2013 & Brown, 2002).

In sum, it is suggested that a mediator needs to make decisions on the type of parameters he/she wants to pursue to exercise a meditated learning experience. Feuerstein et al. (2010) describe that while the teacher mediates he needs to pay attention to why he selects that specific stimulus and emphasizes a particular parameter over the others. Even though Feuerstein's MLE theory has such pedagogical advantages, it is subject to criticism. One of the critics is that it sees the mediator as a guru or religious leader (Lebeer, 2014).

It may be claimed that in traditional classrooms, there are attempts at teacher mediation when the instructor makes an effort to link students and the instructional materials. It may be claimed that in traditional classrooms, there are teacher mediation activities where the instructor seeks to link the pupils with the instructional materials. The conventional writing classroom, however, pays little attention to establishing a full-fledged teacher-mediated learning experience. Second, Feuerstein et al. (2010) highlight that teacher mediation efforts are unpredictable and random, making them not always suitable for classroom implementation. In the same vein, students cannot usually expect their teacher to help them through the mediation approach. Third, the teacher might not run the class using the MLE

(12) principles and at the same time, he might not adjust the frequency, order, intensity, and context of the stimulus according to learners' needs.

2.2.7 A mediated learning experience and writing instruction

MLE, as part of sociocultural learning theory can contribute to the development of learners' overall language learning in general and writing skills in particular. According to Lantolf and Thorne (2015), socio-cultural theory can be employed for second language acquisition because the theory sees language as a fundamental mediating tool. They further stressed that the main tools of mediation are language usage, structure, and organization. According to Li (2010), access to target language cultural input can affect language learning performance.

Writing abilities, according to Vygotsky (1978), are a series of words connected syntactically to each other to produce a meaningful thought by translating inner speech into written form (Kozulin et al., 2003). A human agent assists in the process of turning the inner voice into written speech. As mentioned by Brown (2002) mediating can facilitate the acquisition of a foreign language and results in cognitive changes. Writing instruction involves socially mediated practice, according to Oleana-Hundarencu (2019). According to MacArthur, Graham, and Fitzgerald (2016), writing is seen through sociocultural learning perspectives as something that develops through social interaction, is changing and depicts, the difficulty of achieving if it is not mediated sufficiently. Walqui (2008) suggests that teachers can improve their students learning of complex information and demanding academic tasks by using scaffolding. Olena-Hunderenko (2019) reveals that studying writing needs to go through socially mediated practices involving formal school-based instruction. This socially mediated learning writing system includes going through persistent observation and simulation. He further suggests that a socially mediated learning writing system requires engaging students in a process of effortful exercise.

Using MLE helps to fill the gap students have in terms of inadequate exposure. Regarding this Lantolf, Thorne, & Poehner (2015) state that one of the reasons to use mediation is the lack of adequate exposure of learners to the writing inputs necessary. They further explained that the elements of language that students need to get are multifaceted. They list some of the elements of knowledge as follows:

This includes not only the obvious case of interaction with others but also the artifacts that others have produced, including the written texts. It also includes 'vicarious' participation in which learners observe the linguistic behaviour of others and attempt to imitate it through private speech.

In general, it is believed that foreign language learners are far away from the social context of the target language. Employing teachers MLE in the classroom context, therefore, allows bringing all writing skills gap with content schemata, cultural schemata, formal schemata, and linguistic schemata (Ferris & Hedgcock, 2014; Olena-Hundarenko, 2019)

2.2.8 Mediation approaches

Two main categories of approaches to mediation that can be realized from the works of Vygotsky and his proponents are interventionist and interactionist approaches. Interventionist mediation deals with running mediation through a prefabricated and predetermined set of mediation activities, hints, and prompts. It is implemented while the mediation activities move from implicit to explicit mediator's acts. In doing so, if learners effectively accomplish the task when he/she is provided with the implicit hints, then it is supposed that the learner has already achieved the intended objective. The interventionist approach has its advantages and disadvantages. One of its advantages is that it could support researchers to produce results from a large number of subjects that can easily be compared. It is criticized, however, for predetermined mediation activities that are offered to students because predetermined mediation activities decrease learners' chances of co-constructing interaction. It also hinders the use of mediation activities/moves that emerge during an interaction. Accordingly, many researchers prefer interactionist mediation approaches to interventionist (Poehner & Lantolf, 2008).

In contrast to the interventionist mediation approach, the focus of interactionist mediation is not on prefabricated and preplanned mediation activities. Poehner and Lantolf (2008) state that this kind of mediation approach gives a chance to a mediator to adjust the learners' cognitive level and reciprocity according to his/her observation while classroom interactions are in progress. The mediator can identify learners' cognitive problems during the mediation

in progress and simultaneously adjust the mediation moves to cope with learners' actual difficulties.

Therefore, this approach is assumed to be more related to a classroom context. Because it corresponds with Vygotsky's theory of ZPD which can be used to facilitate learners' development and Feuerstein's approach to a mediated learning experience. Making use of the advantages the interactionist approach renders to the teaching of writing skills using teacher-mediated learning experience is expected to have a paramount significance (Poehner & Lantolf, 2008).

2.2.9 The difference between MLE and other learning experiences

Mediated Learning Experience is assumed to be different from other approaches of instruction like the conventional teaching approach and direct exposure to a stimulus. A conventional approach to teaching is used by the majority of teachers. The conventional pedagogic approach follows a presentation, practice, and product (PPP) scheme. It is a linear approach in its very nature and it gives little room to modify the instruction according to dynamic and actual students' needs. It is fairly argued that the approach is suitable for execution purposes but it is criticized because it is unsuccessful in bringing changes in students' language acquisition (Hyland & Wong 2013:208) State the problem of PPP as follows:

...it does not provide sufficient exposure to the language feature in use, it does not create a psychological need for acquisition, it does not take into account the delayed effect of instruction, does not provide learners with the frequent and varied encounters overtime required for acquisition and it does not provide the learners with sufficient opportunities to use the feature for communication.

In contrast, students' cognitive modification potentials can be realized and achieved more in a situation where there is MLE. The MLE can provide a human being with the potential ability to modify him/her and tools for learning that help to benefit more from conventional exposure to stimuli (Feuerstein et al., 2010). One of the benefits teacher mediation offers to humans is tools that help to understand stimuli. According to Feuerstein et al. (2010:57), human uses these tools for "reflecting on a phenomenon and understanding the connection between them as well as for discovering the system of laws governing them." The reflection of stimuli and

mediated learning is realized through interaction. Hence, while mediated learning is accompanied by an interactive learning nature, direct exposure to stimuli is unmediated interaction.

There is also a difference between direct exposure to a stimulus and using MLE. The main assumption of MLE is that people learn in two ways: direct exposure to stimuli and mediated learning experience. The direct learning experience and mediated learning experience have their distinctive characteristics. One of the basic distinctions between direct exposure to stimuli and mediated learning experience is that in the former case, learners come across unmediated stimuli while in the latter learners are exposed to a mediated learning experience (Feuerstein et al., 2010; Seng, 2003). Direct exposure to stimuli is seen when a human learns through direct experience in the case where there is nobody between a learner and stimulus (Feuerstein et al., 2010:57). They explain the very problem with the direct learning experience is being “randomness and unpredictability of the encounter.” They state that direct exposure to stimuli covers a large part of our learning which can happen through listening looking, observing, and recognizing. They argue that although a human being can modify what he learns from direct stimuli, the modification is termed experiential and structural. Direct exposure to a stimulus may fail to support a learner to exploit his/her potential for his/her cognitive modification. The lack of mediated learning experience affects learners’ attainment of the content presented by a knowledgeable individual. That means, in the absence of teacher mediation learners acquire little knowledge from direct exposure to learning activities. It is also characterized by a lack of flexibility when having to adapt to new and complex situations (Feuerstein et al., 2010).

Besides, Seng (2003) depicted that Feuerstein’s MEL is different from others like behaviourism, interventionist, programs, and psychoanalysts. MLE has typical characteristics that differentiate it from other instructional supports provided to students. One of the very distinctions of his theory is that behaviourists focus on looking at stimuli provided to the organism and its output whereas Feuerstein’s MLE theory focuses not only on the organism but also on the cognition structure of the organism (Seng, 2003). Interventionist programs give due attention to content. In contrast, Feuerstein MLE gives priority to thinking and provides students with a way of learning. Psychoanalysts give attention to learners’ emotions

and related factors resulting from previous experiences, Feuerstein's MLE, on the contrary, is concerned about mediating ways that have a positive effect on further students' cognitive enhancement (Seng, 2003).

Concerning mediates age, and level of education in using MLE Seng (2003) states that although Feuerstein's originally aimed at addressing disadvantaged adolescents and children his theory is believed to have wider use in contemporary pedagogy across all types of level education. Feuerstein et al. (2010:58) argue, "MLE is not only designed for handicapped, but it is also designed for all of us, since what makes us human"). Studies made by (Sanceverino, 2016; Mann & Hindis, 2006; Ng & Cheung, 2018; Seabi, Cockroft, & Fridjhon, 2009) confirm that MLE can be applied for different age and education levels.

2.2.10 Other Feuerstein mediation theory versions

Feuerstein has also designed other mediation theory versions which include Feuerstein instrumental enrichment (FIE) and Learning Potential Assessment Device (LPAD). The basic intent of these theories is to contribute to individuals' cognitive modification.

Feuerstein instrumental enrichment (FIE): The basic essence of Feuerstein Instrumental Enrichment (FIE) is enhancing the cognition of retarded performers and improving their capacity to learn. He believes that this can be achieved by supporting them first by changing the stereotypic beliefs they hold about their learning ability and convincing change is possible. The theory emphasizes the possibilities of compensating for the gaps or lack of early childhood-mediated learning experience. Therefore, particular attention of this theory is to fill prior MLE gaps found in culturally deprived adolescents (Feuerstein, 1980; Feuerstein, 1988; Feuerstein et al., 2010)

Therefore, it is a remediation package consisting of a series of 14 instruments used to disclose the capacities of learning with a sequence of cognitive functions. Some of the instruments are tentative relations, comparison, and organization of dots (Feuerstein et al., 1988., Feuerstein et al., 2010). Feuerstein et al. (2010) state that the contents of FIE are designed in a way that can trigger learners' thinking processes. However, they explain that the purpose of the contents is to activate learners' need to "plan, repress impulses, and find out virtual relations

between objects that exist solely under the organization that is introduced into them” Feuerstein et al. (2010:123). The contents are used as an instrument to achieve our objectives.

Learning Potential Assessment Device (LPAD): Learning Potential Assessment Device (LPAD) is a way of dynamic assessment of a learner’s propensity done through active interactions run between the teacher and learners. It is carried out using a set of assessing instruments employed by the assessor to measure the learning potential of learners' cognitive functions, learning difficulties, and techniques of problem-solving. The main assumption on using LPAD is that human mental cognition can bring about different mental cognition due to dynamic assessment run through interactive tasks (Feuerstein, Rand, & Rynders, 1988). They explain that the purposes of employing LPAD are evaluating the potential of the learners to become cognitively modified, investigating the causes for inefficient functioning to provide a remedy, and unlocking the means for the enhancement of a more effective level of operation (Feuerstein, Rand & Rynders, 1988; Feurestien, Feurestien & Falik, 2010). In conclusion, the FIE and LPDA have similar theoretical foundations. However, there is a significant difference between the two. In the case of the FIE program, our focus is on the change brought due to the implementation of the program, whereas in the case of LPAD, significant consideration is given to bringing about sample changes that denote the modifiability of students' cognition.

2.3 Walqui’s writing instruction scaffolding strategies

Walqui’s (2008) writing skills scaffolding technique for teaching was one of the methods created under the social constructivist learning philosophy. The model's lesson demonstration techniques include modelling, bridging, contextualising, constructing schema, representing a text, and developing metacognition. Its purpose is to give students clear models of what they must copy to accomplish the writing assignment through the use of sample texts and illustrations.

Making a connection between the past and the present is known as bridging. He defines contextualization as a method of making academic language accessible to students using trustworthy objects and information sources while using analogies. Schema construction focuses on awakening students' schema and swaying fresh linguistic input into the preexisting knowledge. Students are required to utilize their expertise to put the linguistic inputs from one

text type into another to represent text. The final component of the model, developing metacognition, focuses on helping students control their thoughts about the use of strategies, strategy selection and monitoring, evaluating and modifying performance when doing activities, and planning for future writing based on performance assessment (Walqui, 2008). In researching elementary students employing these scaffolding tactics, Ng and Cheung (2018) found that they are a useful strategy that can enhance writing teaching.

2.4 Writing Skills

2.4.1 Defining the writing skills

The conceptualization of writing skills depends on theories of learning in general, the respective approach pursued to carry out its instruction, and particular writing skills aimed to be achieved (Yi, 2009). For example, Sophie, Sun, and Xu (2022:6) define writing as, “A process of conveying a writer's thoughts, feelings, and messages”. This definition focuses on the process a writer goes through to communicate with his readers. MacArthur, Graham, and Fitzgerald (2016:12) state that in the perspectives of sociocultural learning theory, writing is conceptualized as, “...social, historical, and cultural perspectives, analyzing how writing is used in social contexts, how social institutions have been influenced by writing and how individuals develop knowledge of writing context”. Arguably, this definition encompasses so many issues related to writing skills which are directly related to the sociocultural learning theory. Durga and Rao (2018:1) conceptualize writing based on symbols used to put ideas on materials. They state it as follows, ‘It is the system of written symbols, representing the sounds, syllabuses or words of a language, with different mechanism-capitalization, spelling, and punctuation, word form and function.’

2.4.2 Approaches to teaching writing skills

Several researchers in the field (Hyland, 2004, 2006; Hedge, 2005; Graham 1997; Kroll 1990; Leki, Cumming and Silva, 2008, & Silva 2000) have shown that there are varieties of approaches to writing instruction. Nevertheless, the widely used approaches so far are the product, process, genre, and process-genre approaches.

2.4.2.1 Product approach

The product-oriented approach to writing is introduced by the behaviourist learning theory, which focuses on learning language forms. The goal is to develop learners' grammatical accuracy, vocabulary, and L2 proficiency. The building blocks of L2 writing instruction include linguistic knowledge, vocabulary choice, syntactic patterns, and cohesive devices. Classroom writing instruction is strictly controlled using a guided approach, with students provided with short texts and required to fill in gaps. Good writing knowledge is considered knowing lexical and syntactic forms, with meaning and communicating content being less emphasized. Students are required to acquire fixed patterns of language entities (Silva, 1990; Hyland, 2004).

Critics argue that the product approach to writing presents structural patterns to students based on material developers' perceptions, ignoring syntactic complexity and grammatical accuracy, and assuming errors are avoided (Hyland, 2004).

2.4.2.2 Process approach

Process approach theory emphasizes cognitive processes in writing skills, promoting students' planning, defining rhetorical problems, and suggesting and evaluating solutions. This widely accepted approach is widely used in second-language instruction. The approach involves a series of stages, including motivation, idea gathering, planning, outlining, notes, first draft, revising, preplanning, redrafting, editing, and preparing for publication (Hyland, 2004 & Hedge, 2005). This framework was originally designed by Flower & Hayes (1981). The process approach focuses on the teacher's roles of facilitating and coaching learners, rather than authoritative or directive roles. It allows learners to write using their assumed writing style, providing a guide for engaging in the thinking process (Brown, 2014).

2.4. 2.3 Genre approach

According to Hyland (2004:27) genre is “socially recognized ways of using the language for a particular purpose.” The main aim of the genre approach is to create awareness of the rhetorical structure of a particular type of text. This particular sort of rhetoric is originally inferred from a society that uses that particular language. In this approach, the writer is

expected to pursue the social conventions for arranging his ideas since he needs his readers to understand his intention (Hyland, 2004). A genre approach to writing can be seen as a tool that helps learners write texts particular to their social context (Hyland, 2006). The approach focuses on the production of pieces of writing based on students' cultural backgrounds. To develop students' writing skills providing text that depends on their cultural orientations plays a substantial role. This is not directly related to students' practices of writing but it tends to their cultural information (Hyland, 2004; Ng & Cheung, 2018).

2.4.2.4 Process-genre approach

A process-genre approach is an integrated approach to writing instruction that consists of knowledge about language, writing context, purpose and language use (Badger & White, 2000).

The process genre approach to writing is a response to critics' criticisms, focusing on generic text patterns rather than the reader. Studies show that this approach significantly impacts students' writing skills development (Rusinovci, 2015; Eskindir, 2018; Litinan, 2012).

2.4.3 Guided, free, and controlled writing tasks

In terms of practical classroom instructional directives writing tasks can be classified into guided, free, and controlled writing tasks. Guided writing involves teacher guidance, while free writing involves free writing without guidance. Khatri (2014:2) states that guided writing involves students providing information in the form of clues or points, enforcing them to complete writing tasks by providing proper responses based on prompts. This method is implemented by assigning a specific writing topic and guiding learners to write, imitating model texts, as described by Hamp-Lyons and Heasley's (1987) approach.

Guided writing allows students to write independently based on a given directive. Students have freedom in selecting words and syntactic patterns but must follow the content scheme. Tasks include completion exercises, replacement exercises, sentence expansion, summaries, and rewriting dialogues. Teachers direct students through major parts of the task, and they are expected to compose following the directives. Examples of guided writing exercises include completion, replacement, and narrative forms (Khatri, 2014).

Controlled writing tasks involve teachers controlling students' tasks, such as matching sentence endings, arranging jumped words, and filling in blank spaces by choosing from given alternatives. These tasks allow teachers to control the completion of tasks and ensure effective learning for students. In these types of writing tasks, learners are allowed only to “manipulate fixed patterns, often form substitution table” (Hamp-Lyons & Heasley, 1987).

Controlled and guided composition differ in their approach to writing. Controlled writing involves students being provided with topics in advance, allowing them to organize their sentences. Guided writing emphasizes repeating or substituting sentences provided by the teacher. Both styles allow students to choose their sentences.

Free writing: Writing tasks allow students to compose without teacher control over the content, method, extent, rate, and mechanics of their topics in their absence. Hamp-Lyons and Heasley (1987) asserted that learners are allowed to “use patterns they have developed to write an essay, letter, and so forth.” Therefore, they have the freedom to make their own decision about these issues. For example, Troia (2014) states that journal writing is considered a free writing task, but teachers should not interfere in students' decisions. The objectives of free writing exercises are to develop students' free thinking skills, transform thoughts into texts, and make it a daily habit. He recommends that in free writing tasks like journal writing students should not worry about “convention, genre, format, or audience.” Another free writing activity is brainstorming.

The possibility of offering assistance to resolve issues that would arise from the dynamic aspects of the skill, instructor, and learners' connected obstacles is questioned about the methodologies outlined above. For instance, the process approach to writing instruction leaves little flexibility for the instructor to help students close self-efficacy gaps, employ strategies, and improve effective writing. The area where the method is most focused is the composition process. Therefore, a method that emphasises the utilisation of the teacher's dynamic and comprehensive assistance is needed for writing teaching.

2.5 Factors Affecting the Performance of Students' Writing Skills

Needless to say, writing is the most difficult skill out of the major skills to acquire for students and this is confirmed by many scholars (MacArthur, Graham, & Fitzgerald, 2016;

Hinkel, 2011; Brown, 2014; August & Shanahan, 2008; Chamot, 2005; Raimes, 1985; Kroll, 1990; Mitchell, McMillan & Rabbani, 2019). Research findings also consistently reveal that students from all levels score low-level writing skills than others (Cole & Feng, 2015). The sources of the difficulties are also different and complex. Some of the problems with students' writing skills inefficiency can be categorized as factors related to the skill's nature, learners, materials, and teachers' approaches. What follows is a discussion of some of the salient factors affecting the development of the skills.

2. 5.1 Factors related to the nature of the skills itself

The characteristics of writing are one of the elements that influence pupils' ability to improve their writing abilities. These characteristics are what set the features apart since they make it difficult for students to perform at an adequate level. According to Brown (2004), writing tasks have unique characteristics and traditions that make it difficult to generate a high-quality piece of writing. This demonstrates how a writer must consider a wide range of factors when engaging in writing tasks. Silva (1993), for example, reveals that it is important to describe unique characteristics of L2 writing to investigate the social, cultural, educational, and linguistic origins of the difficulties. This is true of writers in any language, even for L1 writers. Researchers reveal that there are challenges that originated from the very nature of writing. These include continuity related to interweaving different symbolic systems, and complexity that deals with a cognitive, linguistic, and social activity that emphasizes working in collaboration with others. Hence, the writer is required of cognitive skills to integrate various elements and give them meaning (MacArthur, Graham, & Fitzgerald, 2016; Cheung, 2016; Olive, 2017; Graham, 2019). For example, Ferris and Hedgcock (2014:24) state that having an eligible clear writing skill demands bringing diversified issues such as “semiotic, communicative, cognitive, and creative functions” together. Khojasteh, Husseini and Nasri (2021) and Graham (2019) further explain that writing is the most challenging and complex skill for students to achieve as it involves recursive steps. Due to these puzzling features of the skills, students face cognitive hurdles in the areas of strategy, rhetoric, and language.

2.5.2 Learners' related factors

Raimies (1985) and Kroll (1990) state that some of the problems students face in writing skills originate from learners' psychological and cognitive factors. Psychological factors include self-efficacy belief in a personal view of one's abilities to arrange and perform the course of action expected to produce a given accomplishment. It is seen as a challenge for the reason that it can predict learners' performance. Bandura (1997) asserts that self-efficacy is found to predict a writer's involvement, determination, dispositions of emotions, and efficiency throughout several areas of success. Mitchell, McMillan and Rabbani (2019:2) further reveal that "Students will take independent action to improve their writing when they believe those actions will have a positive effect." That means if students believe that they can do a task, they will continue. In contrast, if they believe that it is difficult, termination is probable. Pajares (2003) confirms that students' self-beliefs contribute either positively or negatively to the development of the skill. Buis, (2007) describes that students assume writing is a difficult skill to be acquired. Consequently, they may become reluctant to write when they are required to write by their instructors.

2.5.3 Materials-related factors and exposure to the language

Ayele and Tesfaye (2019) revealed that one of the factors affecting students' enhancement of writing is the lack of classroom facilities and appropriate teaching materials. Adnew Tadesse & Temesgen Erabo (2013) found that writing tasks, teachers' methods of teaching, and learning materials are factors affecting writing. The problem with the provision of materials resulted in a low level of exposure to the target language. Concerning this, Cole and Feng (2015) mention that students come to school with poor background knowledge and this results in a poor level of writing. It becomes more serious to L2 learners because they have little exposure to a target language. Harris cited in Burns and Richards (2012:119) states problems associated with lack of L2 exposure as follows:

First, they are simultaneously acquiring both second language skills and writing/compositing expertise. Further, compared with L1 writers, L2 students (in most instances) have not had an equivalent amount of exposure to spoken and written input in the L2. As a result, they are typically more limited in their knowledge and control of lexical, syntactic, and rhetorical tools to express their idea effectively. Finally, L2 writers

often have had little experience with producing (or even reading) extended pieces of L2 text, and thus lack fluency and confidence in their ability to write a longer paper in academic or professional settings (Harris, 2012:119).

Harris points out students' writing skills difficulty by comparing it with first language learning. He forwards that even though L2 learners are expected to have sufficient writing skills and be able to be professional at the same time, they usually fail to do so because they have less amount of exposure to the target language compared to L1 writers. Due to this, they tend to have a limited amount of background knowledge on the skills they are exposed to learn.

2.5.4 Teachers' approaches related factors

Clear writing relies on teachers using suitable approaches and fulfilling their responsibilities as defined in instructional materials. Success depends on the strategies' degrees of success and instructors' contributions. Critics argue that these approaches contribute to students' subpar writing abilities. They contend for a small amount of assistance for educators who are thought to assist students with their issues. Therefore, it would be difficult and have an impact on student's development ability to write skills (Graham, 2019; Karafil & Ouz, 2022; Mitchell, McMillan, & Rabbani, 2019; Chamot, 2005). Their failure may be influenced by the effectiveness of execution and the nature of the approaches. Their failure may be influenced by the methods' nature and degree of implementation. Researchers like Buis (2007), Guntur and Pordanjani (2019), Mesfin (2013), and Abiy (2013) asserted that the adoption of improper or inadequate teaching strategies by writing instructors is attributed to students' failure to write successfully. For instance, the process approach leaves little opportunity for factors like self-efficacy beliefs and learner differences because it sticks to the process that students go through. Teachers are unable to fulfil their responsibilities for helping students as a result (Palanisamy & Aziz, 2021).

2.6 Language Learning Strategies

2.6.1 Defining language learning strategies

Language learning strategies are methods or particular acts used by the language learner to make language learning simpler, quicker, more pleasurable, self-directed, successful, and

adaptable to different situations (Oxford, 1990; Chamot, 2005). Additionally, they claim that learners use these methods to make learning simpler. Language learning strategies emerged in pedagogy in the mid-1970s, influenced by Stern and Rubin's research on effective foreign language learning, as Graham (1997) notes. Since then, it has undergone major changes as a result of the contributions of many academics. Stern (1975), Rubin (1975), Naiman et al. (1978), O'Malley and Chamot (1990), and Oxford (1990) are among the authors who, according to Graham (1997), made major contributions to the creation of language learning techniques and their use in the classroom.

2.6.2 Learning writing skills strategies

According to Oxford (2017), learning writing strategies are "...teachable, dynamic thoughts and behaviours, that learners consciously select and employ in a specific context to improve their self-regulated, autonomous L2 writing development for effective task performance and long-term proficiency" (P: 272). Teachers teach writing to develop students' skills and strategies for both academic and non-academic writing, offering orientations on strategy use for students' benefit (Kroll, 1990).

The sort of information-processing system required from the learner dictates how learning strategies should be categorized (Oxford 2017, 1990; Cohen, 2014; O'Malley & Chamot, 1990). The description of each strategy category is provided below. Different academics in the subject have categorized language learning strategies. For instance, Oxford (2017; 1990), Cohen, (2014), and O'Malley and Chamot (1990) classify the learning techniques based on their research and conclusions. O'Malley et al. (1985) classified language learning strategies into metacognitive, cognitive, and socio-affective approaches. Metacognitive strategies focus on practical purposes, such as scheduling, considering the learning process, self-correction, and task assessment. Cognitive strategies involve repetition, resourcing, translation, grouping, notetaking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transferring, and interfering. Socio-affective strategies involve social mediation and collaboration to solve learning challenges, involving collaboration and seeking clarification from others. These trends highlight the importance of understanding and utilizing different learning strategies to effectively learn and improve language skills.

Rubin (1987) categorized learning strategies into three: learning strategies, communication strategies, and social strategies. Learning strategies enhance language skills development, while communication strategies focus on communication acts. Social strategies involve tasks and knowledge practice, indirectly influencing students' learning. These strategies are connected to cognitive and metacognitive learning, ensuring effective learning experiences for all students.

Oxford (1990) categorized language learning strategies into direct and indirect, based on instruction purposes. Direct strategies include formal practices like grammar, while indirect strategies include functional practices like communication. Direct strategies include memory, cognitive, and compensation, while indirect strategies include metacognitive, affective, and social strategies.

i. Memory strategies

Memory strategies for writing involve using keywords, placing new words in appropriate contexts, and conducting structured reviews. Using keywords helps learners find familiar words with similar sounds and create imagery relationships between them. Putting new words in contexts helps learners recall them in a communicative context, like in a life story. Structured reviews involve reviewing information at regular intervals, relating a composition topic to background knowledge and revising old compositions to avoid mistakes. The goal is to become accustomed to the information and develop the skill of using it naturally and automatically. Techniques include gradually reviewing a stimulus, taking place 15 minutes after exposure, 30 minutes later, two hours later, a day later, three days after a week, and two after two weeks.

ii. Cognitive strategies

Cognitive learning strategies involve manipulating or transforming the target language by the learner, closely related to mental processes for language skills acquisition. They consist of multiple sub-strategies, including metacognitive strategies. Repeating is a strategy used to emphasize a particular piece of information, such as vocabulary, expressions, styles, and tones, multiple times (Oxford, 1990).

Oxford (1990:72) defines *formal writing practice* as a strategy for exercising writing skills in a language. This strategy involves gathering paragraphs and essays written in both the target language and the student's first language, aiming to compare and contrast them in terms of idea organization, content, and language use. *Recognizing and using routine formulas and patterns* in the target language can significantly develop students' conception and production. Students can collect, practice, and employ widely used expressions, constructs, and formats when engaging in writing activities, as they best support their writing. Writing meaningful phrases goes hand in hand with *recombining writing strategies*. Reviewing earlier sections of the text helps determine linguistic accuracy and the intended meaning of an expression, and if not, *reformulate the previous section*.

Utilizing sources for information is a cognitive strategy that involves using dictionaries, electronic media, the internet, grammar, and reference books. Regular reading helps students select appropriate vocabulary, syntax, mechanics, content, and ideas, enhancing their writing abilities.

Deductive reasoning involves starting with a broad premise and moving on to a more focused one. It is a writing method that uses general rules to establish detailed rules about a language. Deductive reasoning is commonly used in academic fields, where students can use adjectives to illustrate a case in point by appearing before other adjectives and after modified nouns.

Translating is a teaching technique that emphasizes writing in one's native tongue before translating it into the target language. This approach helps learners produce and organize thoughts more easily. The *transferring strategy* involves writing in the target language while applying first-language grammar, such as functional sentence categorization, to second-language acquisition.

For students to brainstorm and acquire information from diverse sources, *taking notes* is an essential duty. Students must recognize the main concepts and supplementary information while *summarizing* a lengthier text into a shorter one. A technique called "highlighting" uses many methods to draw attention to a particular subject, including underlining, bolding, capitalizing, and employing symbols. For easier reference, students can *highlight* the

document's thesis statement, topic phrases, and essential terms. Overall, students should employ these strategies to improve their writing abilities and knowledge retention.

iii. Compensation strategy

Oxford (1990) identifies the third learning writing strategy as the compensation strategy which focuses on *choosing a topic, modifying or approximating the message, coining words, and using circumlocution or synonyms*. The choice of a topic is crucial, considering the goal, readers' interest, and comprehension level. Adjusting or approximating the intended message is practised when students struggle to construct effective sentences. Coining words involves creating new words when suitable words are unavailable. Circumlocution and word synonyms are writing strategies used to find similar or nearly identical words. Other strategies include repetition, using new sources for insufficient information, and briefly assessing the written work.

iv. Metacognitive Learning Writing Strategy

Metacognitive writing strategies are essential for students to effectively engage in writing activities. These strategies involve creating *a comprehensive overview of a key concept, principles, and set of materials for writing activities, providing necessary terminology, and relating it to prior knowledge*. This can be achieved through brainstorming and writing preparation, which can be done independently, in groups, or through argumentative debates.

Paying attention to writing activities can be divided into *direct and selective attention*. Direct attention involves focusing on specific aspects of writing, whereas selective attention involves deciding on content, organization, grammar, vocabulary, mechanics, and tone. Students can also *improve their writing skills by reading books and organizing their time to divide it into various assignments*. *Setting goals and objectives promotes personal growth and success in their studies*.

Identifying the purpose of a writing task involves identifying the task's features, requirements, materials, and sources required for further accomplishment. For example, students can identify the reader's interests, collect information from various sources, and make decisions on language usage. *Seeking practice opportunities, such as verbal meetings, watching films, and learning language inputs*, can help students improve their writing skills.

Self-monitoring is a strategy for managing learning, involving identifying errors and applying corrective actions. This can be done individually or in groups, and students can ask their teachers for challenging errors. *Self-evaluation* involves editing their work and considering factors such as language, style, and social importance. By utilizing metacognitive writing strategies, students can enhance their writing skills and achieve success in their studies.

v. Affective Strategies for Writing

Affective strategies for learning writing involve students controlling their feelings during writing assignments. *Progressive relaxations, deep breathing, listening to music, and using laughter* can help reduce anxiety and improve self-efficacy. *Positive statements, taking risks, and rewarding oneself for successful writing* are also effective strategies. *Listening to one's own body* and imagining emotions like tension, anxiety, or fear can help students manage their emotions effectively. *Setting criteria for writing*, such as discussing relevant content, organizing text, and using grammar, vocabulary, and mechanics, can help reduce anxiety. *Daily diary writing* can help practice writing and *discuss feelings with others*, addressing problems encountered during writing. Overall, effective affective strategies for learning writing can help students improve their performance and reduce anxiety in their writing tasks.

vi. Social Strategies for Writing

Social strategies make up the final set of strategies. This technique has several subcategories, including asking the teacher for assistance, cooperating with peers, working with native writers of the target language, gaining cultural awareness, and studying the language.

2.6.3 Roles of writing skills strategy instruction for the development of writing

Students need effective language learning strategies orientation to acquire desired skills. It enhances independent learning, selects compatible strategies, and effectively employs them, making it crucial for successful language learning (Graham, 1997).

Teachers in the classroom might provide strategy orientations since they demonstrate how their pupils learn. According to Graham (1997:83), instructors must respond, to “the question of *how* their students are learning, rather than merely *what* they are learning.” Kozulin et al. (2003) argue that many students' learning issues are not due to teachers' poor presentation of

subject resources but rather their inability to use cognitive techniques and metacognitive abilities. Approach orientation in L2 learning methodologies offers two main benefits: understanding metacognitive, cognitive, social, and emotional processes involved in language learning and helping students struggling with language. Training, intervention, and teacher mediation can provide orientations, enabling students to easily acquire desired abilities. Oxford (1990) states that “strategy-based instruction optimally helps learners to become conscious of their strategy use and more able to use relevant strategies.” She claims that the purpose of giving strategy instruction should not be to push all students to use the same strategies in all their walks of life rather they are to select the strategies compatible with the tasks they are expected to do and their learning styles (Oxford, 2017). Next, an attempt was made to discuss strategies particularly deemed to writing skills.

It is advisable and recommended by a host of investigations that help students with problems with writing skills by providing compatible strategies with the task they do (O’Malley & Chamot, 1990, & Oxford, 1990). Manchon and Murphy cited in Oxford (2017:277) research synthesize the situation of writing strategy used into the following three parts:1) First language writers implement a wide range of general and specific strategic actions in their attempt to learn to write, 2) Given the socio-cognitive dimension of composition, the L2 writer’s strategic behaviour is dependent on both learner-internal and learner-external variable; 3) The writer’s strategic behaviour is mediated by the instruction received and can be modified through strategy instruction. MLE theory can be suitable to effectively apply the research recommendation within a strategy-based instruction. Brown (2014:147) confirms that “Drawing on an understanding of what makes learners successful and unsuccessful teachers can establish in the classroom an atmosphere for the realization of successful strategies.” Therefore, he recommends that students need to get technical support to overcome language problems associated with a task.

It is crucial to emphasise, however, that delivering language learning methodologies that focus on practical and actual learners' issues is now less typical in language training. Chamot (2005:12) states that “...the issue of language instruction in teaching language learning strategies is far from resolved, and may need to be addressed as a context specific factor .”

Donato and McCormick (1994) argue that strategies that help to create higher mental processes such as logical memory, selective attention, reasoning, analysis, and the metacognitive dimensions can be achieved through the mediating process. This shows that the practice of mediation is assumed important here because it gives a chance to a mediator to investigate actual context specific problems that hinder learners' acquisition of a particular lesson and realize to mainstream the writing skills strategies. Various research findings revealed that teacher mediation can facilitate the use of strategies. For example, Guo (2020) studied teachers' mediation in students' cognitive and metacognitive strategies, finding it helps students openly explain techniques' advantages using a phenomenological methodology. Tum (2020) also reported that implementing mediation strategies, texts, and concepts promoted syntactic, lexical, and morphological problems

2.6.4 Measuring learning strategy use

To elicit language learning practices from students, a variety of self-reporting strategies can be used. According to Chamot (2005), self-report data can be gathered, for instance, by "retrospective interviews, simulated recall interviews, questionnaires, written diaries and journals, and think-aloud protocols concurrent with the learning task." He asserts that these approaches have drawbacks even though they remain the sole ways to stimulate comprehension of learners' learning techniques and hidden behaviour at the moment. Oxford (1990) developed a self-report questionnaire based on Likert scale scoring. It is widely used by a variety of researchers who want to investigate the strategies.

2.6.5 Critics of language learning strategies

Language learning strategy use is well-established, but there is confusion surrounding their conceptualization. There is no common agreement on the meaning of language learning strategies, making it difficult to provide a specific definition due to the lack of consensus among scholars in the field. (Oxford, 2017; Cajski, 1999). Dornye (2005) argues that there are no differences between learning styles and strategies, and that language learning strategies should be treated as self-regulation strategies. He believes these strategies are more about students' control over their learning behaviour. Donato and McCormick (1994) criticize language learning strategies for their discrete listing of strategies from authentic classroom

situations. They argue that strategies should originate from real classroom social interaction within community practice, as these areas share similarities with language learning strategies.

Nevertheless, it can be argued that learners can reach the stage of self-regulation after they successfully manage their learning by using learning strategies. Despite the critics forwarded to conceptual clarity, its popularity in the field remains high. To me, as a researcher, there is a difference between learning strategies and learning styles. Learning styles are more of natural endowments which an individual gets naturally but learning strategies are techniques that can be learned more from different sources.

2.7 Writing Skills Performance

2.7.1 Defining writing skills performance and indicators

Hyland (2004:233) defines writing skills performance as "...the ability to perform particular writing tasks, usually associated with known academic or workplace requirements." This definition tells writing skills performance is the accomplishment level of students in writing studies/tasks. The main purpose of teaching writing skills is, therefore, to develop students' composition skills in which they produce a well-structured piece of writing using the core components of the skill. Needless to say, students writing performance indicators seem to vary in type. The variations rely on task type, level, and genre. Jacob et al. (1981), for example, list down organization, content, grammar, vocabulary, and mechanics aspects. Similarly, Heaton (1990), identifies the relevance of content, organization of content, word choice, grammar use, and mechanics as the main construct of performance while he designed performance measuring scales. Hyland (2004) raised three things related to writing skills performance: the task difficulty level, the discriminating power of the prompts, and the simplicity of the task to be read and evaluated. He further lists context, content, genre, activity, response, and language as the main considerations to evaluate. However, a widely accepted and practised by different researchers is designed by Jacob, et al. (1981) and Heaton (1991). They used five performance indicators: content, organization, grammar, vocabulary, and mechanics in paragraph and essay writing. Particularly, Heaton (1991) proposed measuring scales using the constructs with respective details. Therefore, these constructs seem to be more suitable than other types of constructs. The IELTS also uses traits like

organization, cohesion, style, content, grammatical accuracy, sentence structure, and vocabulary (Knoch, 2009). Mechanics is not explicitly considered a basic element of writing in the case of the IELTS. What follows is a discussion of widely considered elements of writing: relevance of content, organization of content, word choice, grammar use, and mechanics as major constructs of writing skills as these are accepted by many researchers as being main elements of writing constructs.

2.7.2 Major components of writing skills performance

i. Content relevance

Writing irrelevant content refers to how closely the information in the writing assignment relates to or coincides with the subject at hand. On the other hand, contents or information that is unrelated to the subject at hand is referred to be irrelevant. MacArthur, Graham, and Fitzgerald (2016) state that content is a subject matter knowledge and consists of the idea that a writer tries to convey and the way a discourse community understands the topic he aims to bear. They caution, however, that the content conveyed by the writer might not force the community to accept or reject, rather it needed to focus on at least contents with commonly understood issues.

On the contrary, the mixing of unrelated ideas in the piece of writing makes a text irrelevant. Knowledge of the content of a particular topic and writing performance are interrelated. Bachman and Palmer (1996) noted that one of the salient constructs that need to be considered in assessing students writing skills performance is content or topical knowledge of the task. They state content as ‘to what extent test takers have this area or level of topical knowledge P: 149’. This implies that the test taker is expected not only to write the content but also the depth of knowledge on the task he engaged in. He and Shi (2012) describe that contents or areas of writing are among the factors that affect L2 writers’ performance because they require special attention for they lead to the act of producing sample text for evaluation.

Bachman and Palmer (1996) emphasize the importance of topical knowledge, which refers to concepts or facts stored in long-term memory, in examination writing. They argue that those already familiar with the subject matter will benefit from the assignment, while those unfamiliar may struggle. They also highlight the impact of assignment topicality on students’

performance and the need for testers to inspire better performance, allowing test-takers to complete tasks while unwinding. However, this could go in the wrong path, therefore it is better to have a balanced grasp of the matter. Because of this, it cannot be determined with certainty if test-takers possess the required topic knowledge. That is to say, it is beneficial to offer certain concerns from a well-known field and others from a more unique content area.

The topical knowledge can be seen from specific and general topics. Researchers like He and Shi (2012), investigated the effects of topical knowledge on ESL with basic, intermediate, and advanced levels of writing performance in Western Canada. The result revealed that students in the three performance levels did significantly better on the general topics than they did on the specific topic. Besides students perform lower because they fail to write quality text and take an implicit position and poor conclusion. They also performed lower on organization and language because of poor skill in keeping the text coherence and cohesion, produced shorter essays, made grammar errors, and used academic words less frequently.

The effectiveness of writing skills in assessing content understanding is debatable. It gets flack for not being directly related to the performance. According to Shoham, Or, and May (2017), it might be challenging to create connections between content knowledge, language competency, and content knowledge evaluation. They stated that content, particularly the knowledge gained through prior experience, has been thought of as a potential source of construct irrelevant variance if we are trying to assess content while teaching language.

It seems illogical to say that writing skills should be developed without considering the topic of the essay. Because rhetorical analysis of the subject or subject matter is necessary for all compositions. Learners should be encouraged to make more appropriate use of it. Butcher and Kistsch (2001) found that support provided through content prompts and rhetorical processes helped students improve text quality and rhetorical skills. They further state that the effectiveness of the assistance is determined not only by the awareness it aims for but also by the point at which support is provided during writing.

ii. Organization of content

Organization of content deals with making ideas stick together to make them flow smoothly within a text (Jacobs et al., 1981). Organization can be achieved by making a text coherent.

Coherence is related to the logical or understandability nature of the text or whether certain writing makes sense or not. Konch (2009) conceptualizes coherence as a connection between ideas in a text. It is worth mentioning that coherence might not be similar for all. That is to say, a text coherent to someone may not be coherent to others. That means it might be subjective. The purpose of creating coherence benefits not only the writer but also the reader.

To make writing coherent it is advisable to make topic sentences, supporting sentences, and logical order of sentences. Writers use different techniques such as order of time, space, and importance connectors to bring the coherence of a text. They play significant roles by linking linguistic units like phrases, clauses, sentences, and dictions in a logical relationship of time, cause and effect, addition or comparison. They are cohesions used as ways of organizing and achieving coherence in a text. Fitzland and Spiegel (1986) defined cohesion as “the linguistic features which help to make a sequence of sentences in a text”. Reid (1992) on her part defined it as “explicit linguistic devices used to convey information specifically the discrete lexical cues used to signal relations between the parts of discourse.” According to Konch (2009), a significant theoretical description has given about cohesion by the two applied linguists Holliday and Hasan. They designed a text analysis model based on cohesion devices used in a text. Their model focuses on the cohesive devices that involve two items in texts that are not mutually exclusive. They are grammatical cohesion: the surface marking of semantic links between clauses and sentences in written discourse. Cohesive devices found in the category of grammatical cohesion are reference, substitution, ellipsis, and conjunctions. Lexical cohesion: is related to vocabulary items that occur between clauses and sentence boundaries in which texts are major characteristics of coherent discourse. Halliday and Hasan (1976) categorized lexical cohesion into repetition and collocation. Even though Halliday and Hasan (1976) made an important description of cohesive devices, their mode is criticized for it does not indicate a clear boundary between grammatical and lexical cohesion. They admit the gaps in their model (Konch, 2009).

iii. Vocabulary use

Selecting and using appropriate vocabulary in writing are among the salient skills required in producing an effective piece of writing. The types of words chosen and used in writing led by the type of text, subject matter aimed to convey, objective, and reader (Knapp & Watkins,

2005) Konch (2009) claims vocabulary needs to be used in a text with a range (variation) and the size (sophistication). He argues that it is not the number of words used in a text, but rather the use of words' complexity and range. Hence, he forwarded that “Writers’ with a wide vocabulary can use a larger number of basic and sophisticated words, whilst writers with less complex vocabulary might be able to use only a limited number of basic words” (Konch, 2009:88). L2 writers’ word choice entails several issues about the vocabulary they chose and use (Nation, 2013). Effective writing demands having detailed knowledge of words rather than knowing a huge number of them. Nation (2013) claims that knowing a word's form, meaning (concepts, referents, and associations), and usage of grammatical function, collocations, register, and frequency are all necessary for using it in writing. Nation (2013) highlights the challenging nature of learning vocabulary in L2 classes, emphasizing the need for teachers to provide support and guidance to facilitate easy vocabulary acquisition.

Grammar use

According to Richards and Schmidt (2010:251-252), grammar can be understood as ‘ a description of the structure of a language and how linguistic units such as words and phrases are combined to produce sentences. Knapp and Watkins (2007) also defined grammar as language systems that help in producing texts. From the two definitions, it can be argued that grammar is about the general system that governs and structure of a given language.

Learning grammar contributes a lot to the development of student writing skills. Knapp and Watkins (2007) state that knowing grammar gives many advantages to writers. One of the advantages is that it gives a chance to explicitly use the language structure for a respective function. Confirming this notation, Knapp and Watkins (2007) forward that “A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate texts.” Particularly, knowledge of various aspects of grammar helps writers to be involved in producing different genres having different social functions. Therefore, they suggest that students need to learn writing by doing the following:

Students learn to write through the medium of writing. Students learn the grammar of writing through understanding the way that their own writing works. Have students

write simple, short, well defined writing tasks, E.g. Ask students to describe what they can see. Compare and contrast the different approaches to this task. Give students the grammatical names and functions of the language they have used for these tasks E. g. verbs, nouns, conjunctions, and nominalizations (Knapp & Watkins, 2007:39).

Having a good understanding of grammar aids learners in making conscious decisions when organizing their texts, as it significantly influences the understanding of a writer's message. They explain a case in point:

Grammar is used here as a resource for understanding the different coding, or arrangements, that are used to construct a complete text rather than as a set of rules for correct sentence construction. In its broadest sense, knowledge of the grammar of a text provides a way of gaining a detailed and critical understanding of the forms and meaning of culture (Knapp & Watkins, 2007:42).

Furthermore, Phuwarat and Boonchukusol (2020) state that “grammar facilitates any writing that some L2 students will have to do in their careers”. L2 learners require more exposure to the target language's grammar instruction, as it is the primary source of knowledge and plays a crucial role in developing writing abilities and learning L2 grammar components. Brown (2014:290) asserts this notion and says, “One of the hedges is that writing, unlike speaking, is learned, and not acquired skill, and even native users of a language exhibit extreme diversity of abilities”. Grammar instruction is essential for L2 students to gain knowledge of grammar (Silva, 1993). Grammar is an important part of L2 instruction (Hayland, 2004).

iv. Mechanics

Jacob et al. (1981:90) describe mechanics as “a graphic conventional of the language. It is identified by through the usage of spelling, punctuation, and capitalization”. Mechanicals is a crucial aspect of writing pedagogy, as it ensures students' messages are understood by their readers, as it is essential for effective communication in a text, according to Crossley, Kyle, Allen, and McNamara (2014).

There are differences among researchers on the aspects of mechanics. Knoch (2009), for example, mentions spelling, punctuation, capitalization, and indentation. Harmer (2004) highlights the importance of mechanics in handwriting, spelling, punctuation, and sentence construction. However, academic perspectives on mechanics are diverse, and there is limited research on this field (August & Shanahan, 2008 & Knoch, 2009). Thus, it is recommended that additional investigations are needed to find out its practice and use at different levels (August & Shanahan, 2008). Scholars like MacArthur, Graham, and Fitzgerald (2016); Daffern, Mackenzie and Hemmings (2016) and Nation (2013), for instance, capitalize word spelling skill as one of the students' capabilities of transcribing knowledge into pages using given scripts and indicates the quality of a given writing. It is expected from students that they write a word in accurate spelling to appropriately convey their message to their readers. The quality of the written text is indicated by its visible or readable spelling skills, which are considered effective if there are no spelling errors. Spelling errors in composition indicate inefficiency, especially in novice writers who often struggle with spelling. The study by Hammer (2004) emphasizes the significance of mechanics in improving writing efficiency, including capitalization and punctuation.

2.7.3 Approaches to measuring writing skills

Writing skills performance can be measured using different approaches. Heaton (1990) classifies these approaches into holistic, analytic, and error count or mechanical accuracy. Hyland (2004) classifies it into a holistic, analytic, and trait-based approach.

Holistic approach: The assumption for a holistic marking approach is that a writing task is considered a unit of writing that can be effectively measured by delivering a single scale that shows the basic qualities of a composition (Hyland, 2004). It is conducted without taking into account grammatical, rhetorical, or content qualities. With the aid of holistic scales, a tester can assess student performance on a broad, holistic level. Therefore, a rater is not required to include writing subskill faults in their total score. He or she instead notices a composition's overall excellence. The ease of scoring using this strategy is a benefit.

However, teachers need to get training to reflect student strengths and weaknesses. Marking rubrics can be used in this approach (Fulcher & Davidson, 2012; Heaton, 1991; & Hughes, 1989).

Analytic approach: On the contrary to the holistic approach, the analytic approach needs to sort out particular features and constructs of achievements or failures of performance. Weigle (2002) explains analytic scoring as a method of assessment that can be used according to the objective of the assessment. Some of the constructs she identified are organization, cohesion, content, vocabulary, grammar, and mechanics. The aggregate point students get will be the sum of each point. Hyland (2004:248) states the approach in detail as follows:

Analytic scoring more clearly defines the features to be assessed by separating, and sometimes weighting individual components and it is therefore more effective in discriminating between weaker texts. Widely used rubrics have separate scales for content, organization, and grammar, with vocabulary and mechanics sometimes added separately and these are assigned a numerical value.

The analytic approach is preferred by many researchers because it has advantages for both students and teachers over others. For teachers, it allows evaluating students' performance on different features of writing. And for students, it provokes them to take suitable measures to improve their abilities. In addition, this method makes scoring more reliable as it includes salient components of the skill. Hence, the analytic approach is about assessing a student's composition by dividing it into some salient components- content, organization, grammar, vocabulary, and mechanics and allotting different weights to the aspects (Fulcher & Davidson, 2012; Heaton, 1991; Hughes, 1989).

But as with other approaches, it has drawbacks. Hyland (2004:248) states that assigning of mark to one composition feature may affect the other. Furthermore, Hughes (2003) claims that this approach requires more time to scale.

Error counting approach: The error count approach to writing test scoring calculates errors made by exam takers on predetermined features of a task, subtracting marks from assigned values. This method adds or minimizes points or marks on fulfilling or missing specific

features. The choice between holistic and analytic scoring determines the test's purpose (Fulcher & Davidson, 2012, Heaton, 1991; & Hughes, 1989).

Trait-based scoring approaches/methods: Trait-based scoring approaches are context-based techniques used to assess task-based scoring on a specific topic and text nature. These methods set special standards for writing a particular genre and the composition produced in response to it, making them task-type oriented. They can be single-trait or multiple-trait systems, allowing for a more precise assessment of the writer's writing skills (Hyland, 2004).

2.8 Self-efficacy Belief

2.8.1 The concept of self-efficacy belief

Self-efficacy belief is one of the psychological constructs that might determine how much effort students are willing to put forth in a certain task. Bandura (1997) defines self-efficacy belief as the belief that one pertains to his capacity to organize and carry out the course of actions expected to accomplish forthcoming situations. The theory is grounded on the perspective that human beings have traits that mediate their activities and help them to be involved proactively in the direction of their progress. Self-belief is among the personal factors that individuals enable to practice evaluation of their control over their “thoughts, feelings, and actions”. He further stresses the determining nature of self-efficacy belief and explains that “what people think, believe, and feel affects how they behave” (p.25).

Bandura (1997, 1976) also argues that self-efficacy belief differs according to the task at hand that an individual performs. He affirms that self-efficacy differs “across the realms of activities under different levels of task demands within a given activity domain, and under different circumstances”. Self-efficacy beliefs can vary from taking writing skills tests to reading to classmates. In a school context, students' self-efficacy judgments can affect their task performance and involvement when they face difficulties in performing activities (MacArthur, Graham & Fitzgerald, 2016; Limpo & Alves, 2017).

2.8.2 The need for enhancing self-efficacy belief in teaching writing skills

Self-efficacy belief plays a significant role as a mediating agent between the writing performance constructs because having appropriate/inappropriate self-efficacy belief can facilitate or debilitate learners' achievements of the skills (Limpo & Alves, 2017). Pajares & Valiante (1996:4) state that "self-efficacy belief affects what students do by influencing the choices they make, the efforts they extend, the persistence and perseverance exert in the face of adversity, and the anxiety they experience".

Empirical research findings also reveal that self-efficacy needs to be enhanced for it affects students' attention, perseverance, and the extent of effort students invest in learning (Bandura, 1997, 1995; Raoofi, Tan, & Chan, 2012; Limpo & Alves, 2017). Besides, it is the most consistent and principal variable that predicts students writing skills performances (Usher & Pajares, 2008; Pajares, Johnson, & Usher, 2007; Raoofi et al., 2012; Bonyadi & Branch, 2014). Hence, to increase students' level of self-confidence in their ability to write paragraphs and essays, it is essential to mainstream writing skills through teacher mediation in the classroom.

2.8.3 Sources of self-efficacy belief

Researchers are not only focusing on how students' self-efficacy beliefs affect the quality of their compositions but also on the origins of those beliefs. This enables them to channel their support through that source. Bandura (1997) divides the sources of it into four.

Mastery experience is an individual former mastery experience of a given subject (Pajares, Johnson, & Usher, 2007; Suastra & Meneggo, 2020). They describe it as follows: "As students engage in an academic task, interpret the results of their efforts, use the interpretations to develop beliefs about their capacity to engage in subsequent tasks and act in concert with the beliefs created. Efforts interpreted as successful raise self-efficacy; those interpreted as failure lower it P.4". Pajares, Johnson and Usher (2007) and Calkins (1994) assert that the more students view their composition as significant, the more they might also think their achievement effective.

Vicarious experience deals with observing others' effective accomplishments of a task and taking experience out of it. Vicarious sources of belief are about struggling to enhance one's beliefs and mediate through modelled achievements (Bandura, 1997). Pajares, Johnson, and Usher (2007), however, claim that these types of sources are not strong enough compared to mastery experience. They believe that modelling has a special strategy to develop students' self-efficacy beliefs (Pajares, Johnson, & Usher, 2007; Bandura, 1997; 1977).

Social persuasion is a form of oral appraisal that can have positive or negative effects on learners' views of capabilities. Positive persuasion can encourage and empower, while negative persuasion can weaken self-efficacy belief (Pajares, Johnson, & Usher, 2007). The physiological and emotional state enables students to measure their capabilities based on timely physiological and emotional states. Students can get information about their capabilities based on physical and mental feelings (Bandura, 1997). Pajares, Johnson, and Usher (2007:5) explain that “When students experience negative thoughts and fears about their capabilities, those affective reactions can lower self-efficacy beliefs and trigger additional stress and agitation that help ensure the inadequate performance feared”.

2.8.4 Self-efficacy belief and the writing skills instruction

Students' self-efficacy belief is one of the determining factors that are considered in writing skills performance. Therefore, it is worth mentioning that paying attention to student self-efficacy belief when offering writing instruction because it can provide a paramount significance to the enhancement of writing skills (Johnson, & Usher, 2007). Several researchers pointed out that self-efficacy belief predicts students writing skill performance (Usher & Pajares, 2008; Pajares, Johnson & Usher, 2007). It is considered because having appropriate self-efficacy beliefs can facilitate or debilitate learners' achievement of the skills. Pajares and Valiante (1996:4) state that “self-efficacy belief affects what students do by influencing choices they make, the efforts they extend the persistence and perseverance they exert in the face of adversity and the anxiety they experience”. MacArthur, Graham and Fitzgerald (2016) state that students' self-efficacy belief may vary, for example, on writing standardized tests and showing to their teachers and reading to their classmates. In the school context, their self-efficacy judgments might affect their particular task performance and

progressive involvement when they face difficulties in performing activities (MacArthur, Graham, & Fitzgerald, 2016).

2.9 Studies on the Effects of Mediated Learning Experience on Writing Skills

2.9.1 Local studies

There are local investigations made on university students' writing skills. Some studies done at universities on teachers' instructional practices, for example, Mesfin (2013) on the implementation of the process approach to the teaching/learning of the course basic writing skills at Hawasa University; Ebabu (2013) on writing instruction, student perception and performance at Jimma University and Zeleke (2018) on students' perception and teachers practices of teaching and learning writing skills revealed that the teachers have gaps in teaching the skill appropriately.

Alamirew (2005) conducted a study on perceptions of writing, writing instruction and students writing performance on 10+2 students in Addis Ababa. He found that students have an average perception of the skill. Ebabu (2013) found that students have a positive attitude toward the skills though they did not show commitment to writing tasks. This finding contradicts Zeleke's (2018) findings that revealed students have a positive perception towards the skills.

Geremew (1999) carried out a study on the requirements in writing for academic purposes at Addis Ababa University. He reported that essay examinations, term papers, lab reports, technical reports, and senior essays of student projects are the most widely assigned tasks or types of writing. However, Feda (2014) approved that graduate students in the same university started their studies without developing the desired proficiency to successfully meet the language demands needed for their studies.

On the other hand, there are some researches made on interventions in the instructional processes of the skill. These are Haregewain (2008) on the effects of communicative grammar on the grammatical accuracy of students' academic writing: An Integrated Approach to TEFL; Zeleke (2013) on training in the learning strategies of writing: Its effects on students' writing skills at Hawasa University. The results of the three studies revealed positive results of the interventions.

EFL classroom studies made based on the theory of MLE on different skills have been producing encouraging results. For example, Abiy (2005) on the effects of teacher mediation on students' conception and approaches to reading at Fasilo secondary school grade 9 students at Bahrdar; Wogari (2010) on the effects of teacher mediation on students' locus of control(LOC), self-efficacy belief(SEB), and oral English performance (OEP) of Addis Ababa Preparatory-I students at Bole and Wondirad preparatory-I schools and Girma (2008) conducted on the effects of teacher mediation on students reading, oral and vocabulary skills respectively.

The results of the mediation produced positive impacts on learning. Amare's (2020) study found that trained peer-based mediation positively impacts grade 11 students' writing abilities in paragraphs, as scaffolding strategy training improves their writing skills.

2.9.2 Some studies made in other countries

There are so many researchers conducted in other countries based on MLE theory. To mention a few of them, Mann and Hinds (2006) on the effects of mediated learning strategies on teachers' practice and students at risk of academic failure in one elementary school on the South Shore of Long Land, New York. He aimed to determine the effects of MLE on both teachers' and students' practices following the three stages of teacher-student interaction of stimulus, an assignment of meaning and interview and the applications. The result showed that students at risk and the advantaged students benefited from the mediated learning strategies employed. Sanceverino (2016) investigated the circumstances and conditions needed for pedagogical mediation in youth and adult education at Santa Catarina, Brazil and revealed that youth and adult education needs a systematic way of teaching. It requires a mediation that is mainstreamed with intentionality. Ng and Cheung (2018) made a study on mediation in a socio-cognitive approach to writing for elementary students: instructional scaffolding in Singapore on 4th graders aimed at developing narrative skills. The adapted mediation strategies are explicating outcomes and expectations, modelling, bridging, contextualizing, schema building, representing the text, and developing metacognition. The result showed that the adapted instructional scaffolding functions enriched the learning and teaching of the skills.

Another research was done by Seabi, Cockcroft and Frijhon (2009) on the effects of the mediated learning experience, tutor support, and peer collaborative learning on academic achievement and intellectual functioning among college engineering students at Large South Africa University. The result showed that there are significant achievements in academic and intellectual functioning within the mediation group. Martin (1993) cited in Tan and Seng (2008) confirms that SCM interventions employed in post-secondary schools, college students, and adults produced positive results.

2.10 Theoretical Framework

The present study was grounded on sociocultural theory (SCT) derived from Vygotsky (1978) who played the leading role in creating the theory. He conceptualizes sociocultural theory as a constructivist learning view because he sees learning as a social activity rather than an individual act. The theory emphasizes that meanings are socially constructed through dialogic reflective processes using language as a tool. The theory gives a learner an active position. Within the active participation of learners, Vygotsky emphasizes human interaction in which there are mediational acts between the teacher and the students. To this end, he conceptualizes mediation as a learning precondition that involves social interaction between more capable and less informed individuals. In this theory, the mediator is supposed to pay attention to the meaning and context created by negotiation through interactive processes. Vygotsky (1978) asserts that the socio-cultural context where there is interaction with more skilled individuals facilitates cognitive development. The major focus of the sociocultural theory of learning is, thus, social interaction which is assumed to play a decisive role in the development of mental cognition. He argues everything is learned in two stages. The first stage is through collaboration with others and then integration with the individual's mental structure. He states these two learning situations as follows:

Every function in the child's cultural development appears twice: first on the social level, and later, on the individual level: first, between people (inter-psychological) then inside the child (intra-psychological). This applies equally to voluntary attention, logical memory, and the formation of concepts. All higher

functions originate as actual relationships between individuals (Vygotsky, 1978: 58).

Since the first stage requires the involvement of others the integration entails both parties' cultures. For Vygotsky (1978) culture plays a significant role in students' overall mental development. Cultural aspects can frame learners' prior knowledge or schema and have significant effects on their classroom writing skills engagement and performance. According to Lantolf (1999), culture has enormous significance for students because it comprises historically transmitted and organized networks of meanings that help us comprehend, form, and share our knowledge and worldview. Hyland (2004:36) confirms this idea by describing its value as "...culture values are reflected in and carried out through language, but also because cultures make available to us certain taken-for-granted ways of organizing our perceptions and expectation including those we use to learn and communicate in writing."

Due to these reasons, culture determines writers' linguistic choices in writing instruction. Social interactions, thus, can be taken as a salient component of learning. Gibbson (2015) states that the sociocultural perspective sees human knowledge as enhanced socially rather than individually. He argues that an individual's knowledge development is a product of "his or her social, historical, and cultural experiences.", not a precondition, of education Gibbson (2015:13).

This construction of knowledge is made through collaboration with a knowledgeable individual. Supporting this Bandura (1997) says that 'human adaptation and change are rooted in the social system.' According to MacArthur, Graham, and Fitzgerald (2016:17), socio-cultural theory entertains 'writing as a social technology designed to communicate among people'. They argue that writing has a role to contribute to the social situations that emerge from the target culture and history it reflects.

In sum, social constructivists emphasize that culture plays a significant role in bringing about a structural modification of a child's cognition which is mainly manifested in the social interaction through which individuals take part in cultural communication. In this interaction, there is an intervention of significant others who carry out the act of mediation. The

significant others/mediators act as an agent who makes a connection or relationship between the target culture and the individual. Feuerstein et al. (2010) designed the MLE theory that emphasizes the significant others who can contribute to the cognitive modifiability of a child. He states that learner capacity is “modified” due to a stimulus they are exposed to with appropriate interaction. Hence, he argues that we should not focus on intelligence or on the aspects which grassroots level teachers frequently relate to learning capacity, but on students’ culture.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The study aimed to explore the impact of teacher mediation on students' writing skills, strategy use, and self-efficacy. This chapter thoroughly discussed on knowledge claim pursued to conduct the study, conceptual framework and the research methodology, including design, participant allocation, setting, sampling strategy, writing skills, instruments, data collection, analysis, procedures, and a summary of the pilot study,

3.2 Research Paradigms

When conducting a study, researchers should consider philosophical paradigms, research design, and techniques. Positivism/post-positivism, advocacy, sociocultural, and postmodernism/pragmatism are four opposing epistemological views that researchers should consider. Positivism asserts that factual information is acquired through sensory experience, while the post-positivist theory of knowledge generation argues that studying human behavior cannot reveal the whole truth. Advocacy emerged as a response to post-positivism, which imposes structural laws and theories that do not align with negated individuals or groups. The pragmatic knowledge approach suggests knowledge is derived from experiences, allowing researchers to employ diverse inquiry strategies and data gathering methods. The constructivist school of thought suggests knowledge is socially constructed through interactions with others, leading researchers to seek complex views and rely on participants' experiences. (Masuda & Silva, 2005; Creswell, 2003; 2014).

The study utilized a social constructivist knowledge claim approach, focusing on personal experiences, to gather data and explore complex views. This approach allowed for elicitation of participants' experiences, allowing for a more comprehensive understanding of the system.

3.3 Conceptual Framework

The following diagram shows the conceptual framework of the research.

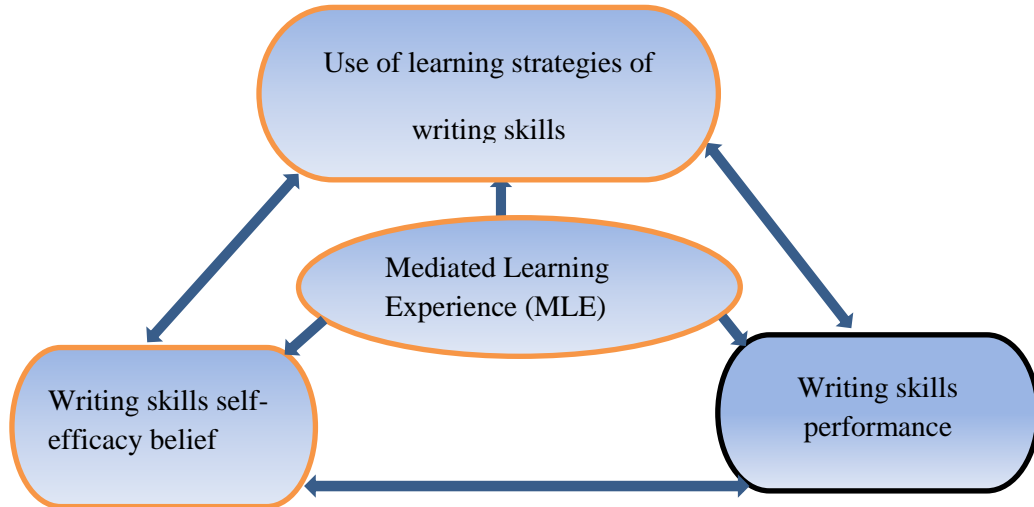


Figure 1: Conceptual framework

The above Figure 2.1 shows that the framework was designed based on Sociocultural and Feuerstein's Mediation learning (MLE) theories respectively. MLE is put in the middle and associated with three variables (students' writing skills performance, writing skills self-efficacy belief, and use of learning strategies of writing skills) two-directional arrows. The two-directional arrows show that the three variables are interrelated which means modification in one variable results in the other two variables too. The straight line between the three variables shows that there are reciprocal effects between them. The one-directional arrow forwarded from MLE towards the three variables shows the effects MLE can bring on the three variables. The effects might be positive or negative.

Correlation studeis indicate that there are relationships between students' application of writing strategies and their success as writers. Studies by Nurdianingsih (2018) and Cer (2019) show a link between language learning strategies and writing abilities development. University students with high writing performances use strategies more frequently.

Self-efficacy belief is crucial for students' writing skills performance, affecting choices, persistence, and anxiety. It can either facilitate or debilitate achievement. Research shows that strategy use enhances writing skills performance(Pajares and Valiante, 1996; Usher &

Pajares, 2008; Pajares, Johnson & Usher, 2007 & MacArthur, Graham and Fitzgerald, 2016). Recent studies further confirm that writing strategies and self-efficacy significantly contribute to predicting students' writing performance and have a correlation (Sun, and Wang, 2020; Atasoy, 2021).

3.4 Research Design

The study utilized a mixed research design due to the complexity of the research problem, as experts recommend using various methodologies for data collection and reliable results. (Creswell, 2014). Concerning this, Merten (2010:294) states, “Mixed methods have particular value when an issue is embedded in complex educational and social contexts”. Creswell (2014) highlights the benefits of using mixed methods in research, arguing that it broadens the scope, improves investigation skills, and leads to sound conclusions. He suggests that this approach enhances understanding of a study subject, strengthening the study's findings. Therefore, to conduct the study a mixed research approach was used. Quantitative data was collected and analyzed from comparison and treatment groups, while qualitative data was collected and analyzed from the same groups.

A quasi-experimental methodology was especially adopted in this study since its general objective was to investigate the effects of teacher mediation on the three variables. The benefit of a quasi-experimental design over other approaches is that it enables researchers to employ intact groups without utilizing random participant assignment. Students are pre-assigned to their groups at Ethiopian Universities, making it difficult to reassign them. In other words, the researcher was unable to assign individuals at random due to the structure of the university system. In this respect, Johnson and Christensen (2017) and Creswell (2014) argue that it is advisable to use the quasi-experimental design in a situation where there is no chance of randomly assigning research participants. Besides, this design was used to minimize problems related to experimental design in educational settings (Mujis, 2004). Thus, for this project, the researcher employed the quasi-experimental design. Particularly, the researcher used an embedded quasi-experimental research design because there were qualitative data collected and analyzed to see the effects of teacher mediation on the target language skill. In this regard, Creswell (2014) believes that an embedded mixed research

design might be applied in circumstances when gathering qualitative and quantitative data is crucial since each will help the other in addressing a research topic. According to Vygotsky (1978), experimental research can be mixed with qualitative design with a thorough explanation grounded on careful observations.

3.5 Research Setting

The study was carried out at Hawassa University, which was selected purposively for the study. The University comprises seven campuses, including the Main Campus, the Institute of Technology (IoT), the College of Agriculture, the College of Health Science, Wondogenet College of Forestry, Awada College of Business and Economics, and the Bansa Daye campus. All first-year students were assigned to the Main and IoT campuses due to the implementation of the new university curriculum. The researcher's choice to conduct the study at this university was a proximal advantage. That suggests that since the researcher works at the university, he was able to obtain sufficient assistance from several groups to complete the research. It made it easier for the researcher to use staff, resources, and student participation from the institution, which further cut down on his time and expense. Additionally, the university accepts students who have similar academic backgrounds and demographic characteristics as those admitted by all other universities in the country.

3.6 Participants of the Study

Participants of the study were Hawassa University first-year students who enrolled in the 2022 academic year and were assigned to the Main Campus and Institute of Technology (IOT). Students from the Natural Sciences Education Stream were chosen for the investigation. Students of this stream were selected purposively based on the researcher's experience stated in the problem statement section. There were 76 natural science sections out of which sections 18 and 43 were selected using a lottery method for the study. There were 32 students in both experimental and control groups. One student was rejected from each group because they did not take the test and fill out the questionnaire. Therefore, there were 31 students in each group. The main mediator was also a participant in the research.

3.7 Sampling Techniques

An available sampling technique was employed to select the two campuses for the study because all first-year students were assigned to these campuses. There were 76 natural science sections. Sections 18 and 43 were selected using a random sampling method (lottery method) among the total sections. Again, a lottery system was used to choose the treatment and control groups. In light of this, Section 18 was chosen as the experimental group and Section 43 as the control group. The main mediator was also part of the research since he provided significant data to the study. There were 32 students in both experimental and control groups. Two students were rejected from each group because they missed the performance tests and the questionnaire. Therefore, there were 31 students in each group.

3.8 The Writing Skills Emphasized in the Study

Paragraph and essay writing skills were the primary writing skills on which the research concentrated. The two skills of writing were the main focus for two reasons. First, both skills are closely related, and weaknesses or strengths in one can have a positive or negative impact on the other. In other words, they are not mutually exclusive. Second, students don't have the necessary skills in these two areas, as noted in the problem statement. Regarding this, Feuerstein et al. (2010) recommend that a base for a mediator to select a stimulus is what he believes necessary to emphasize based on his analysis of the needs of the learners.

3.9 Instruments

The study was conducted using a mixed research technique, as mentioned in Section 3.3. Quantitative instruments are kinds of instruments that help to generate quantifiable data that confirm the objectivity, generalizability and consistency of variables. Similarly, a qualitative instrument was used to elicit qualitative data to support the quantitative data. Consequently, the instruments used in the study were tests, questionnaires, and interviews. The following section discusses how these instruments were designed and used in the investigation.

3.9.1 Writing skill test

The test was taken from the International English Language Testing System (IELTS), developed jointly by the British Council and Cambridge University and is now used worldwide in cooperation with IDP (International Development Program) Australia. After that, it was adapted and made suitable for use. This entails creating distinct writing skills tests because the IELTS tests combine all language skills, including speaking, listening and reading. So, the adaptation involves picking out only the writing items from the complete IELTS test. The test is found in internet sources for practice (Peter, 2004; Cambridge University, 2005). The IELTS was chosen as the test since it is generally accepted as a benchmark to assess writing paragraphs, essays, and table analyses are all part of it. Participants had 20 minutes for each of the two items of the first part, which required them to write one paragraph each on “*Effects of deforestation on environment and possible solutions*” and “*Write a process analysis paragraph on the process water cycle*”. The second part dealt with *University study cost sharing or full cost covering by the government. Some people believe that students should pay the full cost of their university studies rather than share with the government. To what extent do you agree or disagree with this opinion?*”, and the last part dealt with “*The table below shows the proportion of different categories of families living in poverty in Australia in 1999. Summarise the information by selecting and reporting the main features and make comparisons where relevant*” with 40 minutes allocated for each.

From the three marking systems for writing tests (error count, analytic, and holistic approaches), the analytical approach was used. According to Heaton (1990), it is advisable to separate important elements and allocate points while marking students' compositions. The analytical method, in turn, involves breaking down a student's work into a few key elements: writing relevant content (30%), organizing ideas (20%), and using grammar (25%), vocabulary (20%), and mechanics (5%). Compared to other methods, this one provides benefits to both students and teachers. It enables teachers to assess students' performance in several writing-related aspects. Additionally, it motivates pupils to take appropriate actions to develop their skills. Additionally, because this system takes into account important skills-related components, grading is more trustworthy. To do this, the researcher used the

analytical scoring technique (Hughes, 2003; Heaton, 1990; Kroll, 1990). During preparing, administering, and recording of the pre-test and post-tests ideas suggested by several scholars such as Hughes (2003); Heaton (1990); and Weigle (2002) were considered.

3.9.2 Questionnaire

Using questionnaires helps to draw self-reported data for a given research (Petric & Czarl, 2003). Chamot (2005) further agrees that using self-reporting questionnaires is recommendable even though it has problems related to errors. He argues that self-reported data helps to elicit mental systems and methods executed by learners in doing the learning task. Thus, in this research, a questionnaire was to elicit learners' self-reported data on the issue under investigation. The questionnaire consists of seven parts.

The first part of the questionnaire consists of students' demography aimed at eliciting their age and gender. The second part is about family education level and occupation. The third part deals with a five-point Likert scale inventory used to prompt the importance of the mediation principles with possible answers (very important, quite important, uncertain, not important, and not at all). The fourth part is about a five-point Likert scale inventory concerning the teacher's use of mediation principles with five possible answers (very often, quite often, uncertain, not very often, not at all). The third and fourth parts of the questionnaire were adapted from (Abyi 2005, and Wogari, 2010). The adaptation includes, for example, changing from 'Tell you the meaning of the lesson and why a particular speaking activity is important' to 'Tell you the meaning of the lesson and why a particular writing skill activity is important' This part was only used for treatment group students.

The fifth part of the questionnaire focuses on the writing strategy using inventory with possible answers (always, usually, sometimes, rarely, and never). The writing strategy use types that were exploited by the instruments are memory, cognitive, compensational, metacognitive, affective, and social. The questionnaire was adapted from Oxford (1990: 294-296). The adaption process considers selecting and modifying the relevant strategy for a particular writing task.

The sixth part asked students to rate their level of certainty on their ability to accomplish each of the specified writing abilities on a scale from 0 (no chance) to 100 (completely certain). A

Likert scale on the causes of a self-efficacy belief was also included in the seventh part, and students had to rate 1 for certainly false to 6 for definitely true. The sixth and seventh portions were both adapted from Bandura (1997), Pajares (1997), and Dawit (2008), respectively.

Some changes were made to the wording of the post-mediation questionnaire to elicit data on the effect of mediation, if any. For example, item three in Sources of Writing Skills Self-efficacy Belief “*I feel confident when my **parents** tell me I am doing well at writing in English*” modified as “*I feel confident when my **friends** tell me I am doing well at writing in English*”. Similarly, item five, “*I received good results in my high preparatory school writing assignments*” was modified as “*I received good results in my **university** writing assignments*”. To gather information on students' self-efficacy belief in developing thesis statements, subjects, and supporting sentences of a certain essay they write, the researcher added the last item (10) to the self-efficacy belief scale. The higher total scores in parts 3, 4, 5, 6, and 7 showed a higher degree of significance for MLE principles, usage of principles, writing skills strategy, writing skills self-efficacy belief, and strategy use.

3.9.3 Interview

To obtain information, an in-depth interview was conducted as well. This is because conducting interviews makes it possible for students and the mediator to provide data that shows what they do while completing writing assignments (Petric & Czarl, 2003). Four students, two from each group (treatment and control), were interviewed in the pre-mediation and post-mediation phases, together with the mediator. The purpose of the pre-mediation interview was to assess the pre-mediation level performance of the students in terms of their proficiency in writing essays and paragraphs, usage of writing strategies, and self-efficacy beliefs. To learn more about the impacts of teacher mediation, a post-mediation interview was undertaken. The following topics were covered in the interview with the experiment group: the students' prior experiences with learning to write, the teacher's support, the use of methods, confidence in their writing abilities, and writing skill performance. Teachers' writing lesson presentations, support, strategy usage, and self-efficacy beliefs were the topics covered in the control group. To avoid data contamination, teacher mediation-related interview questions were excluded from the control group's interview questions. Besides,

some changes were made to the wording of the post-mediation interview questionnaire to elicit data on the effect of mediation, if any.

The interview questions were written in English, however, the administration took place in Amharic to help students understand the topics being discussed. Following a verbatim transcription, the interview data was then subjected to thematic categorization.

3.10 Methods of Data Analysis

To analyze the quantitative data the statistical package for the social sciences (SPSS) Windows version 24 was used. The data computed using SPSS were elicited from students' demographic data, family level of education and occupation, mediation principles importance inventory Likert scales, teacher's use of mediation principles inventory Likert scales, a strategy use inventory Likert scales, a scale of possible responses from 0 (no chance) to 100 or completely certain on how sure students can perform the writing skills listed, and self-efficacy belief inventory Likert scales and writing performance tests. The statistical measures used were percentages, frequencies, and Pearson Product moment correlation coefficient (r), paired samples t-tests to determine whether there is a statistically significant difference between pre-mediation and post-mediation across dependent variables, independent samples t-tests to determine whether there is a statistically significant difference between the experiment and control group concerning students, and Cohen's d to assess the effect size of teacher mediation on the target variables.

The analysis of the interview data from the experimental, control, and mediator groups was split into pre- and post-mediation stages and then thematically categorised under the research variables. Therefore, the pre-mediation and post-mediation interview results of the experimental and control groups were divided into the following themes: learning writing skills strategy use (memory, cognitive, compensation, metacognitive, social and affective), writing skills self-efficacy belief sources (mastery experience, peer-based vicarious experience, adult-based vicarious experience, social persuasion, and physiological and emotional state), and writing skills performance indicators (content relevance, organization, and usage of grammar, vocabulary and mechanics) themes. However, the control group's themes did not include issues related to teacher mediation.

3.11 Validity and Reliability of Data Collection Instruments

An attempt was made to keep the validity and reliability of the research, and this was done in the course of the study. Hence, measures taken to keep the validity and reliability of the research were discussed in detail as follows.

Hyland (2004) states the issue of validity and reliability as the condition that an assessment is valid and reliable if it measures what it ought to measure and needs to do consistently. According to Hyland (2004), the validity and reliability of writing tests are achieved by measuring the same students at different times and marking the same task by different raters.

Sections 3 and 21, which were not among the sections chosen for the pilot research, were randomly chosen to assess the test's reliability. Before the pilot study, the students completed the same assignment twice, and the mediator graded the tests. Additionally, the exams were given to both groups at the same time and day. The results were computed as follows:

Table 3.1

Test-rest reliability

Ore all correlations	1	2
1. Test 1	--	.80**
2. Test 2	.80**	--

Note. 1 = test 1, 2 = test 2 =, ** $p < .01$

Table 3.1 depicts Pearson correlation coefficients computed to assess the relationship between test one and test two regarding students' performance. The test result revealed that $r = .80$ which indicated that there was a strong positive correlation between the test one and test two scores, thereby indicating the test was reliable.

Table 3. 2.

Reliability of importance and use of mediation principles questionnaire

Variables	N	Items	Cronbach's α
Importance of mediation principles	41	12	.80**
Mediator's use of the principles	41	12	.77**

Note. 1 = test 1, 2 = test 2 =, ** $p < .01$

Table 3.2 displays the reliability of a questionnaire adapted to assess the importance and use of mediation principles. The questionnaire was divided into two sections: the first, asking about the importance of mediation and the second asking about how instructors use it. Results showed an alpha level of .80 for the importance of mediation principles and .77. This indicated that the questionnaires were reliable.

3.12 Teachers Selection, Materials Preparation, and Research Procedure

3.12.1 Teachers' selection and training

Two English language lecturers were selected to carry out the investigation. To determine if they would be interested in participating in the study, their consent was obtained. Based on their areas of expertise and prior teaching experience, the teachers were chosen. The investigator used codes or Pseudonyms (T1 and T2) instead of exact names. T1 was a mediator and T2 assistant and supported the study by marking the tests. Then a discussion was held with the lecturers on the purposes and procedures of mediation. To introduce the lecturers to the whole procedure a three-day, 12-hour training session (4 hours each day) training was given by the investigator on MLE theory, the newly designed materials, and procedures designed to offer the writing instruction. The purposes of the training for the teachers were to give an overall understanding of MLE and its principles and provide an introduction to the instructional procedures designed by the investigator in the pre-mediation, mediation and post-mediation procedures. Consequently, two of them were trained in a way that they can develop overall writing skills proficiency, strategy use and, the self-efficacy belief of learners. In this respect, Tzuriel (2013) states that the mediator runs the mediation, “by arousing in the students’ curiosity, vigilance, and perceptual acuity; and by trying to improve and /or create the child the cognition functions required for temporal, spatial, and cause and effect relationship” (Tzuriel, 2013: 61). Besides, the mediator’s training includes how he/she vary the frequency, order, intensity, and contexts of the stimuli. The training further focuses on how critical incidents or students writing skills gaps during the input, output, and elaboration (text representation phases) are identified and reacted to.

Likewise, students' consent was asked to check whether they were willing to participate in the study or not. Then they were given orientations on the purpose and procedures of the

investigation. Students were given pseudo numbers (for example, NST1, NST2, for the treatment group to mean Natural Science Treatment student numbers 1, 2, 3 etc., and NSC32, NSC33, NSC4 etc., to mean Natural Science Control group to mean student numbers 32, 33, 34 etc.) instead of exact names to record their profile.

3.12.2 Preparation of new writing skills material

A new writing skill teaching material was designed by the researcher based on Feuerstein's MLE theory. The developing of new writing skill material has three purposes: first, to ensure instruction is in line with the three study variables as the existing material is not prepared for mediated teaching; second, to be consistent with teacher mediation ideas and principles; third, and to give students linguistically rich information that fosters skill development. The principles of developing instructional materials offered by EFL scholars (Notion, 2013; Cunningsworth, 1995; & Graves, 2000) served as the basis for the production of the material.

The material was divided into six thematic units: *Managing Learning, Culture, Environment, Technology and Human Life, Health, and Peace, and the Only Way to Peace*. Again each unit was divided into unit objectives and three sub-skills- part I speaking, part II reading, and part III writing respectively. Particular emphasis was given to the writing skills. For example, in the case of unit one, there are unit objectives, notes taking/making paragraph writing, tips on paragraph writing, types of paragraphs, rhetorical focus, language focus, and planning for writing included.

A two-stage validation procedure was followed to maintain the material's quality with the help of a team that included two university lecturers (MA holders) and two PhD holders-one associate professor specialized in teaching writing and the other(PhD holder) specialized in collaborative ELT teaching. First, two TEFL MA holders were given the material to review. Evaluating criteria were provided for the validating team. Based on this, the feedback inputs collected from each were taken into account. The two associate professors were then handed it to discuss. They made remarks about it. Their suggestions were included in the finished product. Ensuring compatibility between unit objectives and activities, lesson sequencing, and level of difficulty were some of the criticisms.

3.12.3 The procedure of the study

The interactionist mediation approach was pursued over the interventionist. The interactionist approach was preferred because the mediator could identify cognitive difficulties and modify the activity to cope with students' real complications while the instruction is in progress. Besides, Poehner and Lantolf (2008), state that this kind of mediation approach gives a chance to a mediator to adjust the learners' cognitive level and reciprocity according to his/her observation while classroom interactions are in progress. The mediator can identify learners' cognitive problems during the mediation in progress and simultaneously adjust the mediation moves to cope with learners' actual difficulties.

In the interventionist case, however, mediation was done by using a predesigned set of mediation moves, hints, and prompts, with little chance of employing extra mediational activities. It was not used in this research because it is criticized for reducing learners' opportunities for co-construct engagement and preventing the adoption of writing tasks on the spot. As a result, the current researcher employed this mediation strategy, much like many other researchers preferred interactionist mediation strategies over interventionist ones (Poehner, 2008:43–44).

The entire study was carried out from May 9, 2022, to August 28, 2022 (for 16 weeks) through the pre-mediation, while-mediation, and post-mediation phases. The first week (May 9-15/22) was used for activities done in the pre-mediation and the last week August 22-28/22 used for post-mediation. Hence the teacher mediation was held for 14 weeks. Each week, three contact hours—each of which is 140 minutes long—were allowed. The experimental group's schedule was Mondays 3rd - 4th and Fridays 6th period, while the control group's schedule was Mondays 6th and Fridays 3rd - 4th period.

The pre-mediation time was one week (May 9-15, 2022) ahead of the mediation was used to collect pre-test data by employing pre-tests, questionnaires, and interviews. Thus, both control and treatment groups took the test and filled out the questionnaire in the presence of the investigator. The time allotted to fill out the questionnaire was 30 minutes. The time allotted to administer the test was 2 hours (beginning at 8:30 AM and ending at 10:30 AM) in both pre-mediation and post-mediation times.

The inter-rater reliability checking approach was held to examine the test's reliability. Thus, it was given to the two raters to be marked using the rubric that indicates writing performance: content relevance 30%, organization 20%, grammar 25%, vocabulary 20%, and mechanics 5%. Each writing item was given a different number of points based on each indicator. For instance, 30% of the total points are allotted to discussing appropriate content. This point was further broken down into other four items. Accordingly, item one 4.5%, item two 4.5%, item three 10.5 % item three 10.5% allocated respectively. Questionnaire results were also computed using SPSS and saved for comparisons to be made after mediation. SPSS was used to compute independent samples test, paired test, percentages and frequencies, and Cohen's d was used to compute the results. Questionnaires were administered to identify participants' current level of understanding of the importance and teachers' practices of the MLE criteria in the classroom, writing skills performance, strategy use, and self-efficacy belief. Then the records were computed and kept for comparison made with the post-test. The two lecturers were involved in the selection and adaptation of the tests taken from online sources. Finally, an in-depth interview was conducted with the sample participants and it was transcribed verbatim and kept to compare with the data obtained after mediation.

The mediation phase came next. In this stage, the mediator-mediate interaction proceeded through three interrelated schemes of interactions. These are the identification of cognition gaps on the presented writing tasks on performance, strategy use, and self-efficacy belief, assignment of meaning (pre-mediation stage), and the provision of support/applications (while-mediation) or teaching strategy that affects students' performance (Mann & Hinds, 2006). The mediation was conducted utilizing the modality of continuous instruction adjustment by the mediator using MLE parameters stated in section 2.2.7 and Walqui's scaffolding model for writing instruction. Before running mediation, the MLE principles were adapted to align with the objective of the study as follows:

1. *Mediation for intentionality and reciprocity* was adapted to:

The mediator makes the intention of the lesson clear and requires you to be involved in the writing activities

2. *Mediation for meaning* was adapted to:

Helps you know the meaning of the lesson and why a particular writing activity is important.

3. *Mediation for transcendence* adapted to:
Makes clear how and why writing skill activities will produce learning that will be helpful in other times and places
4. *Mediation of feeling competent* was adapted to:
Encourage you to develop a sense of competence and do writing activities
5. *Mediation of self-regulation and control of behaviour* was adapted to:
Helps you to be aware of your skills and strategies to take control of your writing behaviour and become an independent learner.
6. *Mediation of goal-seeking and goal-achieving behaviour* was adapted to:
Encourage you to set your own realistic writing skills goals and to plan ways of achieving them.
7. *Mediation for challenge aims at helping learners to do noble and challenging tasks* and was adapted to:
Helps you set writing tasks that are sufficiently difficult to provide a challenge that stretches you and become an independent writer.
8. *Mediation of an awareness of the human being as a changing entity* was adapted to:
Helps you develop an ability to recognize, monitor and assess the changes in your writing skills as you practice it.
9. *Mediation for an optimistic alternative* was adapted to:
Helps you develop a belief that you are capable of doing writing tasks yourself
10. *Mediation of sharing behaviour* was adapted to:
Helps you develop sharing behaviour in a class by setting up pair and group writing tasks
11. *Mediation of individual and psychological differentiation* was adapted to:
Encourages you to express your own opinion in writing individually emphasizing you have a right to your uniqueness.
12. *Mediation for a feeling of belonging* was adapted to:
Design writing activities that foster a sense of belonging to a classroom
The adaptation involved purposeful mediation and reciprocity through interactions with students, held in groups or classes, ensuring purposeful delivery of lessons.
At the outset of the mediation phase, learners were provided with a print copy of the newly prepared material in groups of three. The mediator used a model of instructional scaffolding

for writing skills consisting of modelling, bridging, contextualizing, schema building, representing a text, and developing metacognition as the lesson demonstration procedures designed by Walqui (2008). Accordingly, the lesson made to progress in the following way

The mediator introduced the lesson's theme, led discussions, and students read a text on the unit's theme. Exercises prepared students for writing sessions, activated schematic understanding, and contextualized the content. Academic languages of each genre (rhetoric, vocabulary, tense, ...) was made available through reliable sources and analogies. Writing skills were designed to build schema by triggering students' schema and weaving new language input into established information.

Then mediator presented models of different genres of paragraphs and essays (narrative, descriptive, argumentative, and expository) with their typical features across the units. This was intended to provide students with a clear illustration of what is demanded of them for imitating the main features of a given genre to complete the writing assignment expected in the middle and at the end of the lesson. Particularly, a specific writing task (a paragraph or essay) was pursued, along with its related subtopics on rhetorical focus, model writing, language focus (vocabulary specifically related to that genre and tense), and model writing analysis.

Before they re-presented or produced a particular writing assignment the mediator engaged them in metacognitive concerns. He assisted students in controlling their thinking concerning writing strategy use, strategy selection and monitoring, evaluating and modifying performances when they doing activities and planning for future writing grounded on assessment of performance (Walqui, 2008). Developing metacognition includes activities of brainstorming, planning, drafting, editing, proofreading, and presenting. Students were then instructed to write similar pieces of writing. This enabled them to represent a new text. The mediator required students to write texts similar to the models provided to them through the newly supplied materials. This helped students to re-present text deals with requiring students to use their knowledge to put into practice the linguistic inputs from one text type into another. The mediator and the researcher had in-person meetings at the end of each class.

The mediator provided stimuli by adjusting their frequency, order, intensity, and context. Hence the frequency of the lesson was adjusted. That means the mediator minimized /increased the occurrences of a particular writing lesson until students produced an expected piece of writing. The order of a lesson presentation deals with the sequence of the content provided by the mediator. The order was set based on the difficulty level of a lesson. The intensity of a lesson is about the variation of the difficulty level of a lesson based on the student's level of achievement. Thus, the mediator modulated the lesson presentation based on the student's level of perception/acquisition. Finally, changing the context deals with using a variety of contexts (genres) according to the learners' sociocultural background. Here the mediator had been changing the context of the lesson.

The teacher mediation process involved identifying critical incidents during a lesson, which were identified as significant learning gaps (Thompson, 2017). These incidents were identified as gaps in cognition difficulties and were related to blurred, impulsive, and episodic perception problems. The mediator decided when and where to mediate and recorded every critical incident during every writing task, (Tzuriel ,2013). This allowed the mediator to reflect on their mediating acts and students' progress during the investigation. This approach allowed the mediator to follow up on the progress of students throughout the investigation.

Sample 1 classroom observation transcript

Date: August 1, Week 13

Mediator: *Before we start our lesson I want you to sit in groups. Be in a group of three or four. You can be in a group of four (making ready students **for mediation for sharing behaviours**). The mediator tried to make the class mood happy he said. He explained essay writing by making an analogy with a paragraph. He asked about the purposes of writing. Can you give your attention? Do you remember what we said last time that a paragraph is a group of sentences? That a combination of sentences creates paragraphs.*

*Let me ask you a question before we proceed to learn about essays. What is the purpose of essay writing? Why do we write an essay? How do we select a topic? Do we simply pick a topic and write an essay? (**Mediation for meaning.**)*

Some students tried to answer the purpose of essay writing. Then he explained the purpose of essay writing as follows (**mediation for transcendence**).

Students: No.

Mediator: *So what is the purpose of essay writing? He calls the name of a student (NST3).*

Student: *Keep silent*

Mediator: *Why do we write? He calls a student (NST19) by name.*

NST19: *To give information. (Mediation for intentionality and reciprocity)*

Mediator: *Calls for a student coded NST02 Why do we write an essay/ something?*

NST02: *Students kept silent*

Mediator: *Calls another student's name code NST10 why do we write?*

NST10: *For business.*

Mediator: *Why do we write? Calls by the name of a student coded NST11.*

NST11: *To read for myself. To have depth information.*

Note: In the interaction above students have no clear understanding of the purpose of writing

Mediator: *You have to have a clear purpose when you begin to write an essay. Based on your purpose, you adjust the title to which it could fit an essay. Because If you specify the purpose. The steps we use to develop, the steps, and the procedures are the same for paragraph development. First, you select the topic, is that not? The topic should be chosen. Then we narrow. Because sometimes it could be very broad which cannot be manageable. We narrow it to the level it could be manageable. Then we outline and use. At least list down ideas that are related. (Mediation for meaning)*

For example, the mediator used teacher-student interactions to communicate why a certain writing skill practice is important, which is an application of the principle of *mediation for meaning*. A dialogic interaction was a mediational interaction that facilitated cooperative involvement in tasks to guide students toward new ways of thinking.

Sample 2 classroom observation transcript Writing performance

After explanations on the *features of a case and effect type of paragraph*, the mediator gave students a writing task to write on the negative effects of social media. He barnstormed ideas from students. Students shared ideas about the task. He used diagram representation in that he put the title at the centre and the sub-ideas around the circle. He let them write a paragraph within 20 minutes. Then he rounded between the students to see the task. He found gaps (issues) that students need to be assisted. The main gaps in their attempts were, writing

irrelevant sentences, mechanics, capitalization, organization and grammar issues. (*Mediation for meaning*).

Mediator: *Sometimes, have you ever texted a message to your friend without editing? Did you do that and have you observed the mistakes?*

Students: Yes.

Mediator: *Have you seen spelling errors, the message, the wording, that is it. Whenever you write something, it is better to reread it. Proofreading is important. When proofreading, you can vast the idea, and you can edit the whole thing. The wording might be awkward, some words might not be appropriate, and there might be redundancy or repetition of words. You are going to correct these during editing and revision. During edition and revision. Editing and revising. First, you have to edit. Spelling errors, punctuation. Punctuation will be included. Which else? Wording. If there are repetitions of words, you have to replace them. If you say good...sometimes it is better to replace good with nice, fine, better. Even there is a deletion of ideas. At the same time inclusion of ideas. Deletion or inclusion of ideas. Ordering, you may also reorder the ideas. The conjunctions are also considered. The organization is also seen. You have to connect the ideas of the sentences in the paragraph to one another. In the way you write the first draft, you may not include that one. Saying this one again you can at least do something which helps your pieces of writing. After you edit, after you revise, after you see. If there are problems. After you corrected that what is the last task? What is that writing the final? The final is the final. Period. So it is publication. Writing to the concerned body. The final product is the end. So if you use this one. You can get you can at least do the writing activity in a very smart way. Why? If you start writing without following this procedure, you may not write a very appropriate productive or effective paragraph. But this process can give space to produce a good paragraph. That is it. Without generating ideas and selecting and arranging them. Without writing the first draft and seeing that again and writing the final one after the edition, it could be not used of the technique. The procedure itself can at least help us to produce an effective paragraph. Now the thing that I want to give you today is this one. You have to try to write a meaningful paragraph again on the negative effects of social media. (*Mediation for meaning*)*

Now I want to give you homework on this one. The title is as it is. Rewrite by following these procedures and come on the next time. After that, we will see it again together. First, you did

it here. But now you will do it following the steps. And develop a meaningful paragraph on the effects of social media.

Sample 3 classroom observation transcript

Lesson: Narrative paragraph

The following extract shows the mediator's attempt to mediate a lesson by changing the context of the lesson using a variety of text types (genres) according to the learners' sociocultural background.

For example, in teaching narrative paragraphs, the mediator showed the students' different narrating contexts (genres). A sample extract of a narrative paragraph lesson:

Mediator: Now we try to see types of paragraphs. Whenever we try to develop paragraphs, we have to clearly understand the types of paragraphs. Because each type of paragraph has its culture of development. We do not develop descriptive paragraphs in the way we develop narrative ones. We have four types of paragraphs. The first one is a narrative paragraph. The main concern in the narrative paragraph—taking one incident, which happened in the past is to be stated/taken/explained/narrated/ the type of paragraph is said to be a narrative paragraph. We do not narrate the present. A narrative paragraph has these features. We narrate about the past. So the type of tense we use most of the time is past tense. So incidents should be put logically in chronological order. The time aspect shouldn't be disordered. So, first thing comes first. Second, follow the first. Other than we would not put narrative paragraph ideas in order of importance. We put in order of time. Do you understand?

(Mediation for meaning)

Students: Yes.

Mediator: *Order of time is the basis of the narrative paragraph. There are beginning, conflict and resolution stages in the narrative paragraph. There I will give my anecdote on what I faced. (The mediator narrated his personal story). Then he asked students some questions about his story and directed them to read narrative paragraphs of different genres entitled,*

Bad Day, (narrative on a day account), An Act of Kindness (narrative on social affairs) and The Apollo 11 Space Mission (narrative on historical account) is presented in the materials.

The mediator wind up the lesson by asking students to write a narrative paragraph entitled

‘Write a narrative paragraph about a special occasion in your life/holiday you celebrated last year’.

Self-efficacy belief enhancing mechanisms

The mediator strengthened the four sources of writing skill self-efficacy beliefs using the following mediation procedures. The mediator assisted students in producing relevant content, organizing thoughts, and employing grammar, vocabulary, and mechanics to improve their mastery experience. When the students were unable to master the targeted skills, the mediator interfered by changing the context, frequency, intensity, and order of the stimuli. The mediator employed peer-based vicarious experience by emphasizing sharing behaviour and classroom interaction through pair work, group work, and classroom presentations. The mediator presented and analyzed model paragraphs, essays, and tables to promote adult-based-vicarious experience sources. The mediator encouraged social persuasion through the mediation moves. He gave students chances to look at each other work and provide comments forming them into pair/group work. He also continuously encouraged and provided feedback through the mediation moves using the principle of mediation for competence. The mediator played a significant role in helping students manage their physiological and emotional state of being when writing by engaging with them, raising awareness, analyzing tasks, showing managing learning, and providing metacognitive strategies (Tzuriel, 2013).

Students were exposed to mediation and remediation instructional processes, where the mediator identified difficulties in content writing, organization, grammar, vocabulary, and mechanics, and re-meditated these points, focusing on failure cases by changing task frequency, order, intensity, and context.

Sample 3 classroom observation transcript on mediating for the strategies use

Date: July 18, 2022, Week: 7

In the situation when using of learning writing strategy is needed the mediator intentionally selects and ministered to the writing tasks. For example, the mediator started to teach the types of paragraphs and proceeded to cover two paragraphs with practical exercises as presented in the material. Meanwhile, he assessed students who have gaps in using learning writing strategies. So he stopped going forward in teaching the next lesson and meditating on

learning strategies. He gave the following orientation on the meaning, types, and use of the strategies as follows and continued to pursue where they stopped last week.

Mediator: *Before directly doing the writing activities it is better in fact... I will give you... explanations of learning strategies. These strategies are very crucial. If somebody knows. A student knows the strategies well, he can manage his writing activities and he can perform writing tasks effectively. And I highlight the strategies which have been important to you. The first strategy is the Memory strategy. Memory strategies are strategies the strategies which you can use by at least giving attention to keywords, pointing to new words in the appropriate context, and making a structural link. Structural link by itself is very important. Concerning this, there are three key...key... things that we need to understand. The first one is using keywords to remember new words. We use keywords to remember new words. So if you can see this strategy learner finds familiar words in his first language you see. In his first language, he has seen similar sounds with the target language and makes an imaginary association between the first new words in the first language. So sometimes connecting this one helps you as a language learner as...students practice it. The second one, putting words in an appropriate context. So you have to put new words that you have acquired in a context in the very appropriate positions. The next is doing a structured review. This strategy is the memory strategy. Internal review of information. The purpose of this strategy is to make an internal review of information. Making reviews naturally is finally ready to be used automatically, once you make a review. This will be part of your long-term memory. The second one is cognitive strategy. This strategy consists of many sub-strategies next to metacognitive strategies using mechanical techniques.....for example, repetition is one of the cognitive strategies....Formal practices are the other forms of cognitive strategies.*

Metacognitive learning strategies are the other kinds of strategies that you can also use in your writing. This is related to making a comprehensive overlook of key concepts, and principles set of materials for writing activities related to the previous knowledge you learning. These are things with prior knowledge or previous knowledge. So if I say paying attention is the first and using professionally is very significant to writing skills. Paying attention to writing skills. Paying attention is classified into two more. Direct and selective attention. Direct attention can be equivalent to concentration in deciding general strategies and avoiding disturbances. Avoid distractions. You have to avoid distractions and pay

attention to what you are writing. Decide on particular aspects of writing such as content. You just chose content, organization, grammar, and vocabulary. Tone or whatever you choose the language you use. Students also make an effort to improve their writing skills. So sometimes before we start writing, we have to read different books because it can give us exposure to learn, experience to learn, we get knowledge to learn. So the knowledge we get from books helps us to develop, because writing and reading are helpful, they help each other because from reading we get a lot of things for our writing. When we write we also get a lot of things for our reading. So that is. Setting goals and objectives promotes composition writing. We can get clarity about things for our writing. We have to set goals. As a writer, you have to set goals. How paragraphs are written? At least to develop or to promote your writing skills. How many paragraphs are you going to write? Tell me. At least to develop, promote to enhance your writing skills. How many paragraphs are you planning to write? If you plan and set goals, it will be easier for you. Because once you plan, your learning is to achieve your plan, to attain your plan. If you want to improve your writing skills, set goals first. The other one is identifying the purposes of writing. Why writing task is being performed by me? How do car firms assemble different parts of a car? If this is given to you, it needs steps.

How do the steps proceed? So if you want to develop such kind of activity, what are you going to do? Your search for other steps for the activities for writing is related to process writing. You acquire from that you ask. If you find the way you choose it. Before you write, at least you have to read another process analysis paragraph. Because they can help you... a lot of conjunctions words which you utilize to write process analysis paragraph...

Mediator: Okay, having said this one. Let me move to the next. Now I think you have grasped something. Now let's go to the activity which we started last time but not finished. We said that paragraphs are divided into four. And we have seen descriptive and narrative paragraphs. Today we are going to see expository and argumentative paragraphs.

In the control group, in contrast, a conventional instructional procedure was applied using the newly designed material. The group did not receive mediation and remediation-based instruction for the three variables based instruction on the MLE 12 mediation principles and Walqui's (2008) model of instructional scaffolding for writing skills. Instead, the instruction runs through the common procedures which consist of introduction, presentation, and practice

phases. The introduction and presentation were commonly used stages by the teacher. He focused on the conceptual explanations, definitions, classifications, features of paragraphs, essays, and table interpretations through the lecture method. There were some attempts to provide students with practical exercises. The majority of the practical parts of the lessons were left to be done as assignments and homework without sufficient support. He did not investigate the gaps students encountered or the critical incidents in a particular lesson that resulted in blurred and sweeping, impulsive, and episodic perception problems displayed at the input, output, and elaboration(text representation phases)and simultaneously adjusted frequency, order, contexts, and intensity according to the student’s needs. Students struggled to receive additional instructional remedies when they failed to achieve their intended objectives, as the introduction and presentation focused on conceptual explanations of writing skills content, and the practices and evaluation schemes were not adequately implemented in conventional classes.

The 16th week of the investigation, August 22-28/2022, involved administration of post-tests, interviews, and questionnaires to compare two groups statistically. The post-test administration took 30 minutes and the test took 2 hours. The post-mediation interview aimed to gather data on differences between experimental and control groups.

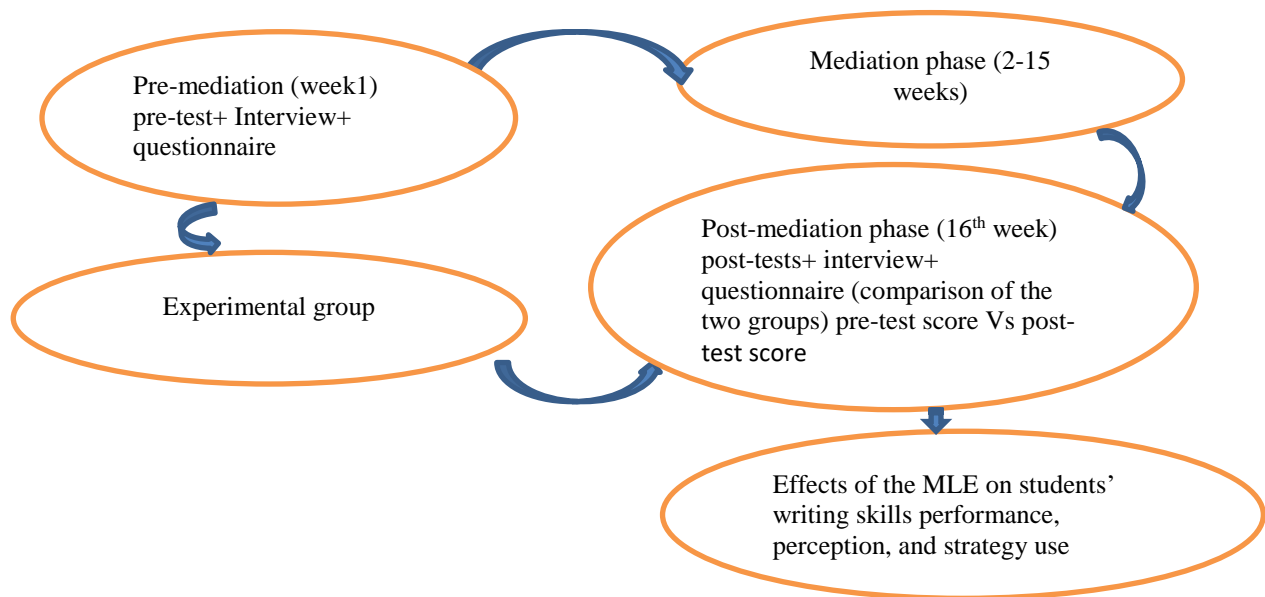


Figure 2: The Experiment flow chart

3.13 Summary of the Pilot Study

This section provides a summary of a pilot study aimed at assessing the viability of planned instruments for a final inquiry. The study aimed to investigate the impact of teacher mediation on students' writing skills, learning strategies, and self-efficacy beliefs at the paragraph and essay levels. The research questions, hypothesis, methodology, results summary, and lessons gained are presented.

3.13.1 Objective of the Pilot Study

The objective of the pilot study was to test the instruments used in the main study.

3.13.2 Research question of the pilot study

The pilot study question was: What are the effects of teacher mediation on students' use of learning strategies for writing skills, writing skills self-efficacy belief, and writing skills performance?

3.13.3 Methodology

The study utilized a social constructivist knowledge claim that allows, collecting data from personal experiences, seeking complex views, and using a mixed methods approach for a nuanced understanding of the subject matter under investigation (Creswell, 2003; 2014). The study employed a mixed research design, utilizing multiple methods to explore complex issues, ensuring scientifically sound results and enhancing understanding of the subject matter by identifying its nature (Merten, 2010).

3.13.4 Research approach

The study used a quasi-experimental research method to investigate the impact of teacher mediation on three variables in Ethiopian higher institutions, using intact groups without random allotment, a flexible method suitable for situations where random allotment is not feasible. (Johnson and Christensen, 2017; Creswell, 2014).

3.13.5 Research setting and participants

The Main and IOT campuses of Hawassa University, which were chosen for the study based on available sample procedures, hosted the investigation. Participants were first-year students enrolled in the 2021 academic year in the Natural Science Department.

3.13.6 Sampling technique

Two campuses were chosen for first-year students to avoid data contamination from social communications. Sections 1 and 19 were randomly selected from 37 natural science sections. Treatment and control groups were assigned by lottery, with Section 19 as the experimental group and Section 1 as the control group. Three pupils were removed due to incomplete performance evaluations.

3.13.7 Writing skills emphasized in the study

The study emphasized paragraph and essay levels in addressing learners' lack of proficiency, emphasizing the need for a mediator to effectively communicate and support learning.

3.13.8 Instruments

The study used tests, questionnaires, and interviews to evaluate writing skills performance. The IELTS test was used for practice, consisting of four questions: 20-minute paragraphs on deforestation, a process analysis paragraph on the water cycle, 40-minute essays on table interpretation, and university study cost sharing or government coverage. Tests assessed content relevance, organization, grammar, vocabulary choice, and use mechanics.

The study utilized questionnaires to gather self-reported data from learners, including demographics, education level, and occupation. A Likert scale inventory was used to prompt the importance of mediation principles, adapted from Abyi (2005) and Wogari (2010). The questionnaire changed the focus from "telling you the meaning of the lesson and why a

particular speaking activity is important" to "Tell you the meaning of the lesson and why a particular writing skill activity is important."

The questionnaire includes a learning writing strategy use inventory, adapted from Oxford (1990: 294-296) which focuses on memory, cognitive, compensational, metacognitive, affective, and social strategies. It also includes a Likert scale inventory for students' writing skills self-efficacy belief Bandura (1997) and Pajero (1997). The self-efficacy instruments assess writing content relevance, idea generation, organization, appropriate grammar usage, mechanics, word usage, and planning (Alamirew, 2005). The study involved four students and a mediator in an in-depth interview to evaluate their writing skills, focusing on experiences with instruction, teacher encouragement, strategies, and confidence in well-structured paragraphs and essays (Petric & Czarl, 2003).

3.13.9 Methods of data analysis

The study used SPSS version 24 to analyze quantitative data. Statistical tests were used, including Cohen's d, paired sample t-test, independent sample t-test, and Pearson Product Moment Correlation Coefficient (r). Thematic analysis was used to analyze in-depth interview data.

3.13.10 Teachers selection, materials preparation, and research procedure

Two English lecturers, Teacher One and Teacher Two, underwent 12 hours of training on study objectives and procedures. The researcher designed a new writing skill teaching material using Feuerstein MLE and Walqui's instructional scaffolding model to align instruction with students' needs, improve performance, writing skills self-efficacy belief and enhance learning strategies. The material, consisting of six chapters, was reviewed by an associate professor, a Ph.D. holder, and two MA holders. Chapter One, titled "Managing Learning," and Chapter Six, "Six Peace, the Only Way to Peace," were selected randomly for a pilot study. The material received valuable feedback before investigation.

The interactionist mediation approach was chosen over the interventionist method because it allows the mediator to identify and address learners' cognitive issues while adjusting the mediation's moves accordingly (Poehner & Lantolf, 2008).

The pilot study, conducted from January 5 to March 14, 2021, involved pre-mediation, while-mediation, and post-mediation stages. The pre-mediation phase involved data collection, while the post-mediation phase involved tests, questionnaires, and interviews. The mediation phase took 8 weeks.

3.14 Major Findings of the Pilot Study

Based on the above research questions and the hypothesis the following findings were drawn.

- The study conducted a t-test on the post-mediation performance of experimental and control groups. The results showed no significant difference in writing, organizing, and using appropriate words, grammar, and mechanics between the experimental and control groups. The null hypothesis was retained, but the experimental group outperformed the control group in overall mean results. The study suggests that a significant difference would be observed if teacher mediation was longer. Interview results also supported the questionnaire findings.
- The study found no significant differences in the use of memory, compensation, metacognitive, affective, and social strategies between the experimental and control groups. However, there was a significant difference in cognitive strategy use. The experimental group's results exceeded the control group's, suggesting a potential difference in strategies if teacher mediation was longer.
- The study found no significant differences in students' self-efficacy belief between experimental and control groups in writing relevant content, planning writing, organization, and idea generation. However, the experimental group's results exceeded the control group's, suggesting a longer teacher mediation might lead to a significant difference. However, there was a significant difference in self-efficacy in using grammar, mechanics, word choice, and managing affective behaviour between the two groups.
- The mediators primarily used mediation criteria for intentionality, reciprocity, meaning, transcendence, competence, learning control, challenge, self-assessment, and optimism, with goal setting, sharing, individuation, and belongingness being less frequently used.
- Interviews confirmed the questionnaire's findings, and the results from the independent samples t-tests also confirmed the findings.

3.15 Lessons learned from the pilot study

The lessons learned from the pilot study and used to enrich the final study were summarized and presented below.

A. Duration of the experiment

As stated in the summary part, the results of independent samples t-tests show no statistically significant differences between the experimental and control groups in terms of writing skills performance, strategy use, and self-efficacy belief. Conversely, the mean of the experimental groups surpasses the control group. This implies that experimenting for a longer period would bring more effects.

B. Instruments

The self-efficacy belief inventory questionnaire adapted from Alamirew (2005) was removed and replaced by another instrument used by (Bandura, 1997; Pajares, 1997; Dawit, 2008; Anteneh, 2005) before conducting the main study. It consists of 18 items with possible answers mentioned as follows: “*Definitely false, mostly false, a little bit false, a little bit true, mostly true, and definitely true*”. The replacement was done because the replaced questionnaire was well organized around the writing skill self-efficacy belief sources and widely used by hosts of investigators. All items were designed in terms of what the respondent can do around content relevance, idea generation, organization, grammar, mechanics, word usage, and planning, affective behaviour using I can... expression. It only requires what the respondents can do. For example, in item one, in the category of idea generation, “*I can easily use writing process stages (brainstorming, outlining, draft writing, revising/ editing)*”. Another modification was adding 10 items to be rated from 0 (no chance) to 100 (completely certain), to elicit information on how sure they can perform each of the stated writing skills.

C. The newly designed materials

The mediator and the students reported that little emphasis was given to mechanics skills. The investigator intended that the mediator teaches by integrating with other subs-skills. Therefore, the contents related to mechanics were considered in the main study.

CHAPTER FOUR: DATA ANALYSIS AND RESULTS

4.1 Introduction

The information gathered both before and after the meditation is examined in this chapter. Below is an analysis of the data obtained through tests, questionnaires, and interview findings in particular.

4.2 Analysis of Students' Demography

The demographic information of the students is examined to determine whether any confounding variables affected the results. This is due to research demonstrating statistically significant variations in writing strategies, self-efficacy beliefs, and performance between boys and girls.

4.2.1 Students' age and sex

Table 4.1

Students' Age and Sex

Personal information	Experimental group		Control Group		
	<i>N</i>	%	<i>N</i>	%	
Gender	Male	21	67.7	23	74.2
	Female	10	32.3	8	25.8
Age	18-22	31	100	31	100
	23-27	0	0	0	0
	28-32	0	0	0	0

Note. Number of experimental group =31, Number of control group =31

Table 4.1 depicts the participants' backgrounds. The table shows that from the total number (31) of the experimental students, 21 (67.7%) were male and 10(32.3%) female. Of the total number of (31) control group participants, 23 (74.2%) were male, and 8(25.8%) were female. According to these numbers, the proportion of male and female participants in the experimental and control groups is nearly equal. As far as the age of the participants is concerned, from the total participants (31) of the experimental students, 31 (100%) were found between the age range of 18-22. Likewise, all control group participants 31(100%) were found to be between 18-22 age ranges. This means that all students in both groups were

found in the age range of 18-22, which means that there is no age range difference. That is to mean age cannot be an affecting factor for the investigation at hand.

4.2.2 Family education level

Table 4.2

Family Education Level

		Experimental		Control	
		<i>n</i>	%	<i>n</i>	%
Mothers Level of Education	Illiterate	8	25.8	6	19.4
	Read and write	9	29	7	22.6
	Grades1-6	2	6.5	2	6.5
	Grades7-12	4	12.9	7	22.6
	Diploma	2	6.5	4	12.6
	BA/BSC and Above	6	19.4	4	12.9
	Missing	-	-	1	3.2
Fathers Level of Education	Illiterate	4	12.9	1	3.2
	Grades1-6	3	9.7	1	3.2
	Read and Write	9	29	6	19.4
	Grades7-12	4	12.9	9	29
	Diploma	2	6.5	4	12.9
	BA/BSC and Above	8	25.8	10	32.3
	System Missing	1	3.2	-	-

Note. Number of experimental group =31, Number of control group =31

Table 4.2 above indicates the experimental and control group participants' family education levels. Among the total number of the experimental group respondents, the majority of mothers 9(29%) can read and write. While 2(6.5%) of mothers were between grades 1-6, others who account for 4(12.9%) were in Grades 7-12. Of the total participants, mothers 2 (6.5%) hold a diploma whereas 6(19.4%) hold BA/BSC and above. The remaining 8 (25.8%) were illiterate. It can be deduced from the above analysis that the majority of the experimental group participants' mothers 24 (71%) were found to be educated though their levels differ.

As far as the experimental group participants' fathers' level of education is concerned, 9(29%) can read and write, 8(25.8) hold BA/BSC and above, 4(12.9 %) were educated 7-12 grades, 3(9.7%) educated 1-6 grades, and 2(6.5%) hold diploma respectively. Only 4(12.6%) fathers were illiterate. It can be concluded from the above analysis that the majority 26(83.7%) of the experimental group fathers were found to be of different education levels.

As can be seen from the table among the control group's participants' mothers 7(22.6%) were found to be between 7-12 grade levels. Others were found to be at different levels of education. Accordingly, 6(19.4) were illiterate, 4(12.65%) had BA/BSA and above, 4(12.6%) had diplomas, and 2(6.5%) were found to be between 1-6 grades respectively. The remaining 6(19.4%) were illiterate. What can be generalized from the above analysis is that the majority 24(80%) of the control group participants' mothers were educated though the level of education differed. Likewise, the table illustrates the control groups' participants' fathers' level of education. Accordingly, the majority of the participants' fathers 10(32.3%) hold BA/BSC and above and 4(12.9) hold a diploma. Next to this 9(29%) of fathers were found between 7-12 grade levels and 6(19.4) can read and write. Only 1(3.2%) were found illiterate. Though their degrees varied, it was discovered that 30 (96.7%) of dads had some degree of educational experience. The results of the study above show that, despite the differences in their educational experience, the majority of the participant families in both the experimental and control groups were found to have some exposure to education.

4.2.3 Family occupation

Table 4.3

Respondent's Family Occupation

Family Occupation	Experimental		Control		
	<i>n</i>	%	<i>n</i>	%	
Mother's occupation	Farmer	6	19.4	3	10
	Merchant	9	29.0	4	13.3
	Housewife	6	19.4	11	36.7
	Government Employee	9	29	12	40
	NGO Employee	1	3.2	-	-
	Missing System	-	-	1	3.2
Father's occupation	Farmer	9	29	7	22.6
	Merchant	6	19.4	5	16.1
	Government Employee	12	38.7	16	51.6
	NGO Employee	2	6.5	-	-
	Missing System	1	3.2	1	3.2
	Specify Others	1	3.2	2	6.5

Note. Number of experimental group =31, Number of control group =31

As can be seen from Table 4.3, the experimental groups' mothers included 6 (19.4%) farmers, 9 (29%) merchants, 6 (19.4%) housewives, 9 (29%) workers of the government, and 1 (3.2%), respectively. There were 12 (38.7%) government workers, 9 (29%) farmers, and 6 (19.4%) merchants among the participants' fathers' professions. Here, it is evident that the majority of participants—mothers 9 (29%) and fathers 12 (38.7%)—were workers for the government.

The table also lists the mothers' occupations for participants in the control groups. Therefore, 3 (10.1%) were farmers, 4 (13.3%) were merchants, 11 (36.7%) were housewives, 12 (40%) were government employees, and 1 (3.2%) worked for an NGO. The fathers of the participants also work in various professions. Thus, 7 (22%) of the population worked as farmers, 5 (16.1%) as merchants, and 16 (51.6%) as government employees. According to the research indicated above, the majority of the participants mothers (12%) and fathers (51.6%) worked for the government. That is to say, in both groups' cases relatively the majority of participants' fathers and mothers were government employees.

4.3 Analysis of students' performance of the pre-test results

4.3.1 Inter-raters scores reliability of writing skill performance indicators in the pre-test

Before examining the participants' level of writing skill performance in the pre-mediation, the validity of the ratings as given by the two raters was examined using the Pearson correlation coefficient. Following is a presentation of the test results and related analysis.

Table 4.4

The pre-mediation Intercorrelations for Study Variables Disaggregated by Experimental and Control Groups

Performance indicators	1	2	3	4	5	6	7	8	9	10
1. Relevance R1	--	.85**	.88**	.77**	.94**	.80**	.91**	.81**	.81**	.75**
2. Relevance R2	.77**	--	.81**	.94**	.89**	.96**	.82**	.94**	.82**	.85**
3. Organization R1	.83**	.82**	--	.83**	.92**	.80**	.92**	.84**	.85**	.78**
4. Organization R2	.78**	.87**	.86**	--	.84**	.96**	.79**	.97**	.79**	.85**
5. Grammar use R1	.71**	.87**	.85**	.81**	--	.88**	.97**	.88**	.87**	.80**
6. Grammar use R2	.70**	.92**	.81**	.88**	.86**	--	.81**	.97**	.79**	.86**
7. Word usage R1	.87**	.89**	.91**	.86**	.88**	.87**	--	.85**	.85**	.78**
8. Word usage R2	.81**	.87**	.86**	.86**	.80**	.90**	.92**	--	.82**	.87**
9. Mechanics usage R1	.65**	.74**	.82**	.61**	.83**	.78**	.83**	.77**	--	.89**
10. Mechanics usage R2	.41*	.73**	.60**	.67**	.77**	.75**	.56**	.60**	.53**	--

Note. The results of the experimental group sample (n=31) are shown below the diagonal. The results for the control group (n=31) are shown above the diagonal. * $P < .05$, ** $p < .01$, *** $p < .001$ (2-tailed). R1-Rater 1, R2-Rater2.

Table 4.4 depicts Pearson correlation coefficients that were computed to assess the relationship between rater one and rater two regarding writing relevant content, organization, grammar, vocabulary, and mechanics uses. There was a strong positive correlation between the two raters on writing relevant content. Experimental group $r = .77$ and the control group $r = .85$, $p = < .01$. As with organization of paragraph and essay writing the correlation coefficient reveals that there was a strong positive correlation between rater one and two while the experimental group $r = .86$, the control group $r = .83$, $p = < .01$. Regarding to correlation coefficients rater one and two about grammar, there was a strong positive correlation between the two raters experimental group $r = .86$, and control group $r = .88$, $p = < .01$. The correlation coefficient of rater one and two on students vocabulary usage in their paragraph and essay writings was a strong positive the experimental group $r = .92$ and the control group $r = .85$, $p = < .01$. Finally, there was a strong positive correlation found between rater one and two about use of mechanics the experimental group $r = .53$ and the control group $r = .89$, $p = < .01$. In sum, as can be seen from the above analysis, the findings revealed that there is not a significant differences between the two raters in terms of writing content relevance, organization, appropriate word, and grammar and mechanics usage.

4.3.2 Overall inter-raters reliability of performance scores in the pre-test

Table 4.5

Overall correlation

Ore all correlations	1	2
1. Rater one overall score	--	.88**
2. Rater two overall score	.92**	--

Note. 1 = the experimental group sample (n=31). 2 = the control group (n=31). * $P < .05$, ** $p < .01$, *** $p < .001$ (2-tailed). R1-Rater 1, R2-Rater2.

As shown in Table 4.5 a Pearson correlation coefficient was computed to assess the relationship between the overall pre-teacher mediation paragraphs and essay writing performance scores of rater one and rater two. There was a strong positive correlation between the two raters. The experimental group $r = .92$ and the control group $r = .88$, $p = < .01$. This indicates that the overall correlation coefficient test revealed that there were no significant differences between the two raters in terms of overall performance.

4.3.3 Independent-samples t-test of students' performance in the pre-test

In the pre-mediation stage students took a writing skill test, and before conducting independent samples, a t-test was conducted to determine the normality of data distribution and outliers. A Shapiro-Wilk test revealed a normally distributed distribution, and no outliers were found. (See Appendix H2)

An independent samples t-test was conducted to see the performance of the experimental and control groups at pre-mediation.

Table 4.6

The Independent-samples t-test results in the pre-test

	Experimental			Control		<i>t</i>	<i>DF</i>	<i>P</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Content relevance	62	7.42	3.61	7.11	4.80	0.288	60	.775
Organization	62	5.93	2.98	5.54	4.03	0.430	60	.669
Grammar	62	6.48	3.19	6.28	4.45	0.205	60	.838
Vocabulary	62	5.41	2.66	5.09	3.42	0.420	60	.676
Mechanics	62	1.53	0.82	1.43	1.24	0.378	60	.707
Overall performance	62	26.77	12.70	25.44	17.56	0.341	60	.734

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

The independent samples t-test was conducted to determine if there were significant differences between the experimental and control groups regarding writing relevant content, organizing ideas, and using the appropriate vocabulary, grammar, and mechanics. There was not a significant difference regarding writing relevant content between the experimental ($M = 7.42$, $SD = 3.61$) and control groups ($M = 7.11$, $SD = 4.80$), $t(61) = 0.288$, $p = .775$. $P > .05$. Concerning idea organization, there was not a statistically significant difference between the experimental ($M = 5.93$, $SD = 2.98$) and control groups ($M = 5.54$, $SD = 4.03$, $t(61) = 0.43$, $p = .669$). Regarding grammar use, the test showed that there was not a statistically significant difference between the groups, the experimental ($M = 6.48$, $SD = 3.19$) and control groups ($M = 6.28$, $SD = 4.45$, $t(61) = 0.205$, $p = .838$). Concerning vocabulary usage, the test revealed that there was not a statistically significant difference between the experimental ($M = 5.41$, $SD = 2.66$) and the control groups ($M = 5.09$, $SD = 3.42$, $t(61) = 0.420$, $p = .676$). Finally, the test computed to see the use of mechanics revealed that there was not a statistically significant difference between the experimental ($M = 1.53$, $SD = 0.821$) and control groups ($M = 1.43$, $SD = 1.24$, $t(61) = 0.378$, $p = .707$). The overall performance showed that there was not a statistically significant difference between the experimental ($M = 26.77$, $SD = 12.70$) and control groups ($M = 25.44$, $SD = 17.55$, $t(61) = .341$, $p = .734$). Thus, it could be concluded that the experimental and control groups were at the same performance level at the pre-test stage.

4.4 Analysis of Results of the Post-test

The validity of the scores of writing skills performance as provided by the two raters was assessed using the Pearson correlation coefficient before comparing the participants' pre-test and post-test writing skill performance. The test results and associated analyses are presented next.

4.4.1 Analysis of results of the post-test

4.4.1.1 Results of the inter-raters reliability of students' score

Table 4.7

Intercorrelations for study variables disaggregated by experimental and control groups post-test

	1	2	3	4	5	6	7	8	9	10
1. Relevance R1	--	.97**	.92**	.91**	.96**	.91**	.95**	.87**	.73**	.76**
2. Relevance R2	.92**	--	.89**	.90**	.94**	.92**	.93**	.84**	.72**	.77**
3. Organization R1	.87**	.87**	--	.98**	.95**	.93**	.94**	.89**	.7**	.78**
4. Organization R2	.83**	.88**	.92**	--	.95**	.94**	.94**	.88**	.73**	.77**
5. Grammar use R1	.83**	.88**	.85**	.75**	--	.98**	.98**	.93**	.80**	.84**
6. Grammar use R2	.80**	.90**	.84**	.84**	.92**	--	.94**	.91**	.80**	.86**
7. Word usage R1	.82**	.88**	.86**	.85**	.87**	.90**	--	.94**	.79**	.85**
8. Word usage R2	.77**	.89**	.83**	.88**	.85**	.90**	.95**	--	.78**	.84**
9. Mechanics R1	0.08	0.06	0.19	0.03	0.19	0.002	0.10	0.02	--	.80**
10. Mechanics R2	0.14	0.11	0.25	0.12	0.27	0.10	0.17	0.12	.89**	--

Note. The results of the experimental group sample (n=31) are shown below the diagonal. The results for the control group (n=31) are shown above the diagonal. * $P < .05$, ** $p < .01$, *** $p < .001$ (2-tailed). R1-Rater 1, R2-Rater2.

A Pearson correlation coefficient was computed to assess the post-mediation scores relationship between rater one and rater two about writing relevant content, organization, grammar, vocabulary, and mechanics uses. There was a strong positive correlation between the two raters on writing relevant content. Experimental group $r = .92$ and the control group $r = .97$, $p = < .01$. As with organization of paragraph and essay writing the correlation coefficient reveals that there was a strong positive correlation between rater one and two while the experimental group $r = .92$, the control group $r = .97$, $p = < .01$. Regarding to correlation coefficients rater one and two about grammar, there was a strong positive correlation between the two raters experimental group $r = .92$, and control group $r = .98$, $p = < .01$. The correlation coefficient of rater one and two on students vocabulary usage in their paragraph and essay writings was a strong positive and the experimental group $r = .95$ and the control group $r = .94$, $p = < .01$. Finally, there was a positive correlation found between rater one and two about use of mechanics the experimental group $r = .89$ and the control group $r = .80$, $p = < .01$. In sum, as can be seen from the above analysis the findings reveal that there

is not a significant differences between the two raters in terms of writing content relevance, organization, appropriate word, grammar, and mechanics usage.

Table 4.8

Overall correlation

Ore all correlations	1	2
1. Rater one & two Overall score	--	.96**
2. Rater1 & 2 overall score	.98**	--

*Note. 1= the experimental group sample (n=31). 2 = the control group (n=31). *P<.05, ** p <.01, *** p <.001 (2-tailed). R1-Rater 1, R2-Rater2.*

As depicted in Table 4.8 a Pearson correlation coefficient was computed to assess a relationship between the overall post-teacher mediation paragraphs and essay writing performance scores provided by rater 1 and rater 2. There was a strong positive correlation between the two raters. The experimental group $r = .92$ and the control group $r = .88$, $p = < .01$. That is to say, the results of the two raters were found consistent.

The normality of the data distribution and any potential outliers were examined before running the independent samples t-test and paired samples t-test on the results of the performance tests. To determine how the data were distributed, a Shapiro-Wilk test was performed. The outcome showed that the data were distributed normally. The test that was run to check for outliers revealed that there were none. (See Appendix-I2).

4.4.1.2 Results of paired-samples t-test of students' performance

Table 4. 9

Paired Sample t-test of the Experimental Group on Writing Skills Performance Indicators

MLE Principles	Performance Indicators							
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>DF</i>	<i>P</i>	<i>Cohen's d</i>
Piar1	Pre-content	31	7.42	3.61				
	Post-content	31	17.87	5.67	-11.86	30	.000	2.25
Pair2	Pre-organization	31	5.93	2.98				
	Post-organization	31	15.96	4.49	-13.53	30	.000	2.68
Pair3	Pre-grammar	31	6.48	3.19				
	Post-grammar	31	15.17	4.99	-12.47	30	.000	2.12
Pair4	Pre-vocabulary	31	6.50	3.33				
	Post-vocabulary	31	12.90	3.74	-9.07	30	.000	1.81
Pair5	Pre-mechanics	31	1.53	0.82				
	Post-mechanics	31	1.69	0.65	-0.915	30	.506	.22
Pair6	Pre-overall	31	26.77	12.70				
	Post-overall	31	61.36	17.20	-12.60	30	.000	2.31

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

A paired-sample t-test computed to compare the performance of the experimental group in writing relevant content under the pre-mediation and post-mediation conditions indicated a statistically significant difference between pre-test ($M = 7.42$, $SD = 3.61$) post-test ($M = 17.87$, $SD = 5.67$), $t(30) = -11.86$, $p = .000$). *Chen's d* = 2.25, which indicates a strong effect of teacher mediation. As with the idea organization, there was also a statistically significant difference between the pre-test ($M = 5.93$, $SD = 2.98$) and the post-test ($M = 15.96$, $SD = 4.49$), $t(30) = -13.53$, $p = .000$). *Cohen's d* = 2.68. This shows the strong effect of teacher mediation. Regarding performance in grammar usage, there is a statistically significant difference between the pre-test ($M = 6.48$, $SD = 3.19$) and the post-test ($M = 15.17$, $SD = 4.99$), $t(30) = -12.47$, $p = .000$). *Cohen's d* = 2.12, which shows that the effect size is modest. Concerning the use of appropriate vocabulary, the test showed a statistically significant difference in the pre-test ($M = 6.50$, $SD = 3.33$) and the post-test ($M = 12.90$, $SD = 3.73$), $t(30) = -9.07$, $p = .000$). *Cohen's d* = 1.81, indicating that the effect size is strong. However, there was statistically no significant difference in scores using mechanics in the pre-test ($M = 1.53$, $SD = 0.82$) and post-test ($M = 1.69$, $SD = 0.65$), $t(30) = -0.915$, $p = .506$). The overall performance showed a statistically significant difference between the pre-test ($M = 26.77$, SD

= 12.70) and the post-test ($M = 61.36$, $SD = 17.20$, $t(30) = -12.60$, $p = .000$). Cohen's $d = 2.31$ indicates that the effect size is strong.

4.4.1.3 Independent samples t-test of students' performance in the post-test

Table 4.10

Results of independent samples t-test of students' performance

	<i>N</i>	Experimental		Control		<i>T</i>	<i>D</i>	<i>P</i>	Cohen's <i>d</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Content Relevance	62	17.87	5.67	8.77	5.18	6.60	60	.000	1.68
Organization	62	15.96	4.49	7.59	4.41	7.40	60	.000	1.88
Grammar	62	15.17	4.99	6.99	4.31	6.91	60	.000	1.76
Vocabulary	62	12.10	3.74	6.08	3.81	7.11	60	.000	1.60
Mechanics	62	1.69	0.65	1.63	1.00	.261	60	0.793	.07
Overall	62	61.36	17.20	30.00	17.72	6.92	60	.000	1.80

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

Table 10 indicates the independent samples t-tests computed to determine if there are differences between the mean scores of the experimental and control groups' post-mediation performance indicators. The mean score for the experimental group on writing relevance content ($M = 17.87$, $SD = 5.67$) is significantly higher than the control group ($M = 8.77$, $SD = 5.18$), $t(61) = 6.60$, $p = .000$). Cohen's $d = 1.68$. This shows that the effect of teacher mediation is strong. Regarding ideas organization, the experimental group ($M = 15.96$, $SD = 4.49$) is significantly greater than the control group ($M = 7.59$, $SD = 4.41$), $t(61) = 7.40$, $p = .000$). Cohen's $d = 1.88$. This indicates that the effect of teacher mediation is strong. As to the mean scores of grammar usage, the experimental group post-mediation ($M = 15.17$, $SD = 4.99$) is significantly greater than the control ($M = 6.99$, $SD = 4.31$), $t(61) = 6.91$, $p = .000$). Cohen's $d = 1.76$. This shows that the effect of teacher mediation is strong. The post-mediation mean score of the experimental group vocabulary usage ($M = 12.10$, $SD = 3.74$) was significantly higher than that of the control group ($M = 6.08$, $SD = 3.81$), $t(61) = 7.11$, $p = .000$). Cohen's $d = 1.60$. This reveals that the effect of teacher mediation is strong. But in the case of the appropriate use of mechanics, there is not a statistically significant difference between the experimental group ($M = 1.69$, $SD = 0.65$) and the control group ($M = 1.63$, $SD = 1.00$), $t(61) = .261$, $p = .793$). Cohen's $d = 0.07$. This reveals that the effect of teacher

mediation is weak. Overall, the score of the experimental group ($M = 61.36$, $SD = 17.20$) was significantly greater than the control group ($M = 30.00$, $SD = 17.72$, $t(61) = 6.92$, $p = .000$) which shows $p < 0.05$ significance level. Cohen's $d = 1.80$. This reveals that the effect of teacher mediation is strong. The participants and the mediator's interviewees' results depicted that they anonymously provided similar findings that indicated the mediator's application of MLE in instructing students to write essays and paragraphs changed their writing skills performance, self-efficacy belief, and strategies use.

4.4.2 Analysis of results of questionnaires

4.4.2.1 Analysis of results of the importance of mediation principles

Table 4.11

Students Ratings on the Importance of Mediation Principles

Mediation Principles		Not at all		Not important		Uncertain		Quite important		Very important	
		<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Intention	Pre-test	1	3.2	6	19.4	9	29	10	32.3	5	16.1
	Post-test	-	-	-	-	2	6.5	13	41.9	16	51.6
Meaning	Pre-test	3	9.7	7	22.6	15	48.4	4	12.9	2	6.5
	Post-test	-	-	-	-	5	16.1	14	45.2	12	38.7
Transcendence	Pre-test	4	12.9	12	38.7	12	38.7	3	9.7	-	-
	Post-test	1	3.2	-	-	4	12.9	11	35.5	15	48.4
Competence	Pre-test	9	29	10	32.3	6	19.4	5	16.1	1	3.2
	Post-test	-	-	-	-	6	19.4	14	45.2	11	35.5
Control	Pre-test	5	16.1	11	35.5	18	58.1	4	12.9	1	3.2
	Post-test	-	-	1	3.2	4	12.9	11	35.5	14	45.2
Goal setting & achieving	Pre-test	2	6.5	8	25.8	18	58.1	3	9.7	-	-
	Post-test	1	3.2	-	-	6	19.4	8	25.8	16	51.6
Challenge	Pre-test	2	6.5	7	22.6	13	41.9	8	25.8	1	3.2
	Post-test	-	-	3	9.7	7	22.6	8	25.8	13	41.9
Changing entity	Pre-test	5	16.1	6	19.4	6	19.4	10	32.3	4	12.9
	Post-test	-	-	1	3.2	3	9.7	14	45.2	12	38.7
Optimistic	Pre-test	4	12.9	4	12.9	14	45.2	5	16.1	4	12.9
	Post-test	-	-	9	29	14	45.2	3	9.7	4	12.9
Sharing	Pre-test	5	16.1	8	25.8	13	41.9	3	9.7	2	6.5
	Post-test	1	3.2	1	3.2	3	9.7	9	29	17	54.8
Individuation	Pre-test	8	25.8	10	32.3	11	35.5	1	3.2	1	3.2
	Post-test	-	-	3	9.7	2	6.5	15	48.4	11	35.5
Belongingness	Pre-test	11	35.5	6	19.4	9	29	4	12.9	1	3.2
	Post-test	-	-	4	12.9	16	51.6	5	16.1	6	19.4

Table 4.11 reveals the experimental group students' ratings on the importance of mediation principles for improvements of their writing skills at the pre-mediation and post-mediation stages. As can be seen from Table 4.11 students' pre-mediation ratings for mediation for intentionality and reciprocity, the majority 10 (32.3%) said very important and 5 (16.1%) said very important. Whereas 9(29%) said uncertain and 6 (19.4%) reported not important. In the post-mediation, the majority of participants—16 (51.6%) and 13 (41.9%)—rated it as very important and quite important, indicating that the vast majority of 29 (93.5%) respondents agreed.

Regarding the pre-mediation rating for mediation for meaning, the majority of the students, 15 (48.4%) said uncertain and 7(22.6%) said not important. From total respondents 4(12, 9%) said very important and 2(6.5%) said quite important. However, in the post-miliation majority of participants reported 14 (45.2%) as quite important and 12(38.75%) reported very important. Only 5(16.1%) reported that they were uncertain about the importance of mediation for meaning.

As for mediation for transcendence writing skills, the majority of the students 12 (38.70%) asserted not important, 12(38.70%) asserted uncertain, and 4(12.9%) asserted that not important at all. In contrast, in post-mediation, 15(48.4%) revealed very important and 11(35.5%) revealed quite important. Only 4(12.9 %) revealed that they were uncertain about the use of writing at other times and places.

Participants were asked to rate the importance of mediation for competence. Accordingly, the majority 10(32.3%) rated not important and 9(29%) rated not at all. 6(19.4%) reported that they were uncertain. Only 5(16.1%) of respondents reported quite important. Conversely, the students' post-mediation rating seemed the opposite. For example, the majority of participants 14 (45.2%) rated, very important and 11 (35.5%) quite important. The remaining 6(19.4%) rated uncertain.

In reporting their idea about the importance of mediation for controlling learning at the pre-mediation, the majority of participants 11(35.5%) revealed not important, and 5 (16.1%) not important at all. Of the total participants 10(32.3%) revealed that they were uncertain. Only 4(12.9%) participants revealed the principle was very important. On the other hand, in the post-mediation 14(45.2%) were very important and 11(35.5%) quite important. Only

4(12.9%) revealed that they were uncertain about the importance of mediation for controlling learning.

Regarding the participant's pre-mediation ratings about the importance of mediation for goal setting and goal achieving, the majority 18 (58.10%) rated uncertain. Among the participants, 8(25.8%) rated not important and 2(6.50%) not at all important. Here also only 3(9.30%) of respondents rated, very important. However, the participants' ratings in the post-mediation show a difference from pre-mediation. Thus the majority 16 (51.6%) and 8(25.8%) rated quite important and very important respectively. The remaining 6(19.4%) rated uncertain.

Concerning mediation for a challenge in the pre-mediation, 13(41.9%) said uncertain 7(22.6%) said not important, and 2(6.5%) said not important at all. About 8(25.8%) said very important. In the post-mediation, 13(41.9%) said very important and 8(25.8%) quite important which reveals the same with the pre-mediation. The remaining 7 (22.6) reported they are uncertain.

From the total participants who rated the importance of mediation for human beings as a changing entity, the majority 10 (32.3%) and (12.9%) reported they are very important and not important at all respectively. Of the total respondents, 6(19.4%) reported not being important and 5(16.1%) reported, not being important at all. Regarding participants post-mediation 14(45.2%) reported quite important 12(38.7) very important only 3(9.7%) reported uncertain about the importance of teacher's mediation for self-assessment.

In responding to the question on the importance of mediation for optimistic behaviour, the majority of the participants 14(45.2 %) responded, uncertain about the importance of mediation for optimistic behaviour. But 5(16.1%) reported very important and 4 (12.9 %) reported as quite important. Among the total respondents, 4(12.9 %) and 4(12.9 %) reported not being important at all and not important. There were few improvements revealed in the post-mediation and the majority of the participants 14(45.2%) revealed that they were uncertain. About 9(29%) reported, not important at all. Whereas 4(12.9%) and 3(9.7%) participants revealed very important and quite important.

In rating the importance of sharing behaviour, the majority of the respondents, 13 (41.9 %) rated uncertain. Among participants, 5 (16.1%) reported that not at all important and 8

(25.8%) reported not important. From the total respondents, only 3 (9.7%) and 2 (6.5%) reported very important and quite important respectively. However, the results of participants' responses in the post-mediation showed important change. Hence, it is found that the majority of participants 17 (54.8%) confirmed that mediation for sharing behaviour is very important and 9 (29%) quite important respectively.

Regarding mediation for individuation in the pre-mediation, the majority 11(35.5%) revealed that they are uncertain, 10 (32.3 %) not important, and 8 (25.8 %) not important at all respectively. The results of post-mediation showed the opposite of pre-mediation. Consequently, 15 (48.4%) participants rated the principle as very important and 11(35.5) as quite important. This indicates that the teacher's mediation produces important changes in individual and psychological differentiation.

Finally, the students rated the importance of mediation for belongingness in writing skills. Of the total respondents 11 (35.5 %) said not important at all, 6 (19.4%) not important, and 9 (29 %) were uncertain consequently. Only 4 (12.9%) reported that it is very important. Nevertheless, there were changes in the post-mediation results. Likewise, in the post-mediation majority of participants, 16 (51.6%) revealed that they were uncertain and 4 (12.9%) revealed not important at all.

What can be concluded from the above analysis is that students reported that changes were observed in the importance of teacher mediation principles between pre-mediation and post-mediation times. Accordingly, in the pre-mediation majority of respondents reported that they were uncertain about the importance of the teachers' mediation for meaning, transcendence, challenge, goal setting, optimistic behaviour, and individuation. Similarly, mediation for competence, controlling learning, challenge, and belongingness were rated as not important. However, the majority of participants rated it as very important for the mediation of intentionality and reciprocity and quite important for mediation for human beings are a changing entity. There is correspondence between these findings and the students and the mediator's interviews. Participants unanimously reported that no practice of the principles except there were some attempts to mediate meaning and goal setting and goal achieving. The mediator also responded that he did not assume that using these principles was important.

However, the post-mediation revealed different outcomes. As a consequence, the majority of respondents indicated that mediation for intentionality and reciprocity, transcendence,

competence, managing learning, sharing, challenge, and individuation, rated as both very important and quite important respectively. In a similar vein, most students gave mediation for meaning, goal setting, changing entity, and individuation quite important or very important ratings. The majority of participants, on the other hand, claimed to be uncertain of the importance of mediation for optimistic behaviour and a sense of belonging for the writing activities. The experimental group's and the mediator's interviewees' results, which were provided anonymously, were similar in that they indicated the value of the MLE principles in instructing students to write essays and paragraphs.

4.4.2.2 Analysis of the results of the use of mediation principles

Table 4.12

Students' ratings on the teachers' use of mediation principles

Mediation Principles		Not at all		Not very often		Uncertain		Quite often		Very often	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Intention	Pre-test	2	6.5	5	16.1	10	32.3	9	29	5	16.1
	Post-test	-	-	-	-	3	9.7	12	37.8	16	51.6
Meaning	Pre-test	2	6.5	5	16.1	13	41.9	7	22.6	4	12.9
	Post-test	-	-	-	-	3	9.7	13	41.9	15	48.4
Transcendence	Pre-test	3	9.7	12	38.7	13	41.9	-	-	3	9.7
	Post-test	-	-	-	-	1	3.2	10	32.3	20	64.5
Competence	Pre-test	7	22.6	8	25.8	12	38.7	-	-	4	12.9
	Post-test	-	-	-	-	6	19.4	15	48.4	10	32.3
Control	Pre-test	5	16.1	14	45.2	6	19.4	4	12.9	2	6.5
	Post-test	-	-	-	-	6	19.4	11	35.5	14	45.2
Goal setting & achieving	Pre-test	6	19.4	8	25.8	12	38.7	-	-	5	16.1
	Post-test	1	3.2	1	3.2	6	19.4	7	22.6	16	51.6
Challenge	Pre-test	4	12.9	8	25.8	14	45.2	3	9.7	2	6.5
	Post-test	2	6.5	12	38.7	9	29	4	12.9	4	12.9
Changing entity	Pre-test	2	6.5	10	32.3	9	29	9	29	1	3.2
	Post-test	-	-	-	-	4	12.9	18	58.1	9	29
Optimistic	Pre-test	6	19.4	4	12.9	14	45.2	3	9.7	4	12.9
	Post-test	2	6.5	9	29	10	32.3	5	16.1	5	16.1
Sharing	Pre-test	3	9.7	6	19.4	14	45.2	6	19.4	2	6.5
	Post-test	-	-	2	6.5	4	12.9	11	35.5	14	45.2
Individuation	Pre-test	4	12.9	5	16.1	14	45.2	7	22.6	1	3.2
	Post-test	-	-	-	-	6	19.4	9	29	16	51.6
Belongingness	Pre-test	11	35.5	7	22.6	7	22.6	5	16.1	1	3.2
	Post-test	-	-	7	22.6	13	41.9	7	22.6	4	12.9

Table 4.12 reveals that experimental group students on the pre-mediation and post-mediation ratings on the mediator use mediation principles to enhance their students' writing skills.

From the total participants rated the mediator's extent of use of mediation for intentionality and reciprocity, 10 (32.3 %) said uncertain, 5 (16.1 %) not very often, and 2 (6.5%) not at all respectively. Among respondents, 9 (29%) said the teachers use it quite often and 5 (16.1 %) very often. As with the post-mediation 16 (51.6%) reported very often and 12 (37.8%) quite often. Only 3 (9.7%) reported that they were uncertain about the mediator's use of the principle.

As for teacher's use of mediation of meaning of the writing activities at the pre-mediation 13 (41.9 %) respondents reported that they were uncertain. Among participants, 5 (16.1 %) reported not very often use. Whereas 7 (22.6%) and 4 (12.9 %) of the total respondents reported quite often and very often respectively. Concerning participants' post-mediation response, the majority of participants 15 (48.4%) and 13 (41.9) reported the mediator used the principle very often and quite often. Only 3 (9.7%) reported they were uncertain whether the mediator used the principle or not

Regarding the teachers' use of the principle of mediation for transcendence in the pre-mediation stage majority of the respondents, 13 (41.9 %) asserted that they were uncertain. Whereas 12 (38.7%) ascertained not very often and 3 (9.7 %), not at all. Only 3 (9.7 %) reported teachers' use of the principles quite often. In connection to post-mediation, whereas the majority of participants 15 (48.4%) and 10 (32.3%) rated that quite often and very often, 6 (19.4%) rated as they were uncertain if the teacher mediator used the principle or not.

In responding to the teachers' use of mediation for competence at the pre-mediation, 12 (38.7 %) revealed that they were uncertain, 8(25.8%) revealed that the teacher mediator not very often and 7 (22.6%) reported not at all respectively. Only 4(12.9%) reported the teacher use very often. Concerning the post-mediation majority of the participants' ratings 15 (48.4%) and 10 (32.3%) said that the mediators use the principles quite often and very often. Among the participants, 6 (19.4%) said that they were uncertain.

The respondents were asked to rate how often the teachers employ mediation for students' control of learning. The results show that 14 (45.2%) reported teachers did use not very often, 5 (16.1 %) not quite often, and 6 (19.4%) reported they were uncertain. Only 4 (12.9%) reported that the teachers used the mediation principles. In responding to the extent of using

the principle in the post-mediation, the majority of participants account for 11 (35.5%) and 14 (45.2%) responded that the mediator was used quite often and very often. About 6 (19.4%) responded that they were uncertain.

Concerning mediation for goal setting and goal achieving at the pre-mediation stage, 12 (38.7%) said uncertain, 8 (25.8%) not very often and 6 (19.4%) said not at all. Among the total respondents, 5 (15.1%) reported their teachers mediate very often. The post-mediation result shows changes in the teacher's application of the principle in class. Accordingly, while 16 (51.6%) asserted very often 7 (22.6%) participants confirmed quite often which accounts for 23 (74.2%). The remaining 6 (19.4%) claimed that they were uncertain about the teacher's application of the principle in the writing skills class.

Replying to how often the teachers did mediate for overcoming challenges in the teaching of paragraphs and essays in the pre-mediation, the majority of respondents 14 (45.2%) asserted that they were uncertain. Others 8 (25.8%) reported that not quite often and 4 (12.9%) not very often. Among the respondents, 3(9.7%) said very often and 2 (6.5 %) quite often. Participants reported similar responses in the post-mediation. Hence, among the participants 14 (45.2%) claimed uncertain, 8 (25.8%) did not quite often, and 4 (12.9%) did not very often.

In rating how often the teachers mediated for a sense of human being as a changing entity before mediation, among the total participants 10 (32.3 %) reported not quite often. About 9 (29 %) respondents described that they were uncertain about the teachers' application of the principle in the classroom. But 9 (29%) revealed that they used it quite often. Regarding the post-mediation, the majority of participants 18 (58.1%) and 9 (29%) reported the teacher used the principle quite often and very often respectively. About 4 (12.9%) of the remaining participants reported they were uncertain.

There was not much difference between the pre-mediation and post-mediation students' reports about the teachers' use of mediation for an optimistic behaviour paragraph and essay writing. Consequently, in the pre-mediation the majority 14 (45.2 %) of the participants asserted that they were uncertain. About 6 (19.4 %) were not used very often and 4 (12.9 %) used not quite often. The remaining 3 (9.7%) and 4 (12.9 %) asserted the teachers run

mediation quite often and very often respectively. In the post-mediation, 10 (32.3%) of participants claimed that they were uncertain about the teachers' application of the principle and 9 (29%) were not quite often. The remaining participants that count to 5(16.1%) reported quite often and 5(16.1%) participants reported very often.

Of the total respondents rated for teacher's mediation for sharing behaviour 14 (45.2%) reported uncertain about the teacher's use of the principle. Among the total participants, 6 (19.4%) revealed that their teachers did not use it very often. But 6 (19.4%) confirmed that teachers used it quite often and 6(19.4%) very often. As of post-mediation 14(45.2%) rated very often and 11 (35.5%) quite often. Only 4(12.9%) rated uncertain about the teacher's use of the principle in the writing skills instruction.

Regarding mediation for individuation, 14 (45.2%) participants reported that they were uncertain about the teachers' application of the principle. About 7 (22.6%) participants reported quite often. Of the remaining participants, 4 (12.9%) and 5 (16.1%) reported that the teacher was not quite often and not very often. In the post-mediation, on the other hand, participants noted the teacher widely used the principles in teaching writing skills. Accordingly, among the total participants, 9 (29%) asserted that the teacher used it quite often and 16 (51.6%) very often. The remaining 6 (19.4%) participants claimed they were uncertain whether the teacher employed the principle in the paragraph and essay writing lessons or not.

Students were asked about the teachers' mediation for belongingness. Accordingly, 11 (35.5%) asserted not very often and 7 (22.6%) quite often. About 7 (22.6%) were uncertain. Only 5 (16.1%) rated the teachers mediated quite often. In the post-mediation, 13 (41.9%) participants were uncertain about the teacher's use of the principle. About 7 (22.6) revealed that the teacher did not use it quite often. Of the total participants 7 (22.6%) reported quite often

It can be generalized from the pre-mediation that the majority of the participants revealed that they were uncertain about their teachers' mediation for intentionality and reciprocity, meaning, transcendence, competence, goal setting and goal achieving, optimistic behaviour, sharing, individuation, control of learning, goal setting, challenge, changing entity, optimism, and belongingness. Besides, the teachers did not often mediate for transcendence,

competence, sharing, and individuation. In other words, the majority of respondents revealed that the teachers did not very often employ mediation for control of learning and a sense of belongingness to the writing activities. Furthermore, mediation for self-assessment was employed not quite often.

The post-mediation reports, however, show different results. Hence, the majority of the participants rated the mediator’s mediation for intentionality and reciprocity, meaning, goal setting and goal achieving, sharing behaviour, and individuation were used very often and quite often. Likewise, most of the participants rated for mediation transcendence, competence, control of learning and changing entity reported quite often- and very often. However, the majority of students rated for mediation for Optimistic behaviour, challenge, and belongingness asserted that they were uncertain about the teacher’s use of the principles in the paragraph and essay mediation activities. The results were consistent with the findings of the interview results wherein the respondents rated that most of the MLE principles are important to develop paragraph and essay writing.

4.4.2.3 Paired test analysis of results of the importance of mediation principles

Table 4.13

Paired Sample t-test for Experimental Students' Rating of Importance Mediation in Their Writing

Group	Pre-test			Post-test			<i>M.D</i>	<i>SD</i>	<i>T</i>	<i>DF</i>	<i>P</i>	<i>Cohen's d</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>							
Experimental	31	2.71	0.22	4.20	0.55	-1.49	0.530	-15.50	30	.000	1.94	

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

Table 4.13 above indicates the results of the experimental group’s ratings for the importance of mediation principles. The pre-mediation ($M = 2.71$, $SD = 0.22$. Post-mediation ($M = 4.20$, $SD = 0.55$ $t(30) -15.50$, $p = .000$). Thus, we can say that there is a statistically significant difference between the pre-test and post-test students’ ratings on the importance of mediation principles. That is to say, students found that mediation criteria are more important after mediation. Cohen’s $d = 1.94$ that shows the effect size is strong.

4.4.2.4 Paired test analysis of the results of the mediator’s use of mediation principles

Table 4.14

Paired sample t-test for Experimental Students' Rating of the Teacher's Use of Mediation Principles in their Writing

Group	Pre-test			Post-test		<i>M.D</i>	<i>SD</i>	<i>T</i>	<i>DF</i>	<i>P</i>	<i>Cohen's d</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>						
Experimental	31	2.75	0.29	4.27	0.42	-1.52	0.470	-17.96	30	.000	4.54

*Note. **P is significant at 0.01 level (2-tailed).*

Table 4.14 above demonstrates the results of experimental group ratings for the mediator’s use of mediation principles when they teach writing skills pre-test ($M = 2.75$, $SD = 0.29$), post-mediation ($M = 4.266$, $SD = 0.423$), $t(30) = -17.955$, $p = .000$). Thus, we can say that there is a statistically significant difference between the pre-test and post-test on the mediator’s use of mediation criteria. Cohen’s $d = 4.54$ that shows the effect size is strong.

The participants' and the mediator’s interviewees' results depicted that they anonymously provided similar findings that indicated the importance of and mediator’s application of MLE principles in instructing students to write essays and paragraphs changed their writing skills performance, self-efficacy belief, and strategies use.

4.4.3 Results of teacher mediation of learning writing strategies use

Mediating for the usage of writing skill learning strategies was one of the mediator’s efforts to help participants' writing abilities. To examine the outcomes of the mediation by the teacher, the students filled out a Likert scale about the strategies used in that process. The results of the tests using paired and independent samples are displayed in the tables below.

4.4.3.1 The Paired test of teacher mediation of learning writing strategies use

Table 4.15

The Paired Sample t-test Results of Students' Learning Writing Strategies Use

MLE Principles	Strategy use								
			<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>DF</i>	<i>P</i>	<i>Cohen's d</i>
Piar1	Pre-memo strategy		31	2.85	0.49				
	Post-memo strategy		31	3.63	0.85	-4.73	30	.000	1.16
Pair2	Pre-cognit strategy		31	2.85	0.31				
	Post-cognit strategy		31	3.73	0.66	-6.73	30	.000	0.90
Pair3	Pre-comp strategy		31	2.91	0.35				
	Post-comp strategy		31	3.98	0.72	-6.97	30	.000	2.01
Pair4	Pre-metaco. strategy		31	2.92	0.28				
	Post-metaco. strategy		31	4.04	0.50	-10.19	30	.000	2.87
Pair5	Pre-aff. strategy		31	2.62	0.57				
	Post-aff. strategy		31	3.66	0.77	-6.43	30	.000	1.55
Pair6	Pre-socio strategy		31	2.65	0.54				
	Post-socio strategy		31	4.01	0.67	-8.28	30	.000	2.25
Pair7	Pre-overall		31	2.80	0.27				
	Post-overall		31	3.84	0.55	-9.03	30	0.000	0.93

*Note. **P is significant at 0.01 level (2-tailed), memo- memory strategy, cognit. Strategy- cognitive strategy, comp strategy-compensation strategy, Metacog. strategy- metacognitive strategy, affect strategy- effective strategy, socio strategy-social strategy.*

Table 4.15 depicts paired sample t-test results of experimental group students' use of learning writing strategies. A test computed to compare students' memory strategy use of the experimental groups in the pre-mediation and the post-mediation conditions showed that there was a significant difference in using memory strategies between the pre-mediation conditions ($M = 2.847$, $SD = 0.494$) and the post-test ($M = 3.629$ and $SD = 0.854$; $t(30) = -4.727$, $p = .000$). Cohen's $d = 1.16$ that indicates the effect size is strong. A test also revealed that there was a significant difference in the scores in using cognitive writing strategies between the pre-test ($M = 2.851$, $SD = 0.314$) and post-test ($M = 3.725$, $SD = 0.659$; $t(30) = -6.730$, $p = .000$). Cohen's $d = 0.90$ and this shows that the effect is larger. Regarding compensation strategies use there was a statistically significant difference between the scores of pre-mediation ($M = 2.91$, $SD = 0.35$) and the post-mediation ($M = 3.98$, $SD = 0.72$, $t(30) = -6.97$, $p = .000$). Cohen's $d = 2.01$. This indicates that the effect is strong. As for metacognitive strategy use of the experimental groups' students in the pre-test and post-test conditions showed that there

was a significant difference between the pre-mediation and ($M = 2.92, SD = 0.28$ and the post-mediation ($M = 4.04$ and $SD = 0.50$; $t(30) = -10.19, p = .000$). Cohen's $d = 2.87$ which means the effect of teacher mediation is strong. Concerning the use of affective strategy the test revealed that there was a statistically significant difference between the use of the pre-mediation ($M = 2.62, SD = 0.57$) and the post-mediation ($M = 3.66$ and $SD = 0.77$; $t(30) = -6.43, p = .000$) conditions. Cohen's $d = 1.55$ denotes there is a strong effect of teacher mediation. Regarding their use of social strategy the test disclosed that there was a significant difference between the pre-mediation and ($M = 2.65, SD = 0.54$ in the pre-test and the post-test $M = 4.01$ and $SD = 0.67$; $t(30) = -8.28, p = .000$). Cohen's $d = 2.25$. It denotes that the effect is stronger. As shown in Table 4.15, the results of the overall paired test showed a statistically significant difference between pre-mediation ($M = 2.80, SD = 0.27$) and post-mediation ($M = 3.84, SD = 0.55, t(30) = -9.03, p = 0.000$). Cohen's $d = 0.93$ showed a moderate effect. This indicates that there was a moderate impact of teacher mediation on students' usage of learning writing skills strategies.

4.4.3.2 Independent Samples t-test results of learning writing strategies use

Table 4.16

Independent Samples t-test of Students Writing Skills Learning Strategies Strategy Use

	N	Experimental		Control		T	df	P	Cohen's d
		Mean	SD	Mean	SD				
Memory strategy	62	3.19	0.27	2.84	0.61	2.97	60	.005	0.80
Cognitive strategy	62	3.73	0.66	2.94	0.46	5.44	60	.000	1.41
Compensation strategy	62	3.98	0.72	3.05	0.44	6.18	60	.000	1.60
Metacognitive strategy	62	4.03	0.50	2.94	0.39	9.58	60	.000	0.31
Affective strategy	62	3.66	0.77	2.74	0.43	5.82	60	.000	1.53
Social strategy	62	4.01	0.67	2.84	0.45	8.13	60	.000	2.09
Overall	62	3.77	0.45	2.90	0.30	8.95	60	.000	1.16

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

Table 4.16 above indicates independent samples t-tests computed to determine if there are differences between the means of the experimental and control group's students' post-mediation regarding the use of memory, cognitive, compensation, metacognitive, affective, and social learning writing strategies in writing paragraphs and essays.

The mean of the experimental group's memory strategies use ($M = 3.194$, $SD = 0.272$) is significantly higher than the control group ($M = 2.839$, $SD = 0.607$), $t(60) = 2.97$, $p = .005$. The test revealed that there is a statistically significant difference between the experimental and control groups in the post-mediation. Cohen's $d = 0.80$. This shows that the effect of teacher mediation is moderate.

As with the mean of the experimental group cognitive strategies use ($M = 3.725$, $SD = 0.659$) is significantly higher than the control group ($M = 2.940$, $SD = 0.459$), $t(60) = 5.44$, $p = .000$. The test revealed that there is a statistically significant difference between the experimental and control groups in the post-mediation. Cohen's $d = 1.41$. This shows that the effect of teacher mediation is strong.

Regarding the mean of experimental group compensation strategies use ($M = 3.980$, $SD = 0.72$). Likewise, the mean score of the control group ($M = 3.048$, $SD = 0.437$), $t(60) = 6.18$, $p = .000$. Thus, the test revealed that there is a statistically significant difference between the experimental and control groups in using compensation strategies. Cohen's $d = 1.60$. This indicates the effect size is strong.

The test revealed that the independent samples t-test of the experimental and control groups post-mediation metacognitive strategies use. The score of the experimental group ($M = 4.04$, $SD = 0.499$) and the control group ($M = 2.944$, $SD = 0.39$), $t(60) = 9.58$, $p = .000$. Therefore, we can say that there is a statistically significant difference between the experimental and control groups in using metacognitive strategies when writing essays and paragraphs. Cohen's $d = 0.31$ which shows a modest effect size.

The independent samples t-test of the experimental and control groups' post-mediation usage of affective strategies in their writing is revealed in the table above. Accordingly, the mean of the experimental group ($M = 3.66$, $SD = 0.799$). The score of the control group ($M = 2.74$, $SD = 0.426$), $t(60) = 5.82$, $p = .000$. Thus, there is a statistically significant difference between the experimental and control groups in managing emotional/affective learning strategies. Cohen's $d = 1.53$. This implies that the effect size is strong.

Finally, the independent samples t-test was run to see if there was a significant difference between the experimental and control groups in using social strategies in their writing in post-

mediation. Accordingly, the score of the experimental group ($M = 4.01$, $SD = 0.67$). The score of the control group is ($M = 2.84$, $SD = 0.45$, $t(60) = 8.13$, $p = .000$). Thus, there is a statistically significant difference between the experimental and control groups in using social learning strategies. Cohen's $d = 2.09$. This denotes that the effect size is stronger.

The overall result showed that there was a statistically significant difference between the experimental group ($M = 3.77$, $SD = 0.45$) and the control group ($M = 2.90$, $SD = 0.30$), $t(60) = 8.95$, $p = 0.000$. Cohen's d is 1.16. In other words, the utilization of students' learning writing strategies was significantly impacted by the teacher's mediation. As can be seen from the above analysis, there were statistically significant differences between the experimental and control groups in terms of using memory, cognitive, compensation, metacognitive, affective, and social strategies. The students' and the mediator interviewees' results depicted that they anonymously provided similar findings that indicated the mediator's application of MLE in instructing students to write essays and paragraphs changed their learning writing skills strategies use

Students' self-efficacy belief was assessed using self-reported data that elicited their using a self-rating scale of 10 items to be rated from 0 (no chance) to 100 (completely certain), to elicit information on how sure they can perform each of the stated writing skills.

4.4.4 Analysis of results of self-efficacy belief scale ratings

Table 4. 17

A Pre-test Independent Samples t-test on Students' Rating in their Self-efficacy Belief

	<i>N</i>	Experimental		Control		<i>T</i>	<i>df</i>	<i>P</i>	<i>Cohen's d</i>
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>				
Students' rating of their self-efficacy-belief	62	38.76	7.55	40.16	7.86	-0.72	60	.476	

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

Table 4.18 above indicates independent samples t-test of the experimental and control groups' students' pre-mediation paragraphs and essays writing skills self-efficacy belief. The mean of the experimental group ($M = 38.76$, $SD = 7.55$). The control groups ($M = 40.16$, $SD = 7.86$, $t(60) = -0.72$, $p = .476$). The test revealed that there is no statistically significant difference between the experimental and control groups in the pre-mediation.

Table 4. 18*A Post-test Independent Samples t-test on Students Rating in their Self-efficacy Belief*

	N	Experimental		Control		T	df	P	Cohen's d
		Mean	SD	Mean	SD				
Students' ratings of their self-efficacy-belief	62	62.60	16.69	40.34	7.59	6.76	60	.000	1.83

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

Table 4.18 above shows the independent samples t-test of the experimental and control groups' students' post-mediation paragraphs and essays writing skills self-efficacy belief. The mean of the experimental group ($M = 62.60$, $SD = 16.69$). The control group's mean $M = 40.34$, $SD = 7.594$, $t(60) 6.76$, $p = .000$). The test revealed that there is a statistically significant difference between the experimental and control groups in the pre-mediation and post-mediation in terms of self-rating scales on their writing skills Self-efficacy belief. Cohen's $d = 1.83$. This indicates that the effect size is strong.

Table 4.19*The Paired Samples t-test Result on Students' Rating in Their Self-efficacy Belief*

Group	Pre-test			Post-test				T	DF	P	Cohen's d
	N	M	SD	M	SD	M.D	SD				
Experimental	31	38.76	7.55	62.60	16.69	-23.85	17.85	-7.44	30	.000	1.97

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

A paired-sample t-test was used to compare students' self-efficacy belief self-rating scales of experimental and control groups in pre-mediation and post-mediation conditions, ranging from 0 to 100. As for the pre-test result of the experimental group students, there was no significant difference in the scores in the pre-test ($M = 38.758$, $SD = 7.546$) and the post-test ($M = 62.603$ and $SD = 16.69$); $t(30) = -7.44$, $p = .000$). Cohen's $d = 1.97$ that indicates the effect size is strong. Regarding the control group, there was not a significant difference in the pre-mediation and post-mediation scores in pre-mediation ($M = 40.16$, $SD = 7.86$) and the post-mediation ($M = 40.33$, $SD = .67$); $t(30) = -0.179$, $P = 0.86$). The participants and mediator's interviews revealed that the use of MLE in teaching writing skills significantly improved students' self-efficacy belief in writing.

4.4.5 Results of teacher mediation of students' self-efficacy belief sources

Table 4. 20

Paired Sample t-test on Writing Skills Self-Efficacy Belief Sources

Sources self-efficacy belief		<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>DF</i>	<i>P</i>	<i>Cohen's d</i>
Pair1	Pre-mastery experience	31	2.79	0.56		30		
	Post-mastery experience	31	4.58	0.87	-11.67	30	.000	2.50
Pair2	Pre-vicarious experience peer	31	3.05	0.70		30		
	Post-vicarious experience peer	31	3.19	0.63	-7.13	30	.481	0.21
Pair3	Pre-vicarious adult-based experience	31	3.39	.82		30		
	Post-vicarious adult-based experience	31	4.13	1.05	-3.18	30	.004	0.79
Pair4	Pre-social persuasion	31	2.97	0.52		30		
	Post-social persuasion	31	4.58	0.86	-11.67	30	.000	2.27
Pair5	Pre-physiological & emotional state	31	3.73	0.71		30		
	Post-physiological & emotional state	31	4.40	0.74	-5.50	30	.000	0.92
Pair6	Overall pre-self-efficacy belief source	31	3.21	0.35		30		
	Overall pos-self-efficacy belief source	31	4.18	0.38	-10.56	30	.000	2.66

Note. ** *P* significant at 0.01 (2-tailed).

A paired-sample t-test was computed to compare students' self-efficacy beliefs of the writing skills mastery experience of the experimental group in the pre-mediation and post-mediation conditions showed a statistically significant difference pre-test ($M = 2.79$, $SD = 0.56$) post-test ($M = 4.58$, $SD = 0.87$; $t(30) = -11.670$, $p < .001$). Cohen's $d = 2.50$. Regarding the peer-based vicarious experience, however, there was not a statistically significant difference pre-test ($M = 3.05$, $SD=0.70$) and post-test ($M = 3.19$, $SD = 0.63$); $t(30) = -7.13$, $p > .05$). Cohen's $d = 0.21$. As for adult-based sources of vicarious experience, there was a statistically significant difference between the pre-test ($M = 3.39$, $SD = .82$) and post-test ($M = 4.13$ and $SD = 1.05$); $t(30) = -3.18$, $p < .001$). Cohen's $d = 0.79$. Concerning social persuasion, there was a statistically significant difference between the pre-test ($M = 2.79$, $SD = 0.56$) and post-test ($M = 4.58$ and $SD = 0.87$); $t(30) = -11.67$, $p < .001$). Cohen's $d = 2.27$. The physiological and emotional state showed a statistically significant difference between the pre-test ($M = 3.73$, $SD = 0.71$) and post-test ($M = 4.40$ and $SD = 0.74$); $t(30) = -5.495$, $p < .001$). Cohen's $d = 0.92$. Cohen's d result indicated that the effect of mediation was moderate. The test revealed that there was a statistically significant difference in terms of mastery experience, adult-based vicarious experience, social persuasion and physiological and emotional state, but

not peer-based vicarious experience between pre-mediation and post-mediation. Overall the test portrayed that the experimental group showed a significant difference between pre-mediation ($M = 3.21, SD = 0.35$) and post-mediation ($M = 4.18, SD = 0.38$), $t(30) = -10.56, p < .001$. Cohen's d is 2.66 which shows a strong effect. The paired samples t-test analysis showed that mastery experience and social persuasion had a strong effect size on self-efficacy beliefs. The mediator's attempts to appropriate from adult-based vicarious experience, social persuasion, and physiological and emotional state had a moderate effect size. Peer-based experience had a weak effect size.

4.4.6 Results of independent samples t-test on sources of self-efficacy belief sources

Table 4. 21

Independent Samples t-test on Sources of Self-Efficacy Belief

	<i>N</i>	Experimental		Control		<i>T</i>	<i>DF</i>	<i>P</i>	<i>Cohen's d</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Mastery experience	62	4.58	0.87	2.81	0.62	9.34	60	.000	2.38
Vicarious experience peers	62	3.17	0.64	3.06	0.75	0.61	60	.546	0.16
Vicarious experience adult	62	3.58	0.60	3.04	0.67	3.34	60	.001	0.85
Social persuasion	62	4.58	0.87	3.73	0.83	3.95	60	.000	1.00
Physiological & emotional status	62	4.40	0.74	3.83	0.80	2.89	60	.000	0.74
Overall	62	3.99	0.44	3.30	0.46	6.14	60	.000	1.53

Note. ** P significant at 0.01 (2-tailed).

An independent samples t-test was computed to determine if there is a difference between means of experimental and control groups' self-efficacy beliefs sources originating from mastery experience, vicarious experience from peers, and vicarious experience from adults, social persuasion and physiological and emotional status. Mastery experience sources of the mediated group ($M = 4.58, SD = .087$) was significantly higher than the unmediated group ($M = 2.81, SD = 0.62$), $t(60) = 9.34, p = < .001$. Cohen's $d = 2.38$. However, the peer-based vicarious experience of the experimental groups ($M = 3.17, SD = 0.64$) was not a statistically significant difference from the control group ($M = 3.06, SD = 0.75$), $t(61) = 0.61, p > .05$. Cohen's $d = 0.16$ showed weak effect. There was a statistically significant difference between

the experimental and control group in terms of vicarious experience from adults ($M = 3.22$, $SD = 0.60$) control group ($M = 3.58$, $SD = 0.60$), $t(61) = 3.34$, $p < .001$). Cohen's $d = 0.85$. The belief score for social persuasion of the experimental group ($M = 4.58$, $SD = 0.87$) was significantly greater than the control group ($M = 3.73$, $SD = 0.83$), $t(60) = 3.95$, $p < .001$). Cohen's $d = 1.00$ showed a moderate effect size. In terms of physiological and emotional state, the experimental group's score ($M = 4.40$, $SD = 0.74$) was significantly higher than the control group's ($M = 3.83$, $SD = 0.80$) $t(60) = 2.89$, $p < .001$). Cohen's $d = 0.74$ indicates a moderate effect size. The overall result showed that there was a statistically significant difference between the experimental group ($M = 3.99$, $SD = 0.44$) and the control group ($M = 3.30$, $SD = 0.46$) $t(60) = 6.14$, $p = 0.000$. Cohen's $d = 1.53$. This shows that teacher mediation strongly affects the participants' overall writing skill self-efficacy belief.

Mediation had a strong effect size on self-efficacy belief sources, with mastery experience having the biggest. Social persuasion, adult-based vicarious experience, and physiological and emotional state were moderate, while vicarious experience among peers had a weak effect size. The students and the mediator's interviewees' results depicted that they anonymously provided similar findings that indicated the mediator's application of MLE in instructing students to write essays and paragraphs changed their writing skill self-efficacy belief sources.

4.5 Analysis of the Results of the Interview

In this section, data collected through an in-depth interview was analyzed. To facilitate the analysis, the interview transcript has been divided into categories called themes. The analysis of the data obtained under these categories is presented next.

4.5.1 Analysis of students' interview

4.5.1.1 Analysis of the pre-mediation interview results of the experimental group

Pre-mediation interviews with the experimental group were conducted to obtain information on support in the past by instructors regarding student performance, strategy use, and self-efficacy beliefs. The key results are examined below.

4.5.1.1.1 Analysis of the use of mediation principles

A. Make the intention of the lesson clear and require you to involve

The two selected students were asked if their former teachers taught them by intentionally preparing the writing skills lesson. They claimed that their teachers' practices of intentionally teaching writing skills were inadequate. This contributed to their inadequate background knowledge of their writing skills. NST20Pre noted the problem:

The teaching and learning process was more or less good. But regarding writing skills, it was not good. That means ee... we rarely learned essays and paragraphs as assignments and homework. They did not teach us deep writing skills so that we could develop effective writing skills that an individual needs to get.

They further state that the teachers gave due attention to teaching other skills, rather than focusing on the contents included in national examinations. NST20Pre mentions the following:

Okay, it is not much. However, concerning writing skills, this intentional preparation and creating interaction is not realized by the teachers. That means they mainly focus on helping 10th and 12th-grade level students to pass entrance exams. They did activities on worksheets, grammatical issues, vocabulary and others. So there was no effort in paragraph and essay writing.

Supporting this NST19Pre claimed that there was not much attention given to the skill she mentioned:

Time and emphasis were not given to writing skills when we were in high school. In elementary school, nothing was known about it. In high school, teachers' beliefs inform us of issues that would be needed to take exams. It was only for exam purposes. There were no classroom-based writing instructions.

Students were asked whether the teacher engaged students in interactive activities creating reciprocal classroom conditions during a writing lesson. NST19Pre states “They tell us to do it in groups when the exam-taking time came. Then we do it together and the teacher provides us with the answer and lets us go.”

B. Mediation for meaning

Students were asked about their prior practices on teachers' attempts to communicate the meanings of learning writing skills. NST20Pre explained that "they did not focus on telling the meaning of writing tasks". Similarly, NST19Pre claimed, "But there was not much effort from teachers."

C. Mediation for transcendence

The two interviewees were asked if there were teachers' attempts to address the purposes of learning writing skills at other times and places. NST20Pre noted:

Yes, there was to some extent. However, it was not much. They told us to some extent ...about the advantages of writing when we join university it is very vital. The addressing of its transcendence was not to the level of its advantages. So it was not sufficient.

NST19Pre also asserted that teacher effort of attempting to address the purpose of the skill in other times and places was "Not much; but about fifty per cent."

D. Mediation for competent

The two interviewees were asked if there was support from the teachers to encourage them to develop a sense of competence in doing writing activities. Respondents believe that even if there were attempts to encourage students to be competent enough, the teachers' efforts were not enough. Confirming this NST20Pre noted, "In this respect also the teacher support to make us competent with other students was not sufficient." In responding to the same question NST19Pre mentioned that:

Totally, there were no such kinds of attempts. We can't find paragraphs and essays related to issues in high school writing instructions that help us to be competent in different markets. As a result, their efforts didn't make us competent enough. It was meant only to promote us from high school. We were forced to be promoted to high school.

E. Mediation for self-regulation

Students were asked about awareness of their skills and strategies to take control of their writing behaviour and became independent learners in terms of indicators of writing content relevance, idea generation, organization, planning, affective behaviour, appropriate grammar, word, and mechanics usage, belief on their capability of writing relevant content. They responded that teachers' support to help us regulate our self-regulatory behaviour was less.

Even in the very limited time, they gave us to do writing activities, most of the instructional tasks were done by the teachers. NST20Pre asserted a case in point “Most of the time the titles and activities were designed and provided to us by the teachers. We did not use by creating by ourselves”. NST20Pre further states that they were less likely to generate ideas. Instead, they look at other sources. “Even though they give us titles to write paragraphs or essays, we usually took information from the internet and other sources. So we didn’t generate and use ideas from our mind.” NST19Pre further claimed, “Unless they didn’t take other time and help us regulate our writing by ourselves”. NST19Pre claimed that the teachers’ failure to support contributed to their weakness. They asserted this mentioning, “That made us weak personally.”

F. Mediation for sharing

The students were asked to forward their teachers’ support in sharing behaviour. NST20Pre explains that teachers help students involved in sharing activities occasionally. They state the situation as “Sometimes there were group discussions”. NST20Pre further states that sharing behaviour is limited to group discussion. There were few attempts to engage students in sharing what they had written. In this regard, NST20Pre mentioned, “But sharing what we have written was rarely done”. NST19Pre also explained as follows: “When we were in high school there were no such kinds of things. Perhaps we may be given a topic as an assignment and did it and finally, submitted it to the teacher. We haven’t ever done still with our friends’ activities related to writing skills. We were not being engaged to do with our friends.”

G. Mediation for individual and psychological differentiation

The two respondents were asked about support students according to students’ individual and psychological variation while they engage in the writing tasks. NST20Pre reported that “Here also the teachers’ effort was not adequate. The writing lesson the teachers designed and presented was not inclusive”. However, NST19Pre reported that there was variation between teachers in terms of supporting learners based on their individual and psychological disparity as follows:

This differs from teacher to teacher. Some teachers knew us well. The teacher who taught us from grade 11 onwards knew us well. He familiarized himself with students as soon as he came to school. Since he knew the strengths and weaknesses of each of us, he was

giving us morale/appreciation going between our seats. Of course that helped us greatly. It helped us to enhance our skills.

H. Mediation for goal setting and goal achieving

Both NST20Pre and NST19Pre were asked to describe your teachers' assistance in setting and achieving their paragraph and essay writing goals. NST20Pre described that "As for me I haven't seen yet". NST19Pre also described that "There were no such kinds of support we get from teachers about setting writing skills goals and struggling to reach that goal. We only proceed according to the text, the texts of 11 and 12 grades. Then we finish it."

I. Mediation for the challenge

The two interviewees asked about their teachers' help to face the challenges they encountered. NST20Pre mentioned that they support them when they face challenging writing activities sometimes "Occasionally. They do sometimes". NST20Pre claimed that "Most students did not write on their own, but they copied from the internet. They did not notice that students copied from the internet." NST19Pre further explained that:

We face these kinds of problems. There were topics we didn't know well and we took a lot of time because we hadn't practiced them much. Sometimes when we haven't enough time; we fail to do it and submit blank papers to the teacher. They didn't make us effective enough in facing challenges. So we used to ignore topics difficult to write about.

J. Mediation for human beings as changing entities

The respondents were asked how they think their teachers believe human beings as changing entities and apply this view in the teaching of writing skills. NST20Pre mentioned, "Yes, very much there were teachers who think some students are not able to be changed." Likewise, NST19Pre explained that "In this regard, they appreciated students well. They don't want to miss what they taught us. They appreciated it very much. Their view on looking at students as changing entities differs from one grade level to the other."

K. Mediation for an optimistic view

The two respondents were asked whether their teachers helped them to develop an optimistic view or not when they taught them to write paragraphs and essays. NST20Pre reported that "There were not many attempts to help us to bring changes from pessimistic to optimistic."

Similarly, NST19Pre mentioned that “Most of the time we didn’t have teachers who helped us develop an optimistic behaviour.”

L Mediation for belongingness

Finally, the two respondents were asked about the teachers' efforts in helping students feel belongingness about the writing lessons belongingness. NST20Pre reported: “The teachers also focused on a limited number of students.” NST19Pre claimed that “Since we didn’t do the writing activities individually I don’t know about this issue.”

The analysis presented above led one to the conclusion that some teachers had tried to mediate for individuation, meaning, and human beings as changing entities. While others were less likely to use mediation for transcendence, competence, self-regulation, goal setting and achieving, and challenge. The teachers did not apply mediation for challenge, intentionality and reciprocity, optimistic behaviour, and belongingness.

4.5.1.1.2 Analysis of the pre-mediation interview results of the Experimental group on the learning writing skills strategy use

Two students from the mediation group were asked about the teachers' support in using the learning writing strategy. Following is the analysis of the use of strategies.

A. Memory Strategy Use

The two respondents were asked whether their teacher supported them in using memory strategies. NST20Pre asserted, “Yes, they did to some extent. Might be, for example, by repeating what we have learned yesterday for today. NST19Pre also confirmed the teachers' support, “Yes, of course, they were telling us the method of memory strategies. For example, when we writing paragraphs they were telling us the strategy where we can find ideas whether it is found at the beginning, middle or end.” NST19Pre further confirmed that “Yes, they had been helping us to remember words.”

B. Cognitive Strategy Use

The two respondents were asked about their usage of cognitive strategies while they engaged in the writing tasks. Accordingly, NST20Pre stated, “He presented this strategy to some extent. That means using new words in different ways”. NST19Pre also stated, “Yes, in this

respect the teacher who taught us grade 11 and 12 was good. He used to give us logic. He taught us about fallacies. He helped us to acquire broad concepts.”

C. Compensation Strategy Use

The interviewees asked whether their teachers supported them in using compensation strategies in writing paragraphs and essays. Hence NST20Pre disclosed, “I haven’t seen the techniques of using compensation strategies when I was in high school and preparatory. It was not usually there.” NST19Pre also disclosed, “I didn’t remember about this. Unless we made an effort to do so they didn’t help us in this respect.”

D. Metacognitive Strategy Use

The participants further probed to mention the teachers’ support in using metacognitive strategies when they write paragraphs and essays. NST20Pre reported that they did not get support from their teachers. NST20Pre explained the issue as follows: “There were no such kinds of strategy instruction. There might be some strategies the teachers showed us. But they were not such enough. There were no detailed explanations of metacognitive strategies. There were no discussions deeply on the metacognitive strategies use.” NST19Pre reported as follows: “First of all, this is the main idea that will be explained briefly. Then you need to conclude. He showed us each of these.” NST19Pre further claimed that even though the teachers gave directions on the use of strategies, it was not sufficient. NST19Pre claimed, “But we were not checked by writing up. We only learned the theory. There were no practical attempts.”

E. Affective Strategy Use

Teachers’ enhancement of affective strategies is another point participants were asked about. Hence NST20Pre mentioned, “...Since I like the English language I feel happy. I want to attempt. Even though it is challenging.” Respondent also asked what he feels when they are required to compose a paragraph and essay and NST20Pre reported, “I have a normal feeling. It doesn’t terrify me.” This implies that NST20Pre feels normal for he likes the language. In contrast, NST19Pre disclosed, “I am very much afraid of writing skills even from English language skills. Even though I know connectives, I have no confidence to use them

appropriately. NST19Pre further disclosed, “Frightening, being anxious. I am very much afraid of writing.”

F. Social strategy Use

Regarding social strategies participants were requested to answer the question, would you explain your teachers' attempts to do so? NST20Pre explained, “There was also not much attempt to emphasize our use of social strategies. We wrote paragraphs or essays as we were to do so and finally, we submitted them to the teachers. So there was no sharing of ideas.” NST19Pre also asserted what NST20Pre mentioned, “No, there were no such kinds of sharing activities.”

According to the analysis above, teachers in the past encouraged students to utilize memory, metacognitive, cognitive, and affective strategies to some level, but they did not enhance compensation and social strategies for composing essays and paragraphs.

4.5.1.1.3 Analysis of the Pre-mediation interview results of the Experimental group on sources of self-efficacy belief

One of the self-efficacy belief indicators in writing is the extent to which students have self-belief in writing paragraphs and essays. The interviewees were asked the extent to which they believe in their efficacy of producing paragraphs and essays NST20Pre said, “As to me it is because I have special attention or interest in the English language. I think the English language is simple”. However, NST19Pre believes that he has no self-efficacy belief. He mentioned the feeling he has as follows: “At that time I didn’t have self-efficacy belief. It was very low. I couldn’t write as it is given unless I search for many things from different sources”.

A. Mastery Experience

Participants were asked about the sources of the self-efficacy belief that contributed to their current level of writing skills self-efficacy belief. NST20Pre reported, “Even though it is not much, it helped me to develop my self-efficacy belief. The essay and paragraph writing tasks that were given sometimes helped me. I also write essays taking the initiative. This also helped me a lot.” NST19Pre also confirmed past experiences like, “Taking writing exams,

when I was in high school I listened to YouTube information, read also different books talked about paragraphs and essays, Reading any books written in English.”

B. Adult-based vicarious experience

From the responses given for the contribution of vicarious experience to students' writing skills, NST20Pre and NST19Pre were forwarded differently. NST20Pre reported, “Here there was no competitive environment.” In contrast, NST19Pre reported that “I became very much zealous and motivated by looking at others' work of writings. Even I understand that I could write because of my friends' work. I am very much motivated.”

C. Peer-based vicarious experience

The two participants were asked about the contributions of their peers in developing writing skill self-efficacy belief and NST20Pre testified, “It is fifty-fifty. Some appreciated while others didn't care about.” NST19Pre also testified, “Yes, I gained some level of social persuasion.”

D. Social persuasion

Regarding the contribution of social persuasion, both participants stated that the contribution was to some extent. NST19Pre and NST20Pre reported, “The contribution of social persuasion was to some level.”

E. Physiological and emotional status

Finally, the two interviewees were asked about the role of physiological and emotional status in the enhancement of self-efficacy belief. NST20Pre reported, “This supports me greatly because most things are in our mind.” However, NST19Pre believed that it negatively contributed to their self-efficacy belief. Hence NST19Pre reported, “Its negative effect is more than its positive effect. We can develop more if we don't have such kinds of psychological moods. Due to we have fear of it, we are inhibited from doing it, we tend to move to other issues.” The data mentioned above shows that while many teachers didn't attempt to increase the participants' self-efficacious beliefs, some others did.

4.5.1.1.4 Analysis of the pre-mediation interview results of the experimental group on writing skills performance indicators

A. Writing a relevant content

The interviewees were asked whether they faced problems with intermingling irrelevant content when they produced paragraphs and essays. NST20Pre and NST19Pre confirmed that they faced problems related to writing irrelevant content. NST20Pre reported that “There were no support and comments.” NST20Pre further claimed, “It was only submitting the tasks without getting support.” NST19Pre strengthened the NST20Pre conviction and confirmed by stating the following: “There were no such kinds of support when we did writing activities.”

B. Organization

The two participants were asked whether they were challenged in writing well-organized paragraphs or essays. While NST20Pre reported, “Yes, I face challenges when I encounter difficult words or topics and I fail to describe ideas.” Similarly, NST20Pre claimed, “Yes, to some extent. When I encountered difficult words or topics. When I fail to describe ideas. I face challenges during those times”. Furthermore, the respondents were asked whether teachers practically helped them to alleviate the organizational problems they faced. NST19Pre mentioned, “...the teachers only told me the theory. That means practically I didn’t get support to avoid my problems related to writing irrelevant content.” NST19Pre also reported, “Since we didn’t do it practically we don’t know it.” By the same token, the participants were required to mention whether their teachers were supporting them to solve the challenges. Both of the respondents assured that there was little support given to them.

C. Word usage.

The interviewees were asked about their word usage and the support they got from their teachers. In responding to this question NST20Pre stated, “No, there were no limitations to some extent. That means it is difficult to find words for certain topics. It is difficult to our level.” Furthermore, NST19Pre reported that they can’t generate words easily. In addition, NST20Pre explained that “If we ask them in person, they would help you other than in class. But there is no support at all to improve our word usage.”

D. Grammar usage.

The two participants were asked about students' grammar use in composing paragraphs and essays. Participants explained that they face difficulty in using grammar. For example, NST20Pre mentioned, “Perhaps I made mistakes. We normally learn grammar not contextualized with writing tasks.” NST19Pre explained, “Teachers' failure to teach the skill practically creates many problems in our writing.” The participants further asked about the teachers' support. Both participants claimed that “The support focus only on showing model writing. But not by engaging us in written practices.”

E. Mechanics Use

Concerning the use of mechanics, interviewees were asked to mention their usage. Accordingly, NST20Pre appealed, “Punctuation is not focused. Here they didn't give much attention. Even we found lessons on it very rarely.” NST19Pre also appealed that “We learned it in sentence level. But we didn't learn it in paragraph and essay levels.” Even NST19Pre claimed for the question have you ever written a paragraph or essay, “No, I haven't ever written.”

The aforementioned analysis claimed that the experimental group students had very little exposure to learning and practising writing pertinent content, organizing thoughts, grammar, vocabulary, and mechanics usage. This was consistent with the experimental group students' prior experiences of teachers' help in terms of writing skills performance.

4.5.1.2 Analysis of the control group pre-mediation interview results

4.5.1.2.1 Interview results on the teachers' support in performance

The two participants were asked about the support they got from teachers on their paragraph and essay development. Interviewees stated that their teacher helped them to develop paragraphs and essay development. NSC33Pre described the support as follows:

First, we learned writing skills when we were in high school. First, with the help of the teacher. Second, they were practical. The teacher helped us more to participate in doing things. Particularly, we were required to write a paragraph. Since we were to take the entrance exam and since paragraphs have different types we studied them. Again he provided us with worksheets, homework, and assignments. We have been enhancing through these ways. If we see the practical one in paragraph and essay writing, the

teachers told us information or things that explain paragraphs and he taught that advantages to students and he brought from different sources.

NSC33Pre further explained the approach teachers used in delivering paragraph and essay lessons as follows:

What the teachers first did in the classroom was to give activities or questions in the form of classwork that were found in the text. If the instruction allows us, we write paragraphs. Again he saw paragraphs and their respective types from what we have written. Again he required/asked us to write different paragraph types. Furthermore, he explained to us the paragraph types in the language. At this time we had more understanding, and using the language helped us. In addition to that, we wrote these paragraphs by using the teacher-student interactions found in the classroom and arranged them in different ways and writing so that it helps for our future time. Because he knew it would help us. He helped us to develop experience.

NSC33Pre claims that even though some teachers supported their writing skills, the assistance they got lacked practical application. He asserts the contention as follows: “When he taught us paragraphs he first focused on the types, secondly, they showed us the type of a given paragraph and how to identify its type by looking at it and using words in the paragraph. In addition to that, we simply orally analysed a given paragraph.”

Unlike, NSC33Pre's explanation about helpful teachers' contributions to the development of students' paragraph and essay writing, NSC42Pre stated that paragraph and essay writing were not given due emphasis. NSC42Pre describes the condition below: “The main focus of all teachers was similar. There was an intention to focus on grammar. It was not about developing reading skills or writing skills.” NSC42Pre mentioned that in the situation when they teach writing as follows: “They focused on how to do paragraphs that appear on entrance exams. There was no support to write by ourselves. Nothing else.” NSC42Pre also asked about the support they got from teachers during the limited time they teach and explained as follows: “Not much support was given to us to write to upgrade us. No support, even if we were asked to write, it only emphasizes biography writing. They told us the same issues. They had been telling us about sentence coherences. We were not much supported by our teachers.” The analysis above suggests that there was less assistance for the students' paragraph and essay writing. Students received little practical support.

4.5.1.2.2 Students' writing skills strategy use

A. Memory strategy use

The two participants were asked about how their teachers helped them in using learning writing strategies, for instance, memory strategies. NSC33Pre reported, “I doubt it in this respect. We tried to use memory strategies by ourselves. The teacher only showed us the main points from paragraph types so that we could remember them. The teachers did not help us much in this respect.” NSC42Pre also reported, “No, there weren’t such kinds of attempts.”

B. Cognitive strategy

Interviewees were asked about the teachers’ enhancement of cognitive strategies. NSC33Pre claimed, “No, he did not. I did not remember it.” NSC42Pre reported, “Yes, they helped us to refer materials and see paragraphs, to read textbooks.” NSC42Pre further claimed, “They did nothing other than this.”

C. Compensation strategy use

In responding to the question how did your teachers help you in using compensation strategies when engaged in writing paragraphs and essays? NSC33Pre stated, “They did not tell us that. But we tried by ourselves. For example, when we faced writing an item in an exam we tried to use compensation.” However, NSC33Pre confirmed, “There was nothing the teacher showed us about compensation strategies.” NSC42Pre strengthened what is stated by NSC33Pre and claimed, “Not, much; it was to some extent.”

D. Metacognitive strategy use

In replying to the question how did your teachers help you in using metacognitive writing strategies NSC33Pre explained that it seems students attempted by themselves. Confirming this contention NSC33Pre mentioned the situation as follows:

If a teacher gives us an activity for a student to write a paragraph, he writes in his way. The teachers would see it later on. When a student wrote in his method, he wrote would differently. Students differ in terms of the knowledge they have. If I started from my own experience, I tried to put the steps in order. But, I tried not only what the teacher said but also tried to add paragraph writing types that I got from books. I tried to use the steps in that order at any time. I write in this way. But he doesn’t tell us each step.

NSC42Pre asserted this contention: “They give as an outline but they don’t follow up.” This shows that there were fewer efforts made by teachers to show students use metacognitive strategies.

E. Affective strategy use

In responding to the question what was your feeling when you write a paragraph and essay NSC33Pre explained that “paragraph writing in itself is an anxious task. It makes me terrified, paragraph writing is a terrible act by itself. But if once I get a topic sentence, I may not be terrible and continue feeling happy.”

NSC33Pre again asked to respond which part of writing makes them terrible and responded: “I got terrible the first/ beginning-until I started a topic sentence- designing a topic sentence. The terrible/feeling of anxiety is on writing a topic sentence and identifying the type of paragraph.” In responding to what you feel when you write a paragraph or essay on a given topic NSC42Pre explained, “I worry about making grammatical patterns. In this respect, I worry about.” Furthermore, in responding to the question do you reward yourself after you write NSC33Pre mentioned that “Yes, I rewarded myself.” Furthermore, the participant was asked do you think about the pass and fail”. NSC33Pre stated, “Yes, it makes me feel terrible.” NSC42Pre also revealed, “Yes, I worry about it.” Besides, NSC42Pre was asked what makes him terrible and revealed, “I worry about the way the teacher expects /needs to write. I was very much worried about this. I also worry about conflicting sentences in my writing.”

F. Social strategy use

Respondents were further asked to mention their social strategies and teachers' support for to use of the strategies. NSC33Pre explained that the teachers help them in promoting the use of the strategies “There were activities given to be done in group work in terms of paragraph and essay writings.” Students may or may not ask questions. Or there might be something I need to explain to the teacher and the students. However, NSC33Pre claimed that students were unable to be engaged in activities related to social strategies. NSC33Pre asserted, “Unless and otherwise, students do not ask one another. But some words require help from me.”

NSC33Pre was asked which teachers helped them more and it was the teacher who taught “At grade 12”. However, NSC42Pre reported, “No, such kinds of appreciation from them.”

This signifies that the teachers’ attempts to enhance learners’ use of strategies for learning writing skills were not reported.

4.5.1.2.3 Sources of writing skills self-efficacy belief

A. Mastery experience Self-efficacy Belief in Writing

The participants were asked about the extent to which mastery experiences helped as the sources of their self-efficacy belief and NSC33Pre reported, “It is my background—first the teachers support who taught me before. Second, my effort to write paragraphs and essays contributed to have self-efficacy belief. The experience I brought from high school. NSC42Pre also reported, “First, enhancing readings. Again there are ways we get information from informal ways, for example... again most of our writing is related to what we are learning.”

B. Peer-based vicarious experience

The two participants also asked about the contribution of vicarious experiences that emerge from peers to their self-efficacy belief. Accordingly, NSC33Pre revealed, “Some of my friends like what I write and need to write in the same way.” By the same token, NSC42Pre confirmed that “Yes, of course.” NSC42Pre, in addition, mentioned the aspects of writing skills drawn from peers as follows: “For example, if we see others writing (two or more). Then we can identify what the techniques look like, and what the writing style is. Again there are things we get from that.” NSC33Pre claimed, “There are also some friends who have negative thinking and criticize the paragraph I wrote. Or they criticize that this paragraph doesn’t go with what is given.” On the other hand, it is clear that to get vicarious experience there have to be peers who provide sufficient linguistic and rhetorical inputs. NSC42Pre faced problems of having peers who have advanced linguistic and rhetorical input and claimed the situation. “But in my case, there are no conditions that I saw other work and enhanced my writing skills.”

C. Adults-based vicarious experience

In responding to the question about the contributions of adults to vicarious experiences NSC42Pre noted, “Since I did not show to other people I can’t say. It can have a positive or negative effect on my self-efficacy belief.”

D. Social persuasion received from others

The two participants were asked about the roles of social persuasion in the development of students’ paragraph and essay writing skills. As a result, NSC33Pre revealed, “It is my family, perhaps because my handwriting looks good. And they appreciated us saying keep it up. The same is to for my friends. Of course, the majority support me.” NSC33Pre further claimed, “Perhaps, what increases my self-efficacy belief is the teachers’ appreciation. This gives me confidence. That increases my self-efficacy belief. Even though NSC42Pre noted, “Once a teacher saw and gave me feedback”. NSC42Pre appealed, “So we couldn’t get this usually. After that, we didn’t continue. So it is not much.”

E. Physiological and emotional status

The interviewees were asked about the effect of physiological state or mood. The participants were particularly asked about their familiarity level with the title. NSC33Pre reported, “Yes, It is obligatory”. NSC33Pre also revealed, “Titles for example, talk about the environment or if they are difficult for me and there might be difficult to define words.” NSC42Pre described its effect as follows “Yes, sometimes it declines my self-efficacy belief. This was because if you were in a tense mood, you even missed what you already knew. For this reason, sometimes my self-efficacy belief declines. But sometimes if I know what I write, I do more. But if I am in doubt about making errors of structure, my self-efficacy belief declines exactly.” The participants further asked about the effects of having terrible physiological mood and NSC33Pre reported that “Second, it hinders my expression of the paragraph in the way I would like to describe it. It becomes an obstacle to write sentences in the way I would like to and write the sentences in the way I prefer to write. I am also unable to use words appropriately by arranging them systematically.”

According to the aforementioned explanation, teachers' efforts to increase students' self-efficacy beliefs in their writing abilities were not effectively mainstreamed in the instruction of paragraphs and essays.

4.5.2 Analysis of the post-mediation interview results

The goal of analyzing the post-mediation interview data was to examine the mediator's application of MLE principles and their importance, as well as the impacts on the students' writing skills performance, strategy use, and self-efficacy beliefs. Additionally, it was designed to examine the mediator's prior knowledge, the MLE principles that were implemented in the classroom, and the results of those implementations on students' writing skills performance, strategy use, and self-efficacy beliefs. Below is an analysis of the key findings.

4.5.2.1 Analysis of the Post-mediation interview results of the experimental group

4.5.2.1.1 Analysis of the experimental group interview results on the teacher's uses of mediation criteria

A. Make the intention of the lesson clear and require you to involve

Students were asked if the mediators supported them by intentionally preparing the writing lesson and interacting (feedback provision, changing intensity, order, and frequency). NST20POS revealed that “He prepares and teaches us in a very good way. He also arranges groups to discuss certain points. He brings up writing issues from different sources. So I think he intentionally prepares what he teaches”. Similarly, NST19POS revealed that “He taught us very well. Especially, after we started this course, the teacher came to class by intentionally preparing.”

B. Tell students the meaning of the lesson and why a particular writing skill activity is important

In responding to the question of how the mediator attempted to make clear the meaning of the writing activities NST20POS reported that “It is good. Even though it varies according to student's level of understanding, he played his roles expected of him”. Similarly, NST19POS reported, “Yes, he helps us to see the lesson before he presents it to us in class. Then he explained to us its meaning. This helped us to know the meaning of the lesson more and understand it well.”

C. Make clear how and why writing skills will produce learning that will be helpful in other times and places

Participants reported the mediator attempted to show them the use of paragraph and essay writing skills at other times and places was limited. For example, NST20POS “Yes, there is to some extent. His main focus was only on the lesson he delivered. His focus on its benefits is not much.” In contrast, NST19POS believed that the mediator explained the purpose of writing in other places and times. NST19POS explained one of the purposes of writing in the academic sphere by mentioning the following points “Most of your university tasks are done through writing. He said that you write many times, you write assignments and submit them. So he usually tells us that writing helps us in our career.”

D. Encourage you to develop a sense of competence and do writing activities

After the teacher mediation, students were asked to mention their sense of competence in their paragraph and essay writing skills enhancement. NST20POS illustrated the situation “He is very good in this respect. He treats every student by calling by their names and inviting them to participate”. Besides, NST19POS explained the case in point as follows: “Yes, of course, he makes efforts. He gives us different activities, assignments, and homework. He first helps us to improve our prior weaknesses of writing skills.” Therefore, NST19POS confirmed that “I also believe that we can compete with other university students.”

E. Mediation for self-regulation.

The two interviewees were asked to describe the mediator’s support in mediating for self-regulation. NST20POS reported, “Yes, there was such kind of mediation he gave us writing topics and invited us to write”. The same respondent claimed that the problem of time “But we had time shortage to do it more”. NST19POS also reported that “His mediation activities helped me. This is because of the facts that he showed us the way we write essays and paragraphs. Since we have learned the components and contents I do not face problems in regulating my writing.” NST19POS further asserted that the mediator supported them to write independently.

F. Mediation for sharing

In answering the question of how the mediator attempted mediation for sharing behaviour NST20POS revealed:

Yes, there were many activities and the teacher's attempts to share information from different sources. For example, he arranged for us to sit in groups and give us writing activities that were done by group members' participation and share the ideas we had on the point given to be discussed. He also helps us in exchanging ideas with other groups as well. So in this respect what he has done was a very good job.

NST20POS further explained that he usually arranges in groups and goes around other groups to share information about a given activity. Responding to the same question NST19POS reported that the teacher created a difference in terms of developing sharing behaviour. NST19POS reported that "The English teacher I found here is very much different from the high school in organizing group work for writing activities and helping us in sharing ideas. He arranges group work to use the limited time we have."

G. Mediation for individual and psychological differentiation

The two interviewees were asked to describe the mediator's support in mediation for individual and psychological differentiation. As a result, NST20POS revealed, "Okay, yes, all students are different. I think he approached it in a good way. It is difficult for the teacher to understand and address all students. But he tried as much as possible." In addition, NST19POS confirmed, "In this regard, he has done great things." NST19POS further argued that the mediator brought changes in their mind. Consequently, NST19POS explained, "This teacher brought positive things to my mind about writing. For example, the way he knows and calls our names in person. His activities to treat each of us according to our individual and psychological differences are good."

H. Mediation for goal setting and goal achieving

The two participants were asked how they would explain the teacher's mediation acts in terms of helping them set their paragraph and essay writing goals and achieving the goals they already set. NST20POS revealed "Yes, it was very good. He helped us with writing skills goal setting and achieving." Furthermore, they were asked if he told them the goal at the beginning of the class and NST20POS reported "Yes, to some extent even if it was not

much.” NST19POS revealed that “I think he helped us to start that path. We have started but I don’t think that we finished achieving our goal.”

I. Mediation to face a challenge

In responding to the question of how the mediator attempted mediation for challenge NST20POS revealed, “Yes, in this respect he helped us more”. NST19POS asserted, “Yes, he tells us. For example, he says that when we fail to find out the exact word while we compose, use synonyms instead of passing it easily.”

J. Mediation for human beings as changing entities

Regarding how the mediator helps students to perceive themselves as a changing entity as human beings NST20POS stated the following.

Yes, he believes that students can be changed if they get appropriate instruction. Even he doesn’t focus on high achievers. Instead concentrates on low achievers. He wants to do more with low achievers. Even when he formed groups he didn’t focus on students who performed well. But he mixed high achievers with low achievers so that high achiever students help them.

Moreover, NST19POS argued, “Yes, he has such kinds of understandings and classroom practices. As I mentioned earlier, even he helped us to participate by calling out our names.”

K. Mediation for an optimistic view

The two participants were asked to mention their views about the teacher’s mediation for optimistic behaviour. As a result, NST20POS claimed, “I don’t know. I haven’t seen it.” That means the respondent is not clear about the teacher’s mediation for optimistic behaviour. Nevertheless, NST19POS does not agree with the above idea. Hence NST19POS believed that the mediator did support students to have an optimistic outlook. NST19POS confirmed, “Unfortunately the teacher assigned to us has an optimistic outlook for things.”

L. Mediation for belongingness

Finally, the interviewees were asked if the mediator helped them to take the classroom writing activities were belonged to them. Thus NST20POS explained, “He is very good in this respect. He helped us to do activities as they belonged to us. He gave us awareness in this

respect.” Similarly, NST19POS revealed, “Yes, he sees what we have done. Gives feedback to each of us on what we have done.”

From the responses of the participants in the analysis discussed above, it can be inferred that the mediator made an effort to use all MLE principles when presenting the tasks linked to essays and paragraphs.

4.5.2.1.2 Analysis of the post-mediation interview results of the experimental group writing strategies

A. Memory Strategy Use

The two respondents were asked if they improved their memory strategy use after the teacher’s mediation. NST20POS replied, “He explained to us to some extent by giving titles. He gave us, for example, to write about social media. He helped us to write by memorizing what we have already known about the topic. So there were teacher’s attempts of supporting to use of memory strategies.”

B. Cognitive Strategy Use

The next mediator’s attempt was mediation using cognitive writing strategies. The two participants were asked if the teacher’s mediation activities helped them develop the use of strategies such as reputation, translation, intention, and concentration. NST20Pos revealed, “Yes, he assisted us in a good manner. He gave us time to focus on something we wrote. He gave us adequate time.” NST19POS also revealed the following:

Yes, he helped us. For example, when he showed us metacognitive strategies, he informed us that one of the steps is brainstorming. When he showed us this strategy he told us that using cognitive strategies like reputation, translation, intention, and concentration, are important and when we brainstorm we use these. He tells us to list down points included in our writing.

C. Compensation Strategy Use

In replying to the question about how the teacher assisted them in using compensation strategies NST19POS noted, “Yes, for example, he taught us how to use vocabulary in context. He also advised us to use representing words with their respective synonyms in the case we face problems of finding the actual word.”

D. Metacognitive Strategy Use

The interviewees requested to respond about the teacher's mediational support in employing metacognitive learning writing strategies. NST20POS revealed, "Yes, he has shown us each of the steps we need to proceed to produce a paragraph and an essay. He has shown us the ways to select a topic and collect ideas. He has shown us all the preparation steps we go through when we plan to write." NST19POS reported the details of what the mediator did to enhance their metacognitive strategies as follows: "We have done these metacognitive activities for about two days. He told us how to select and narrow a title, brainstorm, use sources for getting information, order ideas, write an outline write up the first draft, edit, write the final, and publish."

E. Affective Strategy Use

The interviewees were asked what they feel when they do paragraph and essay writing activities and if the mediator helped them manage their affective behaviour. NST20POS revealed, "I feel a little bit excited and a little bit nervous. But I think it is good for me." NST20POS further revealed, "The teacher helped us to some extent with composing essays and paragraphs to get a better understanding. I believe improved now than before." NST19POS explained in a more detailed way as follows: "Now I feel happy. Now I don't think that I am unable to write. But now I feel I can do the writing tasks (paragraph and essay). At those times, I worry and think a lot. But now I can say no matter, if I can't manage it, I believe that I can correct the errors I made through time."

F. Social Strategy Use

Participants were asked if their teacher enhanced their social strategy use in developing writing skills. In responding to this question, NST20POS noted, "Yes, there were social strategies used that enhanced activities run by the teachers" NST20POS further explained that the mediator helped them by designing activities they were able to ask each other, the mediator himself and other knowledgeable individuals in cases of difficulty. NST19POS explained the support the mediator offered them as follows:

One of the appreciated/strongest sides of the teacher is his focus on promoting students sharing behaviour. We didn't be familiar with sharing when we were in high school. We only learn in class and when the teacher raises ideas, we respond to his question. We

didn't pay attention to group work. In contrast to high school, the big and strongest side I see here is teachers' support to use is sharing information with others. He adjusts/arranges for us to work in groups discuss different points and share ideas with and among each other. He shows us that asking for information from friends simplifies the flow of information.

The mediator mainstreamed learning writing skills strategies during the presentation of essay and paragraph writing tasks, according to the analysis of interview responses from the participants in the aforementioned analysis.

4.5.2.1.3 Results of students' responses on the effects of teachers' mediation to improve their writing skill self-efficacy belief

A. Mastery experience as a source of self-efficacy belief

In this part, students' post-mediation interview on students' self-efficacy beliefs was analyzed. Students were asked about the extent to which they are confident in their ability to write essays and paragraphs and the supporting tasks. NST20POS reported, "It was very good. His support helped us to improve what we had before." NST20POS also explained, "For example, formerly I didn't know the difference between an essay and a paragraph. We hadn't learned when we were in grades 11 and 12." NST19POS revealed, "I had no confidence about my skill of writing at the beginning. Formerly, I have a blurred understanding of writing skills. But now since he has shown us each thing I can write with confidence."

B. Vicarious Experience

In replying if the interviewees have seen a well-written paragraph and essay to enhance their paragraph and essay NST20POS reported, "Yes, I have seen when we share each other works." NST20POS reported that it can be maximized and contributed to self-efficacy belief.

C. Social persuasion (peer and adults)

In replying if there was social persuasion from peers and adults that positively or negatively affects your self-efficacy belief, NST20POS noted, "No, nobody said good or bad. I didn't show to people". NST19POS also revealed, "To tell you the truth I didn't try out this."

D. Physiological and emotional status

Regarding the negative and positive contribution of physiological mood (being anxious, terrified, frightened or being happy, feeling free) to the developing or declining self-efficacy belief NST20POS thinks, “To me, there is no difference between the two. That means I won’t be nervous that much”. NST19POS also revealed, “Formerly I felt terrible. But now I don’t.”

What could be generalized there were changes in the post-test regarding students’ mastery experience, adult-based vicarious experience, and physiological and emotional status.

4.5.2.1.4 Analysis of the post-mediation interview results of performance

A. Content relevance

The two participants were asked about the improvements in writing relevant content in composing paragraphs and essays. NST20POS reported, “Now I am better than at the beginning of this course. This is because the teacher supported us in categorizing similar ideas together.” Furthermore, NST19POS reported the improvement in writing relevant content that came due to the teacher’s mediation as follows: “Yes in the former times there were irrelevant contents that mixed up in my writings. But now, I try to list the ideas that need to be included before I write the first draft. So it is simple; because I can connect these ideas.”

B. Organization

In responding to what is the difference between the former and the present organization skills participants explained ideas. For example, NST20POS asserted, “Now I am good at organizing paragraphs and essays. I think I improved now from the former.” In mentioning the aspect of improved organization skills. NST20POS exemplified, “For example, I formerly struggled writing the introduction part. It became clear how to write it now. Similarly, I learned how to write body parts of essays or paragraphs. My level of understanding is improved”. But NST19POS claimed, “This needs time. It needs commitment. It is not possible to become once”. Nevertheless NST19POS noted, “Here also I am good but I have gaps.”

C. Word Usage/Vocabulary

As far as the enhancement of vocabulary usage in composing paragraphs and essays, NST20POS reported, “Yes, now I can write what I want to write than before. So I do not

struggle much in searching words when I write now.” NST19POS revealed that the use of vocabulary depends on the seriousness of the issue. NST19POS noted, “If the idea is sensitive I can generate ideas easily. After that, I struggle.”

D. Grammar usage

In responding to what is the difference between the former and the present grammar used while writing paragraphs and essays NST20POS reported, “It was very nice. I think we improved our grammar usage.” Similarly, NST19POS reported, “I am good at grammar use in writing. Particularly, I am good at using grammar according to text types and their respective grammar use. There are changes.”

E. Mechanics usage

The last writing skills indicator considered in this study is students’ use of mechanics (punctuation marks and capitalization) in their paragraph and essay writing. Hence participants were asked if there were improvements in this respect after mediation. As a result, NST20POS noted, “We didn’t focus much on punctuation.” But NST19POS reported, “I don’t struggle with it because the teacher helped us to be proficient enough in mechanics.”

According to the data above, students do better in post-mediation in discussing relevant information, organising thoughts, and using vocabulary and grammar, except for mechanics.

4.5.3 Analysis of the control group’s post-mediation interview results

4.5.3.1 Analysis of the control group’s post-mediation interview results on the teacher procedure of instruction

The post-mediation interview was held with the selected control group students and their responses were analysed under four headings the teacher’s instructional procedure (introduction, presentation, practice and evaluation.), their strategy use, self-efficacy belief, and performance.

A. Introduction

The respondents were asked about the situation of the teacher’s introduction of a lesson. NSC33POS revealed, “He introduces the lesson by telling us its meaning. He tells us the

nature, the topic he will teach us. Explain to us about the day's lesson.” NSC42POS also revealed the same by saying “When he begins class he first introduces the lesson. He describes the topic of the lesson and its meaning. He tells us the nature of the topic he will teach us. Explain to us about the daily lesson.” However, NSC42POS explained, “But sometimes he does not introduce, he directly goes to the exercise.”

B. Presentation

In replying to the question of how the teachers present a writing lesson, the respondent NSC33POS reported that “He focused on the conceptual descriptions, definitions, classifications, nature of paragraphs, essays, and table interpretations using the lecture method.” NSC42POS also revealed, “There were limited attempts to offer students with practical classroom exercises.” Most of the practical parts of the writing activities were left to be done as assignments and homework without having sufficient support.

C. Practice

The two participants were asked about the practice they engaged in the practice of paragraphs and essays. NSC33POS explained as follows:

Most of the time he focused on the grammar part. He had gaps in focusing on teaching writing skills like essays and paragraphs. Now we mostly focused on the grammar part and there are there such as passive and active voices. Regarding writing, he attached us worksheet. But we had less practice time in the classroom. He told us that there are some written works for your teaching works. Other than this the teacher did not intentionally teach us writing taking his initiation. We did not do writing activities prepared by the teacher's interest like for the exam. So his teaching lacked these issues.

NSC42POS described not only a lack of focus for writing but also was lack of adequate explanation about the writing lesson. NSC42POS stated, “What he lacks in terms of providing the explanations about the writing tasks is explaining activities in which we engaged in and adequately share with class students.” Participants asked if their teacher helped them practice in group work pair work and outside the classroom NSC33Pre revealed that

He did less in this respect. If we look at it in terms of practising writing skills, it is very low. It can be said we haven't learnt it as compared to others. As I mentioned earlier most of our work focuses on grammar. We have not introduced the writing skills. We

have done some writing activities just meant for an attempt. Except this, we have not widely engaged in other types of writing activities.

The result indicates that the control group received insufficient teacher support to produce successful essays and paragraphs.

4.5.3.2 Students' writing skills strategy use

A. Memory strategy

Participants were asked to describe their teacher's support in using the memory strategy. NSC33Pre claimed, "The teacher did not support us much in this respect. It is we who try to remember what we know already and use it in our writing. He did not focus on advising on using memory strategy when we write. Perhaps it is a student who attempted to use memory strategy." NSC42POS revealed, "What he lacked is showing how to relate to other issues when a topic is given to write a paragraph or essay. Creating relationships about issues with which a topic relates."

B. Cognitive strategy use

In replying to the provision of teacher's support in using cognitive strategies NSC33Pre noted that "In this respect, the teacher tries to teach us in practice. He teaches us in the way of description. He is doing what he has to do. He supports us concerning this." However, NSC42POS noted, "Here we also learnt about the strategies. We did nothing other than learn its concept. For example, we have no practical exercise to bring about concentration."

C. Compensation strategy use

Students disclosed that they did not get sufficient assistance from their teacher in developing compensation strategies. NSC33Pre stated, "We didn't get any support about this strategy." NSC42POS also stated, "Of course, he told us about specific issues about compensation. This means it was not wide."

D. Metacognitive strategy use

Interviewees were asked about their teacher's instructional activities on metacognitive strategies use and NSC33Pre revealed, "Concerning this both the teacher's support and students acquisition is lesser. The teacher's support is little. He supported us to some extent

but it is not orderly and systematic.” Similarly, NSC42POS revealed, “We lack practice. He did not give us much practice except for providing us with theoretical issues. I only did it once.”

E. Affective strategy

Participants were asked about the management of their affective behaviours. As a result, NSC33Pre mentioned that “It depends on the type of the topics. For example, if the meaning of the topic is hidden, I become terrible. But if the topic is I know well, I do not feel terrible. My feeling condition depends on a given topic.” The participants were also asked about teachers' support NSC33Pre reported, “Nothing he helped us to minimize it.” Nevertheless, NSC42POS reported. “My former feelings of anxiety and fear were minimized.”

F. Social strategy use

In replying to teachers' attempts and their improvements in using social strategies in NSC33Pre disclosed, “I can say here that the teacher has great support in this respect. For example, he demanded us to write in groups.” The examination of the aforementioned interview data revealed that students received less guidance and support from teachers about the application of learning strategies for writing skills.

4.5.3.3 Students' writing skills self-efficacy belief

The control group interviewees were asked about the extent of self-efficacy belief and their respective sources. The analysis was given under mastery experience, vicarious experience, social persuasion, and Physiological and emotional state.

A. Mastery experience as a source of self-efficacy belief in writing

In replying to the question how do you describe your present level of your paragraph and essay writing self-efficacy belief NSC33Pre disclosed, “I say my self-efficacy belief is good. I don't know the others.” NSC33Pre further revealed, “My present self-efficacy is good. My previous mastery experience helped me a lot.” In responding to the extent to which their previous mastery experience helped contribute to their self-efficacy belief NSC33Pre revealed, “It helped me greatly. It helps me to do what we have given practically. The teacher is also good in supporting in this respect.”

B. Vicarious experience (observing others perform writing tasks)

Students were asked about the roles teachers in providing conditions to observe others' effective paragraph and essay writing. Accordingly, NSC33Pre noted, "There was no support from the teachers with this." NSC42POS reported that there were the teachers' attempts to show effective paragraphs and essays. NSC42POS further revealed, "Yes, it contributed to my self-efficacy belief to some extent."

C. Social persuasion received from others(peers)

In responding if social persuasion contributed to the participants' development of self-efficacy belief NSC33Pre disclosed, "Yeah, people criticize your work in two ways. Some criticize purposely to help you to do more. Others to attack you. But in both situations, it does not affect my self-efficacy belief. It doesn't matter if I do it well whether they criticize or not." NSC33Pre further revealed that social persuasion does not affect self-efficacy belief. NSC33Pre said, "Yes no effects on me for I faced it before."

D. Social persuasion received from others(Adults)

The two participants were asked about the contribution of social persuasion to their writing skill self-efficacy belief. Thus NSC42POS disclosed, "There were not many social persuasion exposures. No one gave me criticism and appreciation. I only showed up for a friend". In responding to the extent of teachers' support to get comments and suggestions, NSC42POS disclosed, "No, detailed suggestions and comments provided to us. But this is not given in such a way."

E. Physiological and emotional state

The interviewees were asked about the physiological and emotional status roles to their self-efficacy belief of paragraph and essay writing skills NSC33POS disclosed as follows:

Yes, there is such kind of physiological and emotional state I face as I mentioned comes due to the extent to which I am familiar with the title. There are writing titles that make me happy and make me terrible. If the title is hidden it is clear that my self-efficacy will be minimized. But if we know it well and if I have somebody who can support us, I may not have problems. My working potential will be increased.

NSC42POS further explained that the apprehension was minimized. NSC42POS revealed, “For example due to this semester’s learning my feeling of fear is minimized. Formerly, I was very anxious, but now it is minimized. Again it helped me to understand in detail what I write.” The analysis of the aforementioned interview data showed that some teachers made an effort to help and guide students in developing their self-efficacy belief sources. Although there wasn't enough instruction and coaching to improve pupils' confidence in producing quality paragraphs and essays.

4.5.3.4 Students writing skills performance

The post-mediation was held with the control group students about their paragraph and essay writing performance and their responses were analysed under writing relevant content, organizing a text, grammar, vocabulary, and mechanics use headings.

A. Relevance

In responding participants were asked if they face intermingling irrelevant ideas in their paragraph and essay writings NSC33POS explained, “Yes, I have problems mixing irrelevant ideas.” Ideas which are out of the topic. In responding to how their teacher supported them in solving the problem of mixing unrelated content NSC33POS revealed that he attempted to help them.

B. Organization

Participants were asked about the extent to which they can organize paragraph and essay writing. Accordingly, they believed that they were unable to organize paragraphs and essays. Regarding this NSC33POS noted, “Yes, I still face organizing problems. There were conditions I become unable to get organized in my writing tasks.” Even though NSC33POS is unable to organize paragraphs and essays. NSC33POS asserted that the teacher supported them to develop the skills. NSC33POS revealed this “In this respect, the teacher sees and supports us.”

C. Grammar

Students were asked about their grammar use in their paragraphs and essay writing. They revealed mixed views. While NSC33Pre revealed, “Yeah, it is less in this respect. It is not much. He did not support us NSC42POS revealed “I am to some extent good at using

grammar in sentences. Even he attempted to add a lot of grammar using aspects of our former knowledge.”

D. Vocabulary

Vocabulary use was another aspect of paragraph and essay writing performance students were asked about. In responding to the question if there were improvements in using appropriate words in their appropriate context, NSC42POS revealed, “What I progress/ understand from before is using synonyms in the case when I couldn’t find the exact word.” And NSC42POS revealed that “There are limitations in this respect.”

E. Mechanics

In responding to the question on the teachers’ support of their usage of punctuation, NSC33Pre noted, “The teacher did not say something about punctuation.” NSC42POS also noted, “In this respect he has limitations. We haven’t learned the advantages of punctuation.”

This analysis shows that, despite the teacher's efforts and some level of improvements in writing skills performance, learners still had difficulty organising their thoughts, discussing relevant information, and using grammar and vocabulary effectively in their paragraphs and essays. Besides, the teacher did not provide instructional support on how to use mechanics.

4.6 Analysis of the Mediator’s Interview Results

The two interviews were conducted with the mediator before and after mediation to draw data about the background knowledge on their writing skills performances, strategy use, and self-efficacy belief. To this end, the responses analyzed are as follows.

A. Pre-mediation

Analysis of the mediator's responses on his experience of students’ writing skills performance

The mediator asked about the participants' background knowledge of writing skills. He mentioned: "Concerning the writing skill students have problems; we faced difficulties and challenges concerning their writing skills. So they are weak in writing." The mediator was asked to speculate what he thinks the sources of students' writing skills problems and responded: "They had no prior knowledge when they joined the university. I think they did not

learn writing skills at the school level adequately. They did not practice it. So they have no basics of the skills when they join university."

In responding to the question, what were the areas of performance related he mentioned: "Some of them are very weak and below the level even, they are unable to identify the spelling of words. They fail to write words correctly, punctuation and the basics are very emblematic."

Mediator's convectional Approach in teaching writing skills

The mediator asked about the approach he was using in teaching the writing skills lesson and described it as follows:

"...so even if we assign them their respective groups we expect from them the product. Not the process. So the product. Perhaps the tasks may be done by one student in the absence of others. In the end, we ask students to respond to our questions based on the activity have given to them. Then they react to what they have done. Then we proceed to the next. That is how we teach them."

The mediator further explained the approach he perused to run the instruction:

English is a social science course. Since students need to work together and share experiences, we give activities for them. After that, they report what they have done. Then the questions were responded to after they did the tasks. We have no time to do with the students. Hence, we give chances to students to address and report what they have done there. And we do not try to address every student. The relationship might be when you give them notes and lectures.

These show that the teachers used the approach....far away from the needs and lack of students. Therefore, they believe that giving a highlight is sufficient to develop the skill. The mediator explained:

So we give them highlights on how we can develop paragraphs and essays. We tell them how they can just put their ideas together and make a meaningful paragraph and essay. Based on the highlight, we give them some model examples from the text. Then we move on. It is because we have no time to do more than this.

It signifies that the support teachers provided to students was insufficient. Even they only focused on what they thought 'were *critical aspects*'. This is the teacher's perception of basic knowledge of the student's writing skills who join the university. There are changes in the support given to them. It is an undeniable fact. But to what extent? There are changes.

The support

The mediator was asked how he had been supporting students having low-level background knowledge.

Giving support to our students is up to the level we need to provide even if they have constraints. Due to we have time constricts, we are rushing to cover the portions. At the same time, the module itself is very bulky to cover. So we try to give support on the critical aspects by using the lecture method. We give some model examples in the text and then leave for the students to practice outside.

Students' self-efficacy belief

The mediator was asked to reflect on his observation about the ' level of self-efficacy belief in their writing skills. It is found from the interview that they have less proficiency in the skills. So they could not fit the university-level writing. Furthermore, the mediator asked about their motivation towards the skills. The mediator expressed: "So they are not motivated to do that with the reason why I said they are not interested and they are indifferent totally." The mediator further described: "Even they do not think they can improve the skill. Even if you try to motivate them in one way or another, they do not do. If you give them an activity to be done outside of the class, they give it to other people to do on behalf of them."

This implies that they developed stereotypical perceptions regarding the development of their writing skills. That means there is a tendency to believe that they cannot enhance their skills in any case. Therefore, the mediator claimed: "It is difficult to break this unless special measures are taken to change their self-efficacy and to make the students try to work by themselves."

Concerning the strategy use, the mediator was asked to respond about the extent to which students progressed. The mediator described:

When we supported them, very few students enhanced their self-efficacy belief in writing skills. The majority still could not enhance, because they could not understand what the teacher said. This is because they do not have even a general command of the English language, let alone the grammar. However, there are very few students who can use the cognitive strategy. For example, a limited number of students might use their prior knowledge. There is a limited number of students who remember what they have learned. They memorize and use the prior knowledge to develop a task or a piece of writing on how we give them support. Concerning cognitive strategy, some students use it. However,

the majority did not use this strategy. Some might also use the affective writing skills strategy. They might be writing to practice at least writing their own. They use social strategy rather than this - concerning social strategy.

From these responses, it was found that teachers' support only improved limited students' writing skills strategy use. That is to say, the support provided did not improve the majority strategy use.

Students' performance

The mediator was asked to mention the areas of progress students show as a result of the support. Accordingly, the mediator reported there was not much improvement in terms of mechanics. It is because contents related to mechanics are not in the course. Students showed signs of progress regarding incorporating relevant content.

Students showed improvement in text organization by using use cohesive devices. However, it was found that there were limitations in using cohesive devices. They used incorrect sentence connectors. They sometimes use contrasting conjunctions that cannot be used in connecting two ideas of different sentences.

As far as the change in using an appropriate word, the mediator noted, "Some students adjust themselves with the content and use appropriate diction for the appropriate content. So in some cases, you can find some students who are trying."

B. Post-mediation mediation interview

A post-mediation interview was held with the mediator to elicit data about the effects of mediation on students' writing skills performance, strategy use, and perception. Then the responses were under the following sub-headings: the teacher conception, implementation of mediation criteria, students' signs of progress on performance, strategy use and self-efficacy belief.

The teachers' conception of the mediated learning experience and criteria

The mediator was asked about his conception of the mediated learning experience. He mentioned the concept of a mediated learning experience as follows:

Mediation is a very interesting thing that focuses on teachers or other knowledgeable persons interfering between students and the instructional materials to facilitate

instruction. It helps students to improve their knowledge, skills, and self-efficacy belief. So mediation is interesting which I have seen by mediating students. So I see it as an important part of instruction that needs to be implemented in the classroom.

The mediator was asked to describe the procedure he went across to implement mediation and described:

You gave me a soft coy on the issue of mediation and orientation premeditation discussion. Then I started joining the class. I started reading the material and grasped the knowledge. And now I decided to intervene so that the students can benefit from it. After all, I have understood the means I just make my students improve their writing skills.

The mediator further explained the mediation process by changing the approach that he has used so far. He explained that:

So I convinced the students and started the operation. And they know what one has to do in the class when I teach, give them activities, move around, and stroke each student, pat their shoulder. And, ask them and look at their work. I looked at their work commented and gave feedback them. So that they usually show me a smiley face. And they asked me without feeling anything. My approach made a difference. That is how I conducted my lesson.

The mediator answered the question ‘How often do you implement the mediation?’ I meditated during all instructional times.

Whenever I give activities, I move around and check students' work, forward questions, and provide feedback on what they did. When they produce pieces of writing, I give them titles for them. They start writing and feel discomfort with the writing, they tear /cross it throw it and start writing another one.

He revealed that "students benefited from the mediation and acquired knowledge.

Mediation criteria

Next, the mediator was asked how he attempted to implement some of the mediation criteria. The mediator’s implementation of the mediation criteria in the classroom was analyzed below.

A. Mediation for intentionality and reciprocity

The mediator was asked to mention how he implemented the intentionality and reciprocity criteria. He reported, "I did it intentionally. I made the lesson very clear to the students and

proceeded on to the activity." The mediator revealed that he gave them so many activities to students. He further explained the way he intentionally mediates:

When I taught the treatment students first, I introduced the lesson and gave them sample examples. After that, we discuss the sample example. Then I give them titles that are relevant to the model. Then we did this in the classroom accompanied by my support. After providing such orientations, I taught them. So that they can clearly understand the basics and at least feel confident to develop their writing skills. They improve in many aspects even though not at an equal level for all.

B. Mediation for meaning

In connection to mediation for understanding the meaning, the mediator was asked how he practically mediated this criterion. The mediator revealed, "Before we move to each writing skills activity I provide each day, I made everything clear for them. So the student should first understand the lesson. Then it could be easier to do their job properly. So I give the meaning of the lesson."

C. Mediation for transcendence

The mediator was asked about how he mediated to students so that they could see the purposes of writing skills in other times and places.

Consequently, the mediator stated his attempts to mediate for transcendence as follows:

I told them the purpose of the skills. I told them they should not write for a grade. Knowing the purpose leads the students to do the activities purposefully. So I told them the purpose of writing skills. So they can use it. It helps them outside of the course. And I clearly explain why they need to learn so that they can be motivated.

The mediator was asked what kind of purposes they would get if they had good writing skills.

The mediator disclosed:

They needed to know what I was taught and did when I started the writing skills portion. After that, the purpose outside of getting a job after graduation everything is done through writing. If they can develop CVs, and write letters, they may not feel ashamed of their skills. Wherever they go, they can develop letters and other pieces of writing if they know the skill.

D. Mediation of feeling competent

The mediator was asked how he implemented the criterion mediation for a sense of competence to encourage students' sense of competence. He stated, "That was also the important element which enhanced the students striving more. I showed them the competency they have. The things they lack come later on. I let them feel competent enough to do the activity." As far as mediation for the feeling of competition is concerned, the mediator requested to mention how he put it into practice. The mediator described:

I gave them this. And I tried to motivate my students to say: "I can do, I can write, I can change my status of writing." I do this by approaching friendly and fatherly students who started to be motivated. Formerly the classroom was authoritarian. We enter class. Then we preach or teach and lecture. We leave the class. Now I started to treat the students. And they started feeling confident, feeling friendly.

E. Mediation of self-regulation and control of behaviour

In responding to the question of how you mediated students' control of writing behaviour. The mediator stated the following. "I also tried to be aware of all the skills and strategies they need to implement. And students should plan. There is a pre-writing activity. There are post-writing and while-writing activities. I tried to show how to brainstorm and jot down points."

F. Mediation of goal-seeking and goal-achieving behavior

Concerning the teacher's mediation for setting a realistic goal, the mediator was requested to describe how he helped the students. The mediator mentioned the effort he made to help as follows:

I made the students start from what they have. I made their plan. It is because the topic I gave them is not critical, not complex. I let them start from what they have. So being realistic is very important. If they become overambitious, they might be affected. This is the reason why they have to do what they can achieve. So I encourage my students to do this way. And I give them with example. They can set a realistic goal and plan to achieve it.

G. Mediation for challenge

The mediator was requested to mention how he supported students by adjusting the difficulty level of the lesson. He described:

If you give them simple, they may not be interested. So it should not be too difficult. That is what I gave to my students the challenging activity. If it is too difficult, they will lose hope. They will be disinterested in producing a piece of writing. So I gave them challenging topics or challenging ideas.

H. Mediation of awareness of the human being as a changing entity

The mediator was asked how he mediated to develop the ability to recognize, monitor and assess changes in their writing skills.

I gave activities for them to do individually. After that, I gave chances for students to read it and identify their problems. If they fail to find out, I give that particular work to another student to identify errors and give comments. In some cases, I gave a topic to my students. And then they do the final one. I wrote the criteria on the blackboard. Then I evaluated according to the criteria. I genuinely told them that this meant helping them. To become out of the situation in which you are and to improve your writing skills. So they do not feel shame. They do not become anxious about the mark given. So they identify their problems in writing based on the mediation principles. They showed me. Then I did it, asking them to write again by correcting their mistakes. And then, I collected from students. I saw the progress in their piece of writing.

The mediator was asked how he practically mediates students' sharing behaviour. The mediator described what he did and stated the measures students took as per the teachers' mediation:

So I told them to know this one. If ideas are shared, they can be beneficial. No more or less. Thus, students started sharing and asking the ideas with people they did not know. The sharing of ideas includes me. Even some times, they came to my office and asked me. They brought a piece of writing they developed other than the topic I gave them. Based on their interests, they write a piece of paper. I evaluated their work. So they developed an interest in sharing behavior. They also take ideas. So I am very much interested in supporting them to improve their sharing behaviour.

I. Mediation of individual and psychological differentiation

The mediator was requested to mention how he encourages his students to write their opinions individually, emphasizing and having a right to their uniqueness. Hence, he stated the way he attempted to mediate the case in points as follows:

So I let them write what they feel and how they feel it concerning the piece of writing. I gave the topics so that they write paragraphs and essays. After that, we see the writings. Then I called them to provide. What is needed is that writing is not my idea. The needed one is how they put the idea on the piece of paper by organizing them. My attitude is not important here. I just encourage them.

The mediator asserted that he attempted to differentiate instruction based on students' individual and psychological differentiation.

J. Mediation of the feeling of belonging

The mediator was asked, to reflect on how he carried out the mediation for self-regulation and control of their behaviour. He said: "When I design the writing activities, I centred my students, their culture, their religion, the background. So they feel they belongingness to the class." Finally, the mediator was asked to reflect on the student's improvements in writing skill performance. Accordingly, he reported that "the changes or the improvements made highly on the organization of, idea generation, content relevance, appropriate word choice, and grammar."

Regarding the improvements in self-efficacy belief, the mediator revealed: "Students' developed to some extent their self-efficacy belief. They started practically doing the activities the writing activities. And planning what they do. They are also trying to fill the gap they have in writing skills. These were the things that I have seen in my students during mediation."

In connection to strategy use improvements, he forwarded the following: "I think the strategies brought the difference. Strategy improvement leads to performance improvement. And the performance improvement resulted in the self-efficacy belief. So there are changes in the three of the strategies."

CHAPTER FIVE: DISCUSSIONS, SUMMARY, AND FINDINGS

5.1 Introduction

This chapter presents discussions, a summary, and findings of the research drawn based on the quantitative and qualitative data analysis.

5.2 Discussions

The general objective of the study was to investigate the effects of teacher mediation on writing skill performance, self-efficacy beliefs, and the use of writing skill-learning strategies among first-year undergraduate students at Hawassa University. The study also aimed to measure the impact of teacher mediation on students' writing performance, self-efficacy beliefs, learning writing skills strategy use, and mediation principles.

Using Walqui's (2008) instructional scaffolding methodologies, Ng and Cheung (2018) found a similar finding for teacher mediation. Building understanding was aided by modelling (providing sample paragraphs for descriptive, narrative, expository, argumentative, and expository paragraphs and essays), bridging (relating prior experience to the present), contextualizing (relating to real-world events), schema building (providing fresh language input for paragraph and essay writing), representing text (creating similar paragraphs and essays), and developing metacognitions (planning writing). What follows is a discussion of each research question.

The purpose of the first research question was to examine if there was a statistically significant difference between pre-mediation and post-mediation in students' writing skills performance. The results of independent and paired samples t-tests demonstrated that applying mediation principles and instructional scaffolding significantly improved students' essay and paragraph writing skills performance. Particularly, the results showed that the students who received teacher meditation significantly improved their writing of relevant content, organizing text, and grammar and vocabulary use than those who did not. However, students did not show progress in using mechanics. The finding further revealed that the effects of teacher mediation were strong on the mentioned performance constructs. The

findings agree with earlier studies made by different investigators. Tum (2020), for example, drew similar results that indicated foreign language learners could overcome writing difficulties through mediating strategies, mediating texts, and concepts. A study conducted by Amare and Mulugeta (2021), agrees with the present findings that asserted using teacher mediation with corpus-based instruction improved EFL students' academic writing skills in discussing content, organizing ideas, and using grammar and vocabulary. The findings are also consistent with Khojsteh, Hosseini, and Nasri (2021) that students who received flipped-based mediation outperformed the control group in writing content, organization, vocabulary, language use, and mechanics. The findings are further in accord with Poehner and Infante (2017) who revealed that the mediator guidance and support provided to tertiary level English as Second Language students helped to acquire the tense aspects system of the writing program. Alcaraz-Marmol (2021) came across a similar conclusion that student who engaged in mediation activities on receptive knowledge of vocabulary improved their receptive vocabulary. Vargas, Quesada, Vasquez, and Rojas (2020) disclosed a similar conclusion that mediation of text structure, cohesion and coherence through the conscious-raising tasks of essay writing improved the experimental group's performance more than the control group.

The second research question was aimed at looking into whether there were significant differences between pre-mediation and post-mediation on students' learning writing skills strategy use. The analysis of the independent t-test showed that there was a statistically significant difference between the experimental and control groups in terms of using memory, cognitive, compensation, metacognitive, affective, and social strategies. The paired test results also showed that there was a statistically significant difference between pre-mediation and post-mediation. The overall Cohen's *d* test showed that there were moderate effects of teacher mediation. Varieties of studies come across similar findings on the effects of teacher mediation on students learning writing skills strategies use. For example, Law and Baer (2017) revealed that the memory strategy employed through structured review enhanced students' overall English language writing. Besides, Cole and Feng (2015) come with similar findings that asserted pre-taught vocabulary enhanced students writing by enhancing memory strategy use. That is to say, the new words students were taught in advance helped them remember and use the words while they composed. Guo (2020) explored how teacher mediation affects students' conversion of cognitive approaches into self-regulatory learning of

writing abilities and looked at comparable findings to those of self-regulation or control of learning. That is to say, mediation-based instruction helped participants to transcendence cognitive skills into self-regulative skills. Similar conclusions were reached by Shakarami, Hajhashemi, and Caltabiano (2017) in their study, which found that the employment of compensation strategies by teachers improved the performance quality of writing skills. Fard (2020) reported that a dynamic-based dialogic mediation contributed to lessening the diagnosed categories of writing anxiety symptoms. Studies on peer mediation, pair and group collaboration, and getting feedback have all been shown to improve students' writing, much like the mediator did. In light of this, Soleimani, Madirkhamene, and Sadeghi (2017) reported that mediation of social strategies, such as collaborative-based peer mediation vs. individual-based peer mediation, which showed that the collaborative group performed better than the individual group in terms of writing in fluency and accuracy. Wu's (2021) research confirmed the effectiveness of social strategies, including giving and getting feedback on writing quality.

The third research question was focused on investigating how teacher mediation affected students' writing skill self-efficacy belief. The results of the independent samples t-test from the Likert scale showed that the experimental group students had better mastery experience, vicarious experience from the adult, social persuasion, and physiological and emotional condition than the control groups. The results of the experimental group mean score of the paired sample t-test revealed statistically significant variations between the pre-test and post-test in mastery experience, social persuasion, and physiological and emotional state. Vicarious experience gained from peers, however, did not result in improvements on either test. This may be the case because students may believe the information on self-efficacy they learn from classmates is unimportant because they are at the same educational level. According to Cohen's *d* results, teacher mediation brought a strong effect on mastery experience and social persuasion efficacy beliefs. Adult-based vicarious experiences as well as physiological and emotional state belief sources showed a moderate effect size. Peer-based vicarious experience sources, however, revealed a weak effect.

The independent samples t-test and paired sample t-test results on self-reported rating scales on writing skills aspects also showed a significant difference between the pre-test and post-

test. The pre-test and post-mediation performance of the experimental and control groups differed statistically significantly, according to both the paired sample t-test and the independent samples t-test which asserted the students' of enhancement the efficacious belief. In both tests, Cohen's d result revealed a strong effect.

The contribution of mediational moves to writing skills and self-efficacious behaviours enhancement was tracked and triangulated with participants' ratings on the mediator's classroom use importance of MLE. Hence, both paired sample t-tests on the mediator's classroom use and the importance of MLE showed a significant difference.

Various investigations revealed that teacher mediation improved learners' writing skill self-efficacy belief sources related to mastery experience indicators such as writing relevant content, idea organization, vocabulary use, language use, and mechanics. For example, the findings are consistent with Khojasteh, Hosseini, and Nasiri (2021) showed students who have an orientation to flipped-based mediation improved students mastery of writing relevant content, idea organization, vocabulary use, language use, and mechanics. Likewise, Vargas, Quesada, Vasquez, and Rojas's (2020) investigation revealed a similar conclusion that mediation of text structure, cohesion, and coherence through conscious-raising tasks of essay writing improved experiential group performance. Poehner and Infante (2017) also revealed that the mediator guidance and support provided to Second Language students helped them acquire the tense aspects system. Alcaraz-Marmol (2021) came across a similar conclusion that student who engaged in mediation activities on receptive knowledge of vocabulary improved their receptive vocabulary. Furthermore, Tum's (2020) findings concord with the present result that the implementation of text mediation, mediating strategies, and concepts solved the writing skill challenges of EFL students.

Todd (2019) also drew a similar finding that teachers help through vicarious self-efficacy belief sources by modelling strategies to improve the participants' beliefs. The result further agrees with Hood's (2018) findings that revealed the writing workshops raised mastery and vicarious experience.

As with efficacious belief emerging from a physiological and emotional state, Tarkan-Blanco (2021) found that a process-and-collaborative-centered approach to teaching composition can

be a feasible solution to reducing writing skills anxiety. Similarly, Ruzek et al. (2016) reported that teachers' emotional support on students' engagement and motivation indicated significant mediating effects on peer relationships that lead to social persuasion. Kelly and Gaytan (2020) reported similar findings instructor's mediation of perceived immediacy of behaviours and clarity positively influenced students' writing anxiety. The finding concurs with previous investigations that reported social persuasion offered by teachers and trained peers' feedback contributed to the development of students' beliefs (Blackmore, 2013; Cui et al., 2021). Besides, Situmorang (2022) reported that participants' confidence increased due to verbal persuasion.

The investigations done by (Khojasteh et al., 2021; Vargas et al., 2020; Poehner & Infante, 2017; Tum, 2020; Ruzek et al., 2016 and Situmorang, 2022) examined the effects of interventions on efficacious belief. This study opens new insights on improving belief sources based on rigorous and demanding classroom mediational moves in the ways of tackling self-efficacious belief difficulties students usually face in developing paragraph and essay writing.

It was also found that there was a statistically significant difference in the mean scores of the experimental group between pre-mediation and post-mediation on the importance of mediation principles and the teacher's use of the principles.

The fourth research question sought to assess the kinds of writing skills mediation principles students mostly required to improve their writing skills performance. Even though the mediator was oriented to apply all 12 MLL principles, what was needed here was which principles applied more during the investigation. The results disclosed that the mediator applied mediation for intentionality and reciprocity, meaning, goal setting and goal achieving, sharing behaviour, and individuation principles very often. Likewise, most of the participants rated quite often for mediation for transcendence, competence, control of learning and changing entity. Among others, mediation for intentionality and reciprocity got the leading position of application by the mediator. Although the interview results showed that the instructor applied the principles of optimistic conduct, challenge, and belongingness, the majority of the students were uncertain about the mediator's implementation of these concepts. The paired test further revealed that overall there is a statistically significant

difference between the pre-mediation and post-mediation on the mediator's use of the principles. Cohen's *d* test result showed that the effect size is strong.

The same findings were drawn from Sukur's (2017) investigation that attempted to investigate the effects of teacher mediation based on the first three meditational principles of intentionality and reciprocity, meaning, and transcendence which were found to be effective in enhancing students' discussion of contents in writing cause and effect types of essays. The results of mediation for intentionality and reciprocity accord with the findings of (Nurhasanah, 2014). Studies made by (Krulatz, Neokleous, and Ofte 2020; Shrestha, 2020) asserted that using intentionality and reciprocity mediation principles provides students and mediators with chances to negotiate the contents of the writing texts. Sundari (2020) found that shared intentions are the main mediation principles the teacher employed in language class. The findings of the drawing mediation for transcendence coincided with Shrestha's (2020) experiment, which demonstrated that the writing assignments students completed in class helped them transfer and utilise their writing skills in other contexts.

Similar findings were found in Suastra and Meneggo's (2020) study, which focused on empowering students' writing abilities and improving those students' senses of competence through performance evaluation.

As with the results of self-regulation or control of learning, similar findings were examined by Guo (2020), who examined how teacher mediation affected students' conversion of cognitive methods into self-regulatory learning of writing abilities. In other words, the teacher-mediation-based training enabled participants to move beyond cognitive skills and develop self-regulatory ones. The study conducted by Teng and Zhang (2018) reported the same conclusions about mediation for self-regulated learning that showed this principle had a direct effect on the development of writing skills performance. This might be because if students manage their learning of writing tasks in the writing class, they could perform better in overall writing performance.

The results of an experiment done by Silver (2013) on the advantages of instructors' aid for goal-setting and goal-achieving for the development of writing abilities found positive outcomes, which led to similar conclusions.

Regarding the use of mediation to change students' views of themselves as changing individuals which in turn influences their ability to think and write well. Thompson (2012) investigated how to get high school students who were reluctant writers to write by using mediated activities. He reached the same conclusion as the current study, which is that participants' mental functioning for writing skills changed as a result of appropriating the mediated activities. Mediation for sharing behaviour was one of the principles reported applied very often by the mediator. Lin (2015) drew a similar conclusion that asserted collaborative writing improved the participants' linguistic forms and expression skills. That is to say, if students engage in collaborative writing like group work and pair work their writing attempts, they will enhance their writing skills. Students who received mediated teacher feedback were advantaged over those who did not receive the mediation (Lin, 2015). Similar results were found in Thompson's (2013) case study of an active intervention for the enhancement of an individual student's expressive text-writing skills based on a created zone of development, which showed that teacher mediation assisted the subject in acquiring the skill.

The investigation's findings suggest to us that a teacher's ability to adequately fulfil students' dynamic demands, which vary depending on individual differences, has a significant impact on students' performance in producing good writing. There is a direct causal link between a student's writing success or failure and the teacher's multidimensional assistance. The MLE theory can be used to get this type of assistance. MLE takes into account diverse assistance rather than single-phased support.

5.3 Summary

5.3.1 Introduction

The general objective of the research was to investigate the effects of teacher mediation on students' writing skills performance, strategy use, and self-efficacy belief. To achieve this objective writing skills tests, questionnaires, and in-depth interviews were employed. This part portrays the summary and major findings drawn from the analysis of the results.

5.3.2 Procedure of the study

The procedures used in the pilot and main studies are described in this section.

- i. The researcher's teaching experience, colleagues' reflections, and the results of different studies are used to identify the significant writing skills gaps that students exhibit. Accordingly, the researcher found that writing at the paragraph and essay levels was a major challenge for students at the university level. These skills are basic skills needed to explain one's academic and professional endeavours. Before conducting the study, the researcher thought it was important to create material that has enough linguistic inputs connected to the students' acquisition of paragraph and essay writing skills as well as structural cognitive modifiability. The available material, according to the researcher, is not linguistically rich enough to be used for teacher mediation purposes and is also unsuitable for appropriating mediational acts in practice. As a result, new writing skills material was developed.
- ii. In both the pilot and the main investigations, two groups were chosen at random from all of the available sections. Following that, groups were at random allocated to either the experimental or control groups. Each group in the pilot study has 28 individuals. In the final study, there were 31 students in each group.
- iii. Two English language lecturers were selected for the study, with T1 serving as a mediator and T2 as an assistant. A three-day, 12-hour training session was given to introduce MLE theory, materials, and writing instruction mediational moves. The training aimed to improve teachers' writing skills proficiency, strategy use, and self-efficacy beliefs.
- iv. The department heads, participants, and chosen lecturers were briefed on the studies before the pilot and main studies. Participants' consent was then obtained. The two chosen lecturers received training on the study's methods. After that, interviews, questionnaires, and the pre-test were given out. Both the pilot research and the final study's data were calculated and saved for comparison purposes.
- v. The newly designed material was used for both the experimental and control groups for the sought purpose of the effects of teacher mediation (instructional approach). Every other condition was the same for both groups (the same teacher, material, place, instructional time, relatively same age level, and coeducational background (relatively same range university entrance point). The material consists of paragraphs and essays writing along with their respective genres (descriptive, narrative, argumentative, and expository).

- vi. Students writing skills performance, strategy use, self-efficacy belief, and importance and mediators application of MLE principles along with respective indicators were tested in the pre-mediation and post-mediation. The pre-mediation test was administered ahead of one week May 9/2022-15/2022 while the post-mediation test was administered one week after post-mediation (16th week August 29-September 4/2022). The mediation procedure took 14 weeks (May 16-August 21/2022).
- vii. The study used an inter-rater reliability checking approach to assess test reliability. Two ratters marked writing performance using rubrics. Test scores and questionnaire results were computed using SPSS. The correlation coefficient, independent samples t-test, percentages and frequencies were computed to find out correlations, statistical differences if any and distributions. The questionnaires were used to assess participants' understanding of MLE criteria, writing skill strategy use, and self-efficacy belief. In-depth interviews were conducted with sample participants and transcribed verbatim to compare data after mediation. Records were compared with post-test data. It was found that the test results were found to be highly consistent.
- viii. For the pilot study, the teacher-mediated run lasted 8 weeks, while the main study went for 14 weeks. The experimental group received teacher-mediated writing skills instruction based on the twelve MLE principles and the scaffolding strategies developed by Walqui (2008). Students received the newly developed material. The control group, however, received conventional instruction without mediation and remediation moves based on Walqui's (2008) model of instructional scaffolding strategies and the MLE 12 mediation principles. With little assistance for practical activities, the teacher in the control group concentrated on the phases of introduction, presentation, and practice.
- ix. A post-mediation test, questionnaire, and interview were given to both groups after the teacher mediation for the pilot study's 8 weeks and the main study's 14 weeks to determine whether or not the teacher mediation improved students' writing skills performance, strategy use, and self-efficacy beliefs.

An inter-rater reliability checking approach was employed, just as it did in the pre-mediation, to evaluate test reliability. Two raters used rubrics to grade the quality of the writing. SPSS was used to compute test results and survey results. To determine correlations, statistical differences between groups, pre-mediation and post-mediation times, if any, effects

size, distributions, percentages and frequencies were calculated. To compare data following mediation, in-depth interviews with sample participants were conducted and verbatim transcribed. Thematic analysis was used to analyze in-depth interview data.

5.3 Major Findings

The following findings were drawn after analyzing and discussing the data gathered both during and after mediation:

- I. The analysis of independent samples t-test computed on the pre-mediation showed that statistically there was no significant difference between the experimental and control groups in terms of students' writing skill performance, strategy use, and self-efficacy belief. The results further indicated that there was a similar experience between the two groups regarding conceptions about the importance of mediation principles and their teachers' classroom applications of the principles. (See Table 4.6, Table 4.11, 4.12, Table 4.15 and Table 4. 17).
- II. The analysis of the independent samples t-test of the post-mediation writing skills performance data revealed that the experimental group's students considerably outperformed the control group in terms of writing content, organizing, using grammar, and using vocabulary, but not in terms of mechanics usage. The experimental group's overall score was significantly higher than the control group's at a significance level of $p < 0.05$. Besides, Cohen's test results revealed teacher mediation has a strong effect on the improvement of students' performance. (See Table 4. 16). Similarly, the experimental group considerably outperformed the control group in the post-test, according to the results of the paired samples t-test, with $P < 0.05$ level of significance. The effects of teacher mediation were strong, according to Cohen's d test results. (See Table 4.9 and Table 4.10).
- III. The analysis made on learning writing strategy use showed that there was a statistically significant difference between the experimental and control groups in terms of using memory, cognitive, compensation, metacognitive, affective, and social strategies. Cohen's d test showed that there was a strong effect size.

The paired test results also showed there was a statistically significant difference between pre-mediation and post-mediation $p < 0.05$. Cohen's d test showed that there were

moderate effects of teacher mediation on student's improvements in the use of the strategies. (See Table 4.15 and Table 4. 16).

- IV. An independent samples t-test results of self-efficacy belief sources showed that there was a significant difference between the experimental group and control groups in terms of mastery experience, adult-based vicarious experience, social persuasion, and physiological and emotional state, but not in terms of peer-based vicarious experience when they composed essays and paragraphs. (See Table 4. 21). According to the test results, mediation had a strong effect size on self-efficacy belief sources, with mastery experience. Social persuasion, adult-based vicarious experience, and physiological and emotional state were moderate, while vicarious experience among peers had a weak effect size. (See Table 4.21)
- V. A paired test results revealed that there was a statistically significant difference in terms of mastery experience, adult-based vicarious experience, social persuasion and physiological and emotional state efficacy sources between pre-mediation and post-mediation, but not peer-based vicarious experience. Overall the test portrayed that the experimental group showed a significant difference between pre-mediation at $p < .001$. Cohen's d result also showed that the effect of teacher mediation implied a strong effect of the teacher mediation to the enhancement of efficacious beliefs. (See Table 4.20)
- VI. The test revealed that there is a statistically significant difference between the experimental and control groups in the pre-mediation and post-mediation in terms of self-rating scales (0-100%) on their writing skill self-efficacy belief. Cohen's $d = 1.83$. This indicates that indicates the effect size is strong. (See Table 418 and Table 4.19)
- VII. The analysis of the results on the importance of MLE principles revealed that mediation for meaning, goal setting and achieving, and self-assessment, was quite important. Mediation for intentionality and reciprocity, transcendence, competence, managing learning, challenge, sharing, and individuation were reported as very important. However, the majority of the participants were uncertain about the importance of mediation for optimistic behaviour, and a sense of belonging. Besides, there was a statistically significant difference between the pre-test and post-test on the participants' ratings on the importance of mediation principles. Cohen's d result further showed that the effect size was strong. The results on the mediator's classroom applications of MLE principles

disclosed that the mediator applied mediation for intentionality and reciprocity, meaning, goal setting and goal achieving, sharing behaviour, and individuation very often. Likewise, most of the participants rated for mediation transcendence, competence, control of learning and self-assessment reported quite often. However, the majority of students were uncertain about the mediator's use of mediation for optimistic behaviour, challenge, and belongingness principles. The paired test further revealed that there is a statistically significant difference between the students' ratings on the pre-test and post-test on the mediator's use of the principles. Cohen's d test result showed that the effect size is strong. (See Table 4.11, Table 4.12).

VIII. The interview results also revealed similar results that indicated the mediator's application of MLE and writing skills scaffolding strategies improved students' essay and paragraph writing skills performance, self-efficacy belief and strategies use.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

According to the aforementioned findings, this study concludes that teacher mediation-based writing skill instruction affects students' writing skill performance, strategy use, and self-efficacy beliefs. The study draws the following specific conclusions in light of the specific findings.

- I. The writing instruction conducted through teacher mediation using mediation principles, and writing skills instructional scaffolding were worthwhile instructional approaches to improve the learners' performance of paragraphs and essay writing skills. Particularly, the experimental group enhanced their skills in writing relevant content, organizing texts, grammar, and vocabulary use. The effect of teacher mediation was also found stronger. As mentioned earlier, the findings and the literature revealed the effectiveness of teacher-mediated learning experiences for the development of students' writing skills performance.
- II. Students who received teacher-mediation-based instruction significantly surpassed their level of writing skills self-efficacy belief from students who did not receive teacher-mediated writing skills instruction with regards to mastery experience, adult-based vicarious experience, social persuasion, and physiological and emotional state sources of self-efficacy belief. Mediation had a strong effect on mastery experience, social persuasion, adult-based vicarious experience, and physiological and emotional state had moderate effects.
- III. Teacher mediation in writing instruction was found to be beneficial in developing paragraph and essay writing strategies, with a significant difference between the experimental group in using memory, cognitive, compensatory, meta-cognitive, affective, and social strategies compared to the control groups. A strong effect size was observed, and a paired test showed a significant difference between before and post-mediation. Teacher mediation had a moderate impact on students' strategies use enhancement.
- IV. Participants who received Mediated learning experience found that the principles are beneficial to enhance their writing skills performance strategy use and self-efficacy belief. The study analyzed the importance of mediation principles in the classroom,

revealing that mediation for meaning, goal setting, self-assessment, intentionality and reciprocity, transcendence, competence, managing learning, challenge, sharing, and individuation were highly important. However, the majority of participants were uncertain about the importance of mediation for optimistic behaviour and a sense of belonging. A statistically significant difference was found between pre-test and post-test ratings on the importance of mediation principles, with Cohen's d results showing a strong effect size. The mediator's classroom applications of MLE principles were also found to be frequently applied, with participants rated for transcendence, competence, control of learning, and self-assessment. However, the majority of students were uncertain about the mediator's use of these principles for optimistic behaviour, challenge, and belongingness.

The research project, therefore, concludes that the instruction of writing skills aimed at developing students' writing skills performance, self-efficacy belief, and strategy used should be run using the teacher-mediated learning theories along with writing skills scaffolding strategies. The development of students' writing skills is a challenging task that requires due consideration for their writing skill performance, strategy use and self-efficacy belief. Enhancements of these skills require the provision of interventions through a teacher-mediation instructional approach in which the mediator accesses sufficient, all-rounded, and rigorous support. The classroom use of the MLE in this investigation revealed effects on the development of the skills. The approach contributed to the improvements of paragraph and essay writing skills development, self-efficacious belief and learning writing skills strategies.

6.2 Recommendations

Based on the major findings drawn above, the research forwards the following recommendations.

I. Hence, the results drawn from the investigation have pedagogic implications. Achieving effective paragraph and essay writing skills performance is demanding for students. For this, the teacher mediation approach plays a vital role in solving students' problems as it requires the mediator to design and implement writing activities and make rigorous and dynamic adjustments through interactions. Writing is a socially constructed skill in which

students can get a considerable amount of input and strategies from the mediator, peer, and other knowledgeable individuals.

- II. Students who were taught using mediated learning experience and writing skills scaffolding strategies improved than those who were taught using the conventional. Hence it is found to be a worthwhile approach to enhance students' paragraph and essay learning writing skill strategies.
- III. It is vital to note that applying MLE-based instructional principles is advantageous to facilitating structural cognitive modifiability through qualified interactions and scaling up students' low-level self-efficacy beliefs. What would be needed to apply MLE is, maximizing the mediator's roles by providing them with an orientation about the MLE theoretical and practical guidelines. This makes the best use of it in general and to the student's writing skill efficacious belief development in particular.
- IV. MLE principles used in this investigation have significant implications for running productive instructions on writing skill performance, self-efficacy belief and strategy use and bring about students' structural cognitive modifiability. Hence, teachers are advised to use them for the possible enhancements of students' skills.
- V. It is hoped that writing skills materials developers, policymakers, and other potential stakeholders would find the results significant in harmonizing MLE theories in the teacher training programs and considering the theory in producing writing skills materials.
- VI. The results of the investigation focused only on university first-year students. Similar research might be done in other levels of students because this kind of classroom investigation is vital to look into learners' development of writing skills. Hence, conducting MLE based study might be possible to see how writing skill performance self-efficacious belief and strategies used affect their composition skill across different grade levels and how it can be developed for further success.

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APPENDICES

Appendix A1: List of Published Articles

1. An investigation into effects of teacher mediation on students' writing skills self-efficacy belief
Bahir Dar Journal of Education, 23(3), 63–82. <https://doi.org/10.4314/bdje.v23i3.5>
2. A Study on Effects of Teacher Mediation on Students' Writing Skills Performance
Innovations, Number 72 March 2023
ISSN: 19650256 (E) 12674982 (P)
www.journal-innovations.com Doi.10.54882

Appendix B1: Student Questionnaire

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication Department of
Foreign Languages and Literature PhD ELT Program

Dear respondent,

This questionnaire is designed to conduct a pilot study. The ultimate purpose of the study is to investigate the effects of teacher mediation on students' writing skills strategy use, perception, and performance. Particularly, it is meant for gathering data on students' use of writing skills learning strategies and self-efficacy belief. It has nothing to do with any sort of evaluation. The success of the study depends on your genuine responses to this questionnaire. I would, therefore, be grateful if you take a little time to fill and complete the questionnaire carefully and honestly. Your answers will be kept confidential. The help received from you will be gratefully acknowledged in the thesis.

Thank you for your co-operation.

Section I. Students' Information

1. Name of the campus: Main campus IOT
2. Section: _____

3. Age: 18-22 23-27 28-32
4. Sex: Male Female

5. Code: _____

6. Year: _____ Semester: _____.

Section II. Family Background. (Put a tick mark ✓) on your appropriate choice.

A. Occupation

Family	Occupation					
	Farmer	Merchant	Housewife	Government employee	NGO employee	Specify others
Mother						
Father						
Guardian						

B. Educational Level

Family	Family Education Level					
	Illiterate	Read and write	Grades 1-6	Grades 7-12	Diploma	BA/BSC and above
Mother						
Father						
Guardian						

Section III. Importance of Mediation Principles

For each of the following questions please **circle the score** that best represents your view of how often that **item is used by your teacher** in teaching writing skills.

5. Very important 4. Quite important 3. Uncertain 2. Not important 1. Not at all

When you learn **writing skills, how important do you think it is to:**

No	Criteria	5	4	3	2	1
	When you learn writing skills, how important do you think it is to:					
1	make the intention of the lesson clear and require you to be involved?	5	4	3	2	1
2	tell you the meaning of the lesson and why a particular writing skill activity is important?	5	4	3	2	1
3	make clear how and why writing skills will produce learning that will be	5	4	3	2	1

	helpful in other times and places?					
4	encourage you to develop a sense of competence and do writing activities?	5	4	3	2	1
5	help you to be aware of your own skills and strategies to take control of your own writing behaviours and become an independent learner?	5	4	3	2	1
6	encourage you to set your own realistic writing skills goals and to plan ways of achieving them?	5	4	3	2	1
7	help you set writing tasks that are sufficiently difficult to provide a challenge that stretches you and become an independent problem solver?	5	4	3	2	1
8	help you develop an ability to recognize, monitor, and assess the changes in your writing skill as you practice it?	5	4	3	2	1
9	help you develop a belief that you are capable of doing writing tasks yourself?	5	4	3	2	1
10	help you develop sharing behaviour in a class by setting up pair and group writing tasks?	5	4	3	2	1
11	encourage you to write your own opinions individually, emphasizing you have a right to your own uniqueness?	5	4	3	2	1
12	design writing activities that foster a sense of belonging to a classroom?	5	4	3	2	1

Section V. Teachers' Use of Mediation Principles

For each of the following questions please circle the score that best represents your view.

5. Very often 4. Quite often 3. Uncertain 2. Not very often 1. Not at all

When you learn **writing skills, how often does the teacher:**

No	Criteria	5	4	3	2	1
	When you learn writing skills, how often does the teacher:					
1	Makes the intention of the lesson clear and requires you to involve?	5	4	3	2	1
2	Helps you know the meaning of the lesson and why a particular writing activity is important?	5	4	3	2	1
3	Makes clear how and why writing skill activities will produce learning that will be helpful in other times and places?	5	4	3	2	1
4	Encourage you to develop sense of competence and do writing activities?	5	4	3	2	1
5	Helps you to be aware of your skills and strategies to take control of your	5	4	3	2	1

	writing behaviour and become an independent learner?					
6	encourage you to set your own realistic writing skills goals and to plan ways of achieving them?	5	4	3	2	1
7	Helps you set writing tasks that are sufficiently difficult to provide a challenge that stretches you and become an independent writer?	5	4	3	2	1
8	Helps you develop an ability to recognize, monitor and assess the changes in your writing skills as you practice it?	5	4	3	2	1
9	Helps you develop a belief that you are capable of doing writing tasks yourself?	5	4	3	2	1
10	Helps you develop sharing behaviour in a class by setting up pair and group writing tasks?	5	4	3	2	1
11	Encourages you to express your own opinion in writing individually emphasizing you have a right to your own uniqueness?	5	4	3	2	1
12	Design writing activities that foster a sense of belonging to a classroom?	5	4	3	2	1

Section VI. Writing Skills Strategy Use

Below is a strategy inventory about English writing skills learning strategies. Please read the statements carefully and circle the appropriate number (1, 2, 3, 4, or 5) which tells how true of you the statement is.

1. Never or almost never true of me- corresponding number ---1
2. Usually not true of me- corresponding number -----2
3. Somewhat true of me- corresponding number -----3
4. Usually true of me- corresponding number -----4
5. Always or almost true of me- corresponding number -----5

Never or almost never true of me- means that the statement is very rarely true of you.

Usually not true of me- means that the statement is true less half of the time.

Somewhat true of me- means that the statement is you about half of the time.

Usually true of me -means that the statement is true more than half the time.

Always or almost true of me means that the statement is true of you almost always.

Answer the terms of *how well the statement describes you*. Do not answer in terms of what

you would like to do or what other people think you should do. Remember that *there is no right or wrong answer* since each writer writes differently.

No	Item	1	2	3	4	5
1	Memory strategies					
1.1	I relate my composition topic to my background knowledge.	1	2	3	4	5
1.2	I use new words in a sentence so that I can remember them.	1	2	3	4	5
1.3	I memorize new English words by writing them down several times.	1	2	3	4	5
1.4	I revise my old composition so as not to forget the mistakes I made and how to solve them.	1	2	3	4	5
2	Cognitive Strategies					
2.1	I try out different ideas either orally or in writing to find out what I want to say.	1	2	3	4	5
2.2	I read frequently in an attempt to find out what I want to say.	1	2	3	4	5
2.3	I review previous sections of the text when I find a mismatch between my written text and the ideas I want to express.	1	2	3	4	5
2.4	I reformulate the linguistic expression when I am not sure it is right.	1	2	3	4	5
2.5	I try to put my meaning on paper as quickly as possible so as not to forget my ideas even if I experience spelling or grammatical problems.	1	2	3	4	5
2.6	I write different drafts of my composition.	1	2	3	4	5
2.7	I read books about good writers' compositions to improve my writing.	1	2	3	4	5
2.8	I move paragraphs around and attempt to organize my writing in a more coherent way.	1	2	3	4	5
2.9	I compare my composition with my plan or outline to use how well they match or to consider changes.	1	2	3	4	5
2.10	I put aside my writing for a few days to reconsider my thoughts with a fresh mind.	1	2	3	4	5
2.11	I read my composition aloud to "feel" its sound	1	2	3	4	5
2.12	I use transition words (thus, however, nevertheless and so on) in my	1	2	3	4	5

	composition that would help my reader understand my point.					
2.13	I choose words and expressions that are formal when I write formally and informal forms when I write informally.	1	2	3	4	5
3.	Compensation strategies					
3.1	I use synonyms when I can't find the word I mean.	1	2	3	4	5
3.2	I use the dictionary to find words that I don't know how to express in English.	1	2	3	4	5
3.3	I repeat in an attempt my writing going	1	2	3	4	5
3.4	I make guesses when I can't find the exact word that I need	1	2	3	4	5
3.5	I use sources when I don't have enough ideas to complete my composition	1	2	3	4	5
3.6	I make short pauses while writing my composition to consider what I have written so far.	1	2	3	4	5
4	Metacognitive strategies					
4.1	Before starting to write or while writing I make decisions about the word choice, content, organization, grammar, and mechanics.	1	2	3	4	5
4.2	I plan my composition in advance or while writing either mentally or in writing.	1	2	3	4	5
4.3	I plan the content and organization of my composition.	1	2	3	4	5
4.4	I go back to my plan to consider the ideas I have written down and to reformulate them if I feel they are flawed	1	2	3	4	5
4.5	I set myself long-term and short-term goals for improving my writing.	1	2	3	4	5
4.6	I think whether or not my ideas are clear as they are on paper.	1	2	3	4	5
4.7	I frequently think of my audience so as to adjust my text to their needs.	1	2	3	4	5
4.8	I pay attention to aspects such as a thesis statement, topics, and supporting sentences.	1	2	3	4	5
4.9	I write with a specific purpose in mind (i.e. to convince, inform, narrate an event and so on)	1	2	3	4	5
4.10	I am concerned with my lack of writing fluency and do something about it.	1	2	3	4	5

4.11	I follow a certain organization in my composition that would help my reader understand my point	1	2	3	4	5
4.12	I have a set of priorities when revising my composition: first, ideas and organization and then grammar and spelling concerns	1	2	3	4	5
4.13	I know the characteristics of good essays	1	2	3	4	5
4.14	I am aware of the effectiveness of the strategies that I employ for my writing.	1	2	3	4	5
5	Affective strategies					
5.1	I encourage myself to find a better solution to a linguistic problem in my composition.	1	2	3	4	5
5.2	I reward myself when I am given a good grade in a composition.	1	2	3	4	5
5.3	I motivate myself to keep writing by saying “Come on”, “Go on”, “you can do it”.	1	2	3	4	5
5.4	I write a diary to write how I feel about my writing.	1	2	3	4	5
5.5	I try to overcome feelings of frustration, sadness, etc. when my writing is not as good as I would like.	1	2	3	4	5
6	Social strategies					
6.1	I seek assistance when I have linguistic problems that I cannot solve or I ask another person to revise my composition	1	2	3	4	5
6.2	I seek opportunities to improve my writing, such as writing frequently for other people (emails, chats, letters, and others).	1	2	3	4	5
6.3	I give my writing to a friend or someone who is good at writing so that I have an opinion about my writing.	1	2	3	4	5
6.4	I compare my composition with my classmates’ composition	1	2	3	4	5

Section VII. Writing Self-efficacy Belief Scale

Instructions: On a scale from 0 (no chance) to 100 (completely certain), how sure are you that you can perform each of the writing skills below? Remember that you may use any number between 0 and 100. **Put the number** that you believe corresponds to your skill level in front of the statement.

0	10	20	30	40	50	60	70	80	90	100
no chance			moderately certain				completely certain			

No	Items	Scale
1	I can correctly <i>spell</i> all words in a story or composition.	
2	I can correctly <i>punctuate</i> a story or composition.	
3	I can <i>correctly use all parts of speech</i> (nouns, verbs, adjectives, and prepositions) in written composition.	
4	I can write <i>simple sentences</i> with good grammar.	
5	I can correctly use <i>singulars and plurals, verb tenses, prefixes, and suffixes</i> .	
6	I can write a strong <i>paragraph</i> that has a <i>good topic sentence or main idea</i> .	
7	I can structure paragraphs to <i>support ideas</i> in the topic sentences.	
8	I can end paragraphs with <i>proper conclusions</i> .	
9	I can correctly use <i>transitional words</i> in a written text.	
10	I can construct thesis statements, topics, and supporting sentences in the essay I compose.	

Section VIII: Sources of Writing Skills Self-efficacy Belief

Instructions: Please use the following scale to answer the following statements. Circle the letter that best describes how *true* or *false* each statement is for you.

<u> </u> F <u> </u>	<u> </u> F <u> </u>	<u> </u> F <u> </u>	<u> </u> T <u> </u>	<u> </u> T <u> </u>	<u> </u> T <u> </u>
Definitely False	Mostly False	A little bit False	A little bit True	Mostly True	Definitely True

No	Items	1	2	3	4	5	6
		F	F	F	T	T	T
1	I got high grades in last semester's writing tasks and tests	F	F	F	T	T	T
2	My friends tend to avoid writing assignments	F	F	F	T	T	T
3	I feel confident when my friends tell me I am doing well at writing in	F	F	F	T	T	T

	English						
4	I felt nervous when I had problems ineffectively writing a text	F	F	F	T	T	T
5	I received good results in my university writing assignments	F	F	F	T	T	T
6	I had a close friend(s) whom I respected for writing achievement	F	F	F	T	T	T
7	I was not good at writing activities in my nervous academic lives	F	F	F	T	T	T
8	People I admire are good writers	F	F	F	T	T	T
9	I have always had a natural talent for writing in English	F	F	F	T	T	T
10	I feel confident when other students in my class do well in writing	F	F	F	T	T	T
11	I am always anxious about writing task	F	F	F	T	T	T
12	I noticed my heart pounding when I took writing text	F	F	F	T	T	T
13	My mind goes blank and I am unable to think clearly when trying to write in English	F	F	F	T	T	T
14	I usually appreciate my English teachers when they teach writing	F	F	F	T	T	T
15	No one at home is good at writing in English	F	F	F	T	T	T
16	People often tell me that I am good at writing	F	F	F	T	T	T
17	My English teachers often encouraged me by praising my writing ability	F	F	F	T	T	T
18	My classmates said that I write effectively in English	F	F	F	T	T	T

Appendix C1: Students' Interview Guideline

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication Department of
Foreign Languages and Literature Ph.D. ELT Program Interview Guide for Students

Dear student,

The main aim of this interview is to gather data for a study. The ultimate purpose is to investigate the effects of teacher mediation/support on students' writing skills strategy use, self-efficacy belief, and performance. The interview you will give focuses on the teacher's mediation/support practices while he gives you writing skills activities. Therefore, your

cooperation and willingness to provide genuine and accurate responses to each of the items determine the quality of the findings of the study. Thus, I kindly request you to respond to each of the items carefully and honestly. Please note that any information that you give to each item of the interview is kept confidential and thus I request you to feel free and respond to each item without any hesitation.

Pre-mediation interview guide

1. How do you describe the teacher's support/ mediation/remedy he provides you to develop your writing skills?
2. Do you think the teacher's mediation/support/ that he conducts in your classroom helps you enhance your use of writing skills strategy use? If yes, how do they help you? If not, why?
3. Do the teacher's mediation strategies/support help you to write paragraphs and essays?
4. How do you describe the teacher's support/mediation/remedy that he implements in the classroom on your development of self-efficacy and your writing skills?
5. Do you think the mediation activities/support you received from your teacher in the classroom bring change in your perception particularly writing skills self-efficacy belief towards their writing skills? If yes, would you mind explaining the changes you observed? If, not describe it.
6. How do you describe the relationship between your teachers' support in your writing skills and your performance?
7. Do you think your teachers' classroom mediation/support brings changes to your writing skills performance? Both paragraph and essay writings?
8. In which areas of the skills performances did you bring changes?
What are your perceptions of the effects of teacher mediation on your writing skills performance?
9. What do you believe about your ability of writing skills? What do you think you lack in terms of skills? Which aspects of writing skills do you need/necessities you need to develop?
10. Do you think that writing skills improve over time; particularly what changes have you observed in students' writing between the first and last day of the class?

Post-mediation interview guide

1. How do you describe the teacher's support/ mediation/remedy he provided you to develop your writing skills?
2. Do you think the teacher's mediation/support/ that he conducted in your classroom helped you enhance your use of writing skills strategy use? If yes, how they helped you? If not, why?
3. Did the teachers' mediation strategies help/support you in writing paragraphs and essays?
4. How do you describe the teacher's support/mediation/remedy that he implemented in a classroom on your development of self-efficacy in your writing skills?
5. Do you think the mediation activities/support you received from your teacher in the classroom bring change in your perception particularly writing skills self-efficacy belief towards your writing skills? If yes, would you mind explaining the changes you observed? If, not describe it.
6. How do you describe the relationship between your teachers' support in your writing skills and your performance?
7. Do you think your teachers' classroom mediation/support brought changes to your writing skills performance? Both paragraph and essay writings?
8. In which areas of the skills performances did you bring changes?
What are your perceptions of the effects of teacher mediation on your writing skills performance?
9. What do you believe about your ability of writing skills? What do you think you lack in terms of skills? Which aspects of writing skills do you need/necessities you need to develop?
10. Do you think that writing skills improve over time; particularly What changes have you observed in students' writing between the first and last day of the class?

Thank You!

Appendix D1: Mediator's Interview Guidelines

Dear teacher (mediator),

The main aim of this interview is to gather data for a study. The ultimate purpose is to investigate the effects of teacher mediation on students' writing skills strategy use, perception, and performance. In the interview, you will focus on your mediation (experimental group)/support (for control group practices), while you give writing skills instructional activities. Therefore, your cooperation and willingness to provide genuine and accurate responses to each of the items determine the quality of the findings of the study. Thus, I kindly request you to respond to each of the items carefully and honestly. Please note that any information that you give to each item of the interview is kept confidential and thus I request you to feel free and respond to each item without any hesitation.

Pre-mediation interview guide for mediator

1. How do you describe the current students' writing skills performance?
2. How do you describe the support you provide to your students to develop their writing skills?
3. Do you think that your support helps your students enhance their writing skill strategy use? If yes, how do they help them? If not, why? A. Memory strategy B. Cognitive strategy C. Affective strategy D. Compensation strategy E. Metacognitive strategy F. Social strategy
4. Do your supporting strategies help your students to write effective paragraphs and essays?
5. Do you think the supporting activities they received from you bring change to their writing skill self-efficacy belief in their writing skills? If yes, would you mind explaining the changes you observed? If, not describe it.
6. How do you describe the support that you implement in the writing classroom on students' self-efficacy beliefs about their writing skills?
7. How do you describe the relationship between your support in your writing skills and your students' performance?

8. Do you think your classroom support brings changes to students' writing skills performance? In which areas of the skills performances did they bring changes? Both in paragraph and essay writing?
9. What are their perceptions/self-efficacy beliefs on the effects of teacher support on their writing skills performance?
10. What do you believe about their ability of writing skills? What do you think they lack in terms of content, organization, vocabulary and mechanics? Which aspects of writing skills do they need /necessities they need to develop?

Post-mediation interview guide for mediator

1. How do you describe the current students' writing skills performance?
2. What is teacher mediation to you?
3. How do you describe the support/ mediation/remediation you provided to your students to develop their writing skills?
4. Do you think that your mediation/support/helped your students enhance their writing skill strategy use? If yes, how did your strategy D. Compensation strategy E. Metacognitive strategy F. Social strategy
5. Did your mediation strategies help your students to write effective paragraphs and essays?
6. Do you think the mediation activities they received from you brought change to their writing skill self-efficacy belief towards their writing skills? If yes, would you mind explaining the changes you observed? If, not describe it.
7. How do you describe the support/mediation/remedy that you implemented in the writing classroom on students' self-efficacy beliefs about their writing skills?
8. Do you think your classroom mediation/support brought changes to students' writing skills performance? In which areas of the skills performances do they bring changes? Both paragraph and essay writings?
9. What is their self-efficacy belief on the effects of teacher mediation on their writing skills performance?
10. What do you believe about their ability of writing skills? What do you think they still lack in terms of content, organization, vocabulary and mechanics? Which aspects of writing skills do they need /necessities they need to develop.

Appendix E1: Newly Designed Material

Course Objectives

At the end of this course, students will be able to:

- ❖ Enhance their writing skill inputs through oral participation in classroom discussions held on various topics,
- ❖ Promote their writing skills inputs through reading activities,
- ❖ Develop paragraph and essay writing skills performance by engaging in different activities,
- ❖ Acquaint with effective academic writing skills and produce socially and academically appropriate texts,
- ❖ Improve their information transformation skills from tables, charts, and graphs,

UNIT ONE: MANAGING LEARNING

Unit Objectives

At the end of this unit, students will be able to:

- Express their ideas through involvement in various classroom discussions held on different topics,
- Identify main and specific ideas of reading texts by being involved in various activities,
- Explain the characteristics of a paragraph,
- Describe the rhetorical organization of narrative and descriptive paragraphs,
- State grammar uses related to narrative and descriptive paragraphs,
- Write academically effective narrative and descriptive paragraphs.

Part I Speaking

Activity 1.1: Have a group discussion regarding the following topics relating to self-control, then present your findings orally to the class.

1. What is the concept of self-regulation?
2. What are the components of self-regulation?
3. What is the significance of self-regulation in learning?
4. Did you have training on self-regulation? If you had, please share what you were trained about and how you were trained with your group.
5. How did the training help you to manage your learning?

Part II Reading

Pre-Reading

Activity 1.2: Answer the following questions before you read the text

1. What is the relationship between self-regulation and learning?
2. Why do students need to develop self-regulatory behaviour?
3. What are the techniques for developing self-regulation behaviour?

While reading activities

Activity 1.2: Read the following text and check whether the ideas you raised in Activity 1.1 are right or wrong.

Self-regulation in learning

The ability to self-regulate has been viewed as a desirable quality throughout history because it has positive effects on behaviour and the acquisition of skills (Reid, 1993). The **appeal** of self-regulation and its positive effects on behaviour and educational outcomes has prompted much research in this area. “Self-regulation refers to the self-directive process through which learners transform their mental abilities into task-related skills” (Zimmerman, 2001). This is the method or procedure that learners use to manage and organize their thoughts and convert them into skills used for learning. Self-regulation is the process of continuously monitoring progress toward a goal, checking outcomes, and redirecting unsuccessful efforts (Berk, 2003). In the following sessions, we will see the reason, purpose, and components of regulating self-learning.

Self-regulation is desirable because of the effects that it has on educational and behavioural outcomes. The use of Self-regulation techniques is a way to actively engage otherwise passive students in their academic instruction. Students need to view learning as an activity that they proactively do for themselves, rather than viewing learning as a covert event that happens to them as a result of instruction (Zimmerman, 2001). Allowing students to take a more active role in their education puts students in the driver’s seat and charge.

Self-regulation techniques are widely used. Successful people and learners use self-regulation effectively and efficiently to accomplish a task. They will regulate different strategies and monitor the effectiveness of those strategies while evaluating and determining the next course of action. Generally, successful learners already utilize various forms of self-regulation. Instruction in the use of self-regulation is typically directed toward students who are not currently using such techniques and consequently are not successful in educational settings. Through the use of students and self-regulation, performance can be greatly improved. The use of self-regulation techniques assists students in performing tasks more effectively and independently. For example, successful learners will constantly check their comprehension. When successful learners read a passage and realize that they do not understand what they have read, they will go back and read and realize that they do not understand what they have read, they will go back and reread, and question or summarize what is that they need to understand. On the other hand, when a student with learning disabilities reads a passage and realizes that they do not understand what they have read, they tend to shut down, or just continue to read because they do not recognize the goal of reading the passage. Students with learning disabilities tend to be **submissive** learners, often failing to evaluate and monitor their learning, to compensate they allow others to regulate their learning or rely on the assistance of others to successfully complete a task. They lack these essential executive control functions, which are necessary to complete complex academic tasks independently. Components of the executive control process are: Coordinating metacognitive knowledge-regulating cognitive and metacognitive knowledge, understanding one’s own knowledge, and thought process, Planning –using a deliberate and organized approach to attack a task, Monitoring-assessing comprehension while processing through a task, checking for effectiveness, testing, evaluating and revising strategies, Failure detection- while progressing through a task, detecting where there is a misunderstanding or an error is made, Failure correction-when an error is detected, going back and correcting any mistakes. Through instruction in various self-regulation techniques students with learning disabilities can be successful at “the self-directive process through which learners transform their mental abilities into tasks related skills” (Zimmerman, 2001).

Harris, Reid, and Graham (in press) describe four cornerstones of self-regulation: self-monitoring, self-instruction, goal setting, and self-reinforcement. We often talk to ourselves. This spontaneous speech is referred to as a private speech and serves no communicative function. It is part of normal early childhood development and tends to peak around age eight and disappear by around age ten.

Researchers realized that this private speech often served to help individuals perform tasks. These researchers utilized this phenomenon as an **intervention** called self-instruction in which individuals are literally taught to “talk themselves” through a task. Self-instruction is to go from modelled, induced, strategic, task-relevant, private speech to convert, strategic, task-relevant, private speech.

To use goal setting, it is important to consider the properties of effective goals. There are three critical properties of goals: Specificity goals should be well defined and set clear standards. This provides the student with a thorough understanding of what is expected. This will also make it easier for them to gauge their progress. Difficulty-this refers to how challenging the goal is for an individual. It is important to set goals at a moderate level of difficulty for the student. Goals should be set at a level of difficulty so that the student has to put forth an effort and utilize resources, but are still attainable. Setting goals that can be achieved with little or no effort will not increase a student’s motivation; setting goals that are too difficult will be **overwhelming** for students. Proximity-proximal goals are goals that can be completed in the near future. **Distal** goals are goals set to be completed only in the future (i.e. long-term goals). Proximal goals produce greater performance because they are more immediately attainable. Distal goals should be broken down into several proximal goals set to reach that long-term goal.

Self-reinforcement occurs when a student chooses to reinforce and self-administer it when a certain performance is reached. For self-reinforcement to be successful, students should anticipate providing themselves with the reinforcers when they have reached an acceptable level of performance (after I get all my math homework done, I can go outside and play.). The reinforcer must also be readily accessible for the students to access, at last eventually. There are four steps involved in teaching children self-reinforcement. These are determining standards and setting evaluative criteria, selecting a reinforcer to be earned, evaluating performance to determine whether the set criterion was met or not, and self-administering the reward.

Activity 1. 3: Answer the following questions based on the text you have read above.

1. Did you find that your prediction was right after you read the passage?
2. Discuss the concept of ‘self-regulation’ in your group based on your reading above.
3. What are the advantages of self-regulated learning?
4. What is the main idea of the text?
5. What are the components of self-regulation?

Activity 1. 4: Give contextual meanings to the following words

proactive	appeal	peak	overwhelming
intervention	distal	submissive	

Activity 1. 5: Write ‘true’ if the statement is correct and ‘false’ if the statement is incorrect according to the passage.

1. Self-regulated learning leads to effective independent learning.
2. Self-regulated learning cannot develop interpersonal skills because there is less communication with others.
3. Goal setting is one of the significant characteristics of a self-regulated learner.
4. Self-regulated learners may develop immature knowledge and experience.

Activity 1.6: Do the following questions according to the information you read above

1. Write a paragraph about the self-regulating strategies you employ to do your classroom activities.
2. Write a brief conclusion of the passage in a very short paragraph.

Activity 1.7: Read the following paragraph and answer the questions below it.

Self-directed learning

Self-directed learning, in its broadest meaning, describes a process in which an individual takes the initiative without the help of others through diagnosing his learning needs, formulation of learning goals, identifying resources for learning, choosing and implementing learning strategies and evaluating learning outcomes. What is the need for self-directed learning? One reason is that there is convincing evidence that people, who take the initiative in learning, learn more things and learn better than people waiting to be taught. The second reason is that self-directed learning is more in tune with our natural processes of psychological development; an essential aspect of maturing is developing the ability to take increasing responsibility for our own lives to become increasingly self-directed. The third reason is that many of the new developments in education put a heavy responsibility on the learners to take a good deal of initiative in their learning. To meet the challenges in today's instructive environment, self-directed learning is essential.

1. Write synonyms for the following words or phrases from the passage
 - a. diagnosing
 - b. modern environment
 - c. initiative
 - d. learning strategies
2. Which phrase best describes self-directed learning?
 - a. active learning
 - b. Passive learning
 - c. compulsory learning
 - d. Repulsive learning
3. There is a need for self-directed learning because
 - a. It is less challenging
 - b. It is a more cost-effective method
 - c. It helps people to learn more things and learn better
 - d. It is a modern method of learning
4. In self-directed learning, an individual
 - a. Takes initiative with or without the help of others
 - b. Is helpless and dependent
 - c. It is passive and waits for direction
 - d. Takes initiative.

Part III Writing

How to take/make a note

Activity 1. 8: Discuss the following points with your partner sitting next to you

1. Are terms note taking and note making different or similar?
2. When do you make a note?
3. Are you good at making a note?
4. What difficulties do you face when you take a note from a lecture?
5. What strategies do you think you can employ while taking notes?

Self-directed learning and note taking and note making

Making/taking a note is an important skill for every student who practices self-directed learning. You can take a note from what you listen and you make a note from what you read. It is a process of reviewing, connecting and synthesizing ideas from reading texts. In making a note, you don't need to write down everything you listen/read. You need to actively decide what is more important. Your notes should contain source information like title, author, date etc. headings to help you identify the key topics key points, examples, names, and new ideas trigger to make your notes more memorable.

Consider developing a system of symbols and abbreviations to help you speed up your note-taking. Common abbreviations in notes include "poss." for possibly, "esp." for "especially", and "govt." for government, but you can create a list that works for you.

Good notes should be accurate, clear and concise. When you are reading or listening, taking notes helps you concentrate. As listening and reading are interactive tasks, taking notes helps you make sense of the text. Thus, it is important to develop your skill in making notes for it helps you to maintain a permanent record of what you have read or listened to. This is useful when revising in the future for examinations or other reasons.

Paragraph Writing

1. What is a paragraph?
2. What are the basic characteristics of a paragraph?
3. How can we write a paragraph?
4. What are the types of paragraphs?

A. Defining paragraph

Note: A paragraph is a group of sentences about a topic. A paragraph is a group of sentences talking about one central idea or thought. The sentences in a paragraph should follow each other. It is not a paragraph if every sentence begins on a new line. A well-supported paragraph has at least 5 sentences and often more. There are four types of paragraphs: narrative, descriptive, expository, and argumentative. The basic characteristics of a paragraph are unity, coherence, variety, and completeness.

B. Qualities of paragraph

i. Unity

A paragraph has unity when all the sentences support the topic sentence, the main idea of the paragraph. Without unity, the paragraph loses focus. The topic sentence of the paragraph should focus on one topic and controlling idea. The supporting details of the paragraph must support the topic and controlling idea of the topic sentence. If they do not, they will be irrelevant and destroy the unity of the essay.

The paragraph below contains sentences that do not support the topic and the controlling idea expressed in the topic sentence. These irrelevant sentences have been underlined.

Jay Gatsby was my favourite character in the novel *The Great Gatsby* by F. Scott Fitzgerald. This is a classic American novel. One of the qualities I valued most about him was his generosity and loyalty to his friends and neighbours. For example, he gave many extravagant parties and never thought about the cost. He invited anyone he knew and liked regardless of their social status. His large home was situated on the water on Long Island. In fact, he befriended a struggling young man and offered to help him earn more money. This book is required reading in many college courses because it reveals the lifestyle of the 1929s. Although this young man remained faithful to Gatsby, others took advantage of his good nature.

Activity 1.9: Write two supporting sentences for each of the following topic sentences. Then exchange your ideas with a partner and check your partner's sentences for unity.

1. I use several strategies to memorize and use new words in my writing.
2. Asking friends some unclear questions will help develop my writing.
3. Computers are useful in many ways.
4. I usually follow certain steps to write my assignment.
5. When you are going to university classes, there are things you should always take with you.

ii. Coherence

A paragraph must also have coherence. Coherence in a paragraph means that the ideas have a logical flow. The relationship between the sentences is clear and one idea connects to the next. This means the topic sentence and the supporting details are organized so that information goes together. The way to achieve coherence in a paragraph is the use of a pattern of organization, such as time order, spatial order, or order of importance. The following paragraph is organized by space.

When you drive into the airport, you will see many signs for the different terminals. After you pass the signs, you will drive over a hill. The airport is on the other side of the hill. On your right, you will see the international terminal. This international terminal is two stories tall. The front is all glass. On the left, you will see the domestic terminals.

Activity 1. 10: Read the paragraphs below. Then circle the word that best describes the way the paragraph is organized.

My favourite restaurant is in an old house. It is very convenient because it is in my neighbourhood. We can drive, or if the evening is pleasant, we can walk. It has a nice atmosphere and friendly service. We know some of the waiters and waitresses so we enjoy talking to them because they ask us about our children. We especially like the decorations. The walls are soft yellow, and candles and fresh flowers are on the tables inside and outside. Finally, the food is excellent. The cook is the owner and he makes delicious dishes with fresh ingredients. We always enjoy our meals.

How is the paragraph organized---Time Space Order of importance

iii. Variety

Variety in writing is mainly meant for the reader. The use of varied sentence types or structures can help to make our paragraphs clearer and avoid possible monotonous that may destroy the attention of the reader while reading our text. This can be achieved by varying sentence beginnings sentence length and type.

iv. Completeness

Completeness is another quality of a good paragraph. So the writer must supply the reader with all the necessary details that clarify, analyze, support, defend or prove the main assertion that the writer states in the topic sentence. An incomplete paragraph usually raises questions in the reader's mind.

C. Structure of paragraph

It's helpful to consider paragraph organization as a block with three distinct parts: the introduction, the body, and the conclusion. These structures are further discussed through topic sentences, supporting sentences, and concluding sentences.

i. Writing a topic sentence of a paragraph

The topic sentence introduces the topic and tells what the writer will say about the topic. The topic sentence is usually the first or second sentence in a paragraph. It presents the topic and explains what the writer will say about the topic. This explanation is called the **controlling idea**. Read the following topic sentences. In each one, the topic is *my friend*. The controlling ideas explain what the writer will say about the topic. These controlling ideas tell the reader what to expect in the supporting sentences.

Topic	controlling idea
My friend	visited many heritage sites
My friend	is the funniest person I know
My friend	has a terribly dangerous job.

A topic sentence must not be a simple fact or a specific detail. The controlling idea must say something about the topic that can then be supported, developed, or demonstrated in the supporting sentences. The controlling idea must not be too general, or the topic sentence will be unclear.

Example: A surprise party is a kind of party (too general)
 There were 14 guests at my surprise birthday (too specific)
 My classmates gave me an unforgettable surprise party for my 18th birthday.

The last topic sentence is effective because it introduces the topic and has a controlling idea that can be developed in the supporting sentences. The paragraph will probably tell the story of the party.

Activity 1. 11: Identifying Topics and Controlling Idea

A. In each of the following sentences below, circle the topic and underline the controlling idea.

- Hiking is the best way to explore nature closely
- My uncle had a frightening experience as a young man.
- Text messaging has become popular among teenagers.
- Effective time management requires four easy steps.
- Every college student should take a computer.

B. In each sentence below, circle the topic and underline the controlling idea.

- My doctor is very kind to his patients
Example: The writer will give examples of ways in which his doctor is kind to patients.
- Fried rice is easy to prepare if you follow some simple steps. _____
- I am going to write about my country. _____
- I had an adventure in the jungle last year. _____
- Video games are not bad for children. _____

Activity 1. 12: Use each word or phrase below to write a topic sentence with a controlling idea.

Then share your sentences with a partner.

- Pets
 Example: *Pets are good companions for older people.*
- A first date _____
- A terrible teacher _____
- Tennis _____

ii. Writing supporting sentences

Supporting sentences add information about the topic and the controlling idea. Supporting sentences can include **definitions, explanations, examples** etc.

Read the topic sentence below and study the types of supporting sentences that might follow it.

Topic	Controlling idea
Young people	are too dependent on computers

Supporting definitions

Dependency on computers means that young people cannot perform the normal tasks and functions of daily life without them.

Supporting explanation

In the old days, people memorized important information, but today's youth rely on their computers, cell phones, and PDAs to do assignments, record numbers, and save important information. As a result, they can find themselves unprepared in an emergency such as an electrical block out. Once their batteries die, these people will not be able to communicate.

Supporting examples

For example, I do all my schoolwork on my computer. When my computer crashed last week, I lost my only draft of an essay. That was the next day. As a result, I got a bad grade.

Activity 1.13: Identifying topic sentences and supporting sentences. Write TS next to the topic sentence and write SS next to the supporting sentences.

Example:

1. a. Mosquitoes are attracted to heat. SS
b. Mosquitoes will fly several miles to find food. SS
c. Only the female mosquito bites. SS
d. Mosquitoes are interesting insects. TS
2. a. One of my babies is looking at international music. _____
b. I have a large collection of world music recordings. _____
c. My friends and I like to introduce each other to new international artists we discover. _____
d. I enjoy going to concerts with musicians from different countries. _____
3. a. I like the way people decorate their homes and stores _____
b. I enjoy going shopping in cold weather _____
c. I enjoy the parties and celebrations of the winter holiday. _____
d. I really like the winter holidays _____
4. a. My new apartment has big closets. _____
b. My new apartment is perfect for my roommate and me. _____
c. My new apartment is close to school and work. _____
d. My new apartment is not too expensive for students. _____

iii. Writing a concluding sentence of a paragraph

The concluding sentence or final sentence of a paragraph usually reminds the reader of the topic and controlling idea of the paragraph. The concluding sentence restates the main idea.

Topic sentence

I love the colour red.

Concluding sentence

I like to live life strong way, so I think I will always admire the colour red.

In addition, to restate the main idea, the concluding sentence may:

- warn the reader

If you do not follow the steps, you may not get the grade that you want.

- make a prediction

The automotive industry will change, and soon everyone will be driving pollution-free cars.

- Give an opinion about a topic

Some people might disagree but think lamb is the best meat for grilling.

Sometimes writers signal the concluding sentence by using the phrase in conclusion.
In conclusion, learning a second language has many advantages
The concluding sentence often repeats the information in the topic sentence in a different way.

Activity 1.14: Identifying supporting sentences and concluding sentences

Read the topic sentences below. Write SS next to the three supporting sentences and CS next to the concluding one.

1. The best way to see San Francisco is by walking
 - a. When you explore San Francisco on foot, you can experience what the city has to offer. CS
 - b. When you walk, you experience the different smells of the restaurants, the plants and sometimes the ocean. SS
 - c. You can stop and look in the windows of shops or sit on a bench for a short while and look at interesting people. SS
 - d. In a car or a bus, you cannot stop easily if you see something interesting because parking is difficult. SS
2. An egg taco takes only five minutes to make.
 - a. Your delicious egg taco is ready to eat in just a few minutes ____
 - b. Heat four tortillas in a small amount of water. ____
 - c. Scramble two eggs with a little salt and pepper ____
 - d. When the eggs are done, slide them into the warm tortilla and fold them over. ____
3. My paper is late because something happens to my computer ____
 - a. I was almost finished writing my paper, and I was checking it for error----

 - b. Suddenly, my computer screen went blank, and the power turned in my essay on time ____
 - c. The accident made me lose many hours of work so I could not turn in my essay on time.

 - d. Later I learned that a squirrel was on the power line and disrupted the electricity.
4. I enjoy the river walk in San Antonio.
 - a. The river walk is lower than the streets of the city ____
 - b. You can walk downstairs to a canal with a strong path and plants on each side. ____
 - c. There are many shops, restaurants and hotels along the path. ____
 - d. The river walk is a pleasant place to spend an afternoon or evening in San Antonio. ____

D. Types of paragraphs

Activity 1.15: Discuss the following questions in pairs

1. How many types of paragraphs are there?
2. What are the major types of paragraphs?

Paragraphs are classified as narrative, descriptive, argumentative, and Expository (cause and effect, problem solution, process analysis, compare and contrast, definition, exemplifying, and opinion ...) types.

i. Narrative paragraph

a. Defining narrative paragraph

Narration is storytelling writing. When you write a narrative paragraph, you write about events in the order they happen. In other words, you use time order signals to organize your sentences. The narrative paragraph can be fun to write because you tell a story or relate an event. Narratives have a beginning, a middle and an end. Narratives can be either factual or fictional. Most narratives are composed of major events sequenced in chronological order. To make it in chronological order time

transitional words or phrases are used to orient the reader in the sequence of the narrative. There are four basic components of all narratives: plot, character, conflict, and theme. The writer uses sensory details to emotionally engage readers.

b. Rhetorical focus

Introduction

- The introductory sentence gets the reader's attention

Body

- The body sentences describe what happened in the story
- Include details that bring the story to life
- They often use time order to explain the event.

Conclusion

- The concluding sentence describes the outcome of the event.
- It often ends with a comment by the writer about what the event showed or taught.

Activity 1.16: Read the following sample narrative paragraph and answer the questions next to it

Bad day

My day was a disaster. First, it had snowed during the night, which meant I had to shovel before I could leave for work. I was mad that I hadn't gotten up earlier. Then I have trouble starting my car, and to make matters worse, my daughter wasn't feeling well and said she didn't think she should go to school. When I eventually did arrive at work, I was twenty minutes late. Soon I found out my assistant had forgotten to make copies of a report I needed at nine o'clock. I quickly had to make another plan. By five o'clock, I was looking forward to getting my paycheck. Foolish woman! When I went to pick it up, the office assistant told me that soothing had gone wrong with the computers. I would not be able to get my check until Tuesday. Disappointed, I walked down the hill to the parking lot. There I met my final defeat. In my hurry to park the car in the morning, I had left my parking lights on. Now my battery was dead. Even an optimist like me had the right to be discouraged!

1. Underline the topic sentence of the paragraph.
2. What is the writer narrating?
3. Does the writer give details about **his bad day** in the first part, the middle part, or the last part of the paragraph?
4. Underline the concluding sentences twice. Did he restate the idea in the topic sentence?
5. How did the writer conclude the paragraph?

c. Language focus

Common Words/ Time order signals used in narrative

Words		Phrases	
finally	initially	at last	just then
first,(second, third...etc.)	when	at 12.00,	it started
later,		in the meantime	before long
immediately		after a while	after a _ few minutes
suddenly,		after that	when we were done
meanwhile		before beginning	right after
meanwhile.	since	in the morning,	in an instant
next,	suddenly	the next day	the last thing
now	as	as soon as it begin	when we finished
soon	whenever	in the beginning	pretty soon
then	however	after a while	at the end
after	once		

subsequently before	lastly During	
------------------------	------------------	--

We use time adverbs such as afterward, after that, eventually, finally, later, later on, now, then, and suddenly as connectors. These connectors usually appear at the beginning of a sentence. When they do, they are immediately followed by a comma.

Note: 'then' is an exception. It is not followed by a comma.

Example: Our train was running late. **Finally**, it arrived

We got onboard the train. **Then** we realized that we did not have money for the fair.

Past tense

Using the past continuous tense in narrative

In a narrative, you often need to describe an action in progress or describe background actions.

- To form the past continuous use was/were and the base form of the verb+ing
- Use the past continuous tense to talk about activities that were in progress at a specific time in the past. The activities began before the specific time and may also have continued after that time.

E.g. At three o'clock we were walking home from school. My friend was riding his bicycle.

Personal experience, anecdotes, biography, autobiography, history, etc. are examples of narrative accounts. A narrative paragraph's goal is to notify the reader of or convey a story or event. To support the primary topic of the paragraph, you need to offer pertinent facts. Additionally, you should make sure that the reader will find the details intriguing. It needs to be organized chronologically. This implies that you should write about the events in the order that they occurred. This guarantees that the paragraph is organized and has a logical flow.

Activity 1.17: Read the following paragraph and answer the questions that follow it.

An act of kindness

I will always remember my first day of junior high school because of the kindness a fellow student showed toward me. It was a scary day because I had gone to elementary school in a different city when I started junior high school. I didn't know anyone at my new school. I woke up, especially early that morning, and after getting ready and eating breakfast, I walked to the bus stop. Other students were there, but I didn't know them. I was too shy and nervous to introduce myself, and none of them talked to me. When the bus came, we all boarded. Stop after stop, the bus doors opened, and more students got on, but nobody sat next to me. We finally arrived at school, and I looked nervously at my printed schedule. I found my first class and then went to the next and the next. At noon, it was time for lunch. The outdoor tables were all full, and I couldn't bring myself to sit at a table full of students who all knew each other. Instead, I sat on a bench by myself and began to eat my sandwich. Suddenly, I noticed that another girl was sitting next to me. Her name was Mya, and she was also a new student. We talked during the entire lunch period, and after lunch, it turned out that we had an English class together. I was so relieved to have made a new friend, and it turned out Mya would be my good friend through junior high and high school. She is still my friend in college. Her small yet kind act of friendship towards me is something I will never forget. Now, when I see someone alone and with no one to talk to, I always make an effort to give that person a friendly smile and start up a conversation.

1. Which kind of tenses are chiefly used in the above paragraph?
2. What is the main idea of the paragraph?

3. What strategy is used to achieve unity?
4. What strategy is used to achieve coherence?
5. State words or phrases used to achieve coherence and unity.

Activity 1.18: Write a similar paragraph on one of last week's experiences you had.

The next paragraph shows a historical account. Read the paragraph and examine the organization

The Apollo 11 Space Mission

On July 16, 1969, Apollo 11, spacecraft launched from Kennedy Space Center in Florida. Its mission was to go where no human being had gone before the moon! The crew consisted of Neil Armstrong, Michael Collins, and Buzz Aldrin. The spacecraft landed on the moon in the Sea of Tranquility, a basaltic flood plain, on July 20, 1969. The moonwalk took place the following day. On July 21, 1969, at precisely 10:56 EDT, Commander Neil Armstrong emerged from the Lunar Module and took his famous step onto the moon's surface. He declared, "That's one small step for man, one giant leap for mankind." It was a monumental moment in human history.

1. Underline the topic sentence.
2. What is the writer narrating?
3. Does the writer give details about 'The Apollo 11 space mission' in the first part, the middle part, or the last part of the paragraph?
4. Does the writer describe what Commander Neil Armstrong did in the first part, middle part, or the last part of the paragraph?
5. Underline the concluding sentences twice. Does it restate the idea in the topic sentence?
6. How many sentences are there in the paragraph?

d. Outlining and writing a narrative paragraph

Activity 1.19: Write a narrative paragraph about a special occasion in your life/holiday you celebrated last year

- i. Brainstorming ideas
Take some minutes and remind yourself of the special occasion in your/ how you celebrated the holiday.
- ii. Write about activities performed /materials used on that day. Then think of some other items you own that have a special meaning for you. Add them to the chart as well.

Wearing/clothing	Food/Traditional	Communication/	Traditional music Dance	Gifts

- iii. Write how these materials were used and activities were performed in phrases.
- iv. With a partner, think of words that you could use to narrate the events of the day chronologically.
- v. On a separate piece of paper, make a list of four or five chronological sequencing words or phrases that you use to narrate.

e. Writing up

Review your brainstorming ideas and your free writing exercise. Then use the chart below as an outline for your paragraph about the holiday.

Topic Sentence

What are you going to narrate?

What is your general feeling about the holiday/occasion?

Supporting Sentences

Write some notes about the background or history of the holiday/ occasion.

What are some details you can use for the day?

What are some details you can use to narrate your feelings about the day?

Concluding Sentence

Restate the idea in the topic sentence

f. Home Work

1. Write a narrative paragraph on your high school experiences.
2. Write a narrative paragraph on Albert Einstein.

II. Descriptive paragraph

a. Defining descriptive paragraph

A description paragraph is writing that creates a clear and vivid impression of the topic. Description translates your experience of a person, place, or thing into words, often by appealing to the senses—sight, hearing, smell, taste, and touch.

Four basics of good description

1. It creates a main impression of the overall effect, feeling or image of the topic.
2. It uses specific examples to support the main impression.
3. It supports those examples with entails that appeal to the sense—sight, hearing, smell, taste, and touch.
4. It brings a person, place, or physical object to life for the reader.

Activity 1. 20: Answer the following questions according to the information in the paragraph above

My cozy living room

My favourite place is the living room in my house because it is a place with a lot of activity. It is a typical living room with a TV, couch, chair, coffee table, and bookshelf, but the people inside make it special. My daughter, husband, and I spend a lot of time there. It is the place where I spend my weekends talking with my family, watching movies, getting the latest news, and reading. My living room has been my favourite place for a long time now. I have rarely shared this place with others outside my immediate family. This place makes me feel warm. Cosy, and relaxed, and that is why it is my favourite place in the whole world.

1. What is described?
2. Do you think that you have got an image of the thing described? If so what kind of image comes to your mind?
3. What are the words that give you a mental image of Cozy's favourite room?

b. Rhetorical organization

Introduction

- The topic sentence introduces the object or event of the description

Body

- Most of the description is in detailed sentences
- Adjectives and adverbs make the experience more vivid
- The scene is often described with prepositions and prepositional phrases that show a specific location or position in space
- Comparisons such as similes can make the writing more descriptive, familiar, and expressive.
- The conclusion gives the writer's final opinion about the description

Conclusion (if any)

The conclusion gives the writer a final opinion about the description

Activity 1.21: Reading a paragraph.

Like a mule

I am a stubborn person. My friends and relatives are sure about this because they have experience with me. For example, I do not take advice from other people. When I was looking for a job, I had to choose between two jobs. My sister and husband wanted me to take a job in a childcare centre, but I did not like it. I was stubborn, and I did not take their advice. I took a different job at a bookstore. Also, I do not change my mind easily. For example, when I bought my car, I wanted it in white. The car dealer had all the other colours, green, and gold, blue, even red. I said no, and we went to a different dealer on a freeway 50 miles away. I always defended my opinions. For example, I do not like the wife of my husband's friend. She is a mean person, and I told her what I thought of her so we do not spend time together as a couple. My life is not always easy, but I am proud to be a strong and stubborn woman.

Activity 1.22: Analyzing the paragraph. Answer the questions below in full sentences based on the paragraph

1. Why is the title "Like a Mule"?
2. Who in the paragraph is like a mule?
3. What are the three main ways in which the author is stubborn?
4. Why does the author say her life is not easy?
5. Circle the topic and underline the controlling idea.
6. Read the second sentence. What do you expect the supporting details to describe?
7. How many examples does the author give?
8. Write one example that shows the author's stubbornness.
9. Do all the supporting sentences support the topic sentence?
10. Underline the concluding sentence twice. Does it restate the topic sentence?
11. What does the author add to the concluding sentence that is not in the topic sentence?
12. In your opinion, does the author like being stubborn? Explain your answer.

c. Language focus

Using Adjectives in Descriptive Writing

Adjectives are words that describe nouns. Writers use adjectives to describe and give the reader a complete picture of the people, places, and things they want to describe. Compare the following pairs of phrases. Notice how the adjectives help you visualize the object.

a classroom → an interesting classroom
 a bicycle → a racing bicycle
 a desk → a large, metal desk

- An adjective can come before a noun. If the noun is singular use a, an or the before the adjective.
 I own an antique violin.
 My mother gave me a big hug.
- Adjectives have only one form. Use the same adjective with singular and plural nouns
 a lovely bracelet
 two lovely bracelets
- An adjective can come after be. When two adjectives come after be, separate them with and.
 These shoes are **comfortable**.
 My father's expression is **wise and serious**
- Nouns can also function as adjectives. In the following examples, the first noun describes the second noun.
 a rose
 a pocket knife
 Note: When a noun functions as an adjective, it is always singular
 Two kitchen table
 Two kitchen tables. (Incorrect)
- Order of adjectives
 Adjectives appear in a particular order, according to their function, as shown below:

Quality/ Size Opinion	Age	Shape	Color	Origin	Material	Purpose/ Kind
Interesting	huge	old	round	blue	Mexican	wooden picnic
Boring	small	new	square	white	European	iron wedding

Activity 1.23: Read the following sentences and underline the adjectives.

1. I take care of my sturdy, old bicycle.
2. I am fond of the Hawassa University compound layout.
3. It has broad green leaves and delicate, white flowers.
4. I bought a straw hat at a music festival.

Activity 1. 24: Change the following sentences by adding two or three adjectives to each one

1. My instructor is like a friend.
2. I love my English classroom.
3. No one understands why I still wear my jeans.
4. If I could only save one thing from a fire, it would be my chair.
5. The piano in my parents' house is located in the room.
6. My mother gave me her ring.

Activity 1.25: Rewrite the following sentences and add two or three adjectives to each other.

1. My brother owned a car. _____.
2. My friend has a sister. _____.

3. The man was a teacher. _____.
4. The object is actually a computer. _____.
5. I have a plant and a cat. _____.
6. There is a tree next to the house _____.

Activity 1.26: Read the paragraphs and correct the mistakes with adjectives. There are six mistakes respectively.

I have a new digital camera, and I am very excited about using it because it has so many features useful. I do not to spend a lot of time focusing it. It has an automatic focus. People do not have to wait a long time to take their picture. In addition, its lens is powerful. I can photograph a person and scenery, and both are clear when I print the finals pictures. Another feature allows me to delete pictures blurry. I save a lot of money because I do not have to print ugly pictures. I am very excited about my new camera because it is conveniently easy, and I can take interesting pictures of it. I expect to have a lot of fun with it.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

My most valuable possession is a handmade Persian carpet. My parents gave it to me as a wedding gift right before I married my husband. This carpet is made up of wood and silk, it is rectangular in shape, and it has a gold fringe along the borders. The colours of my carpet are mostly dark red on a cream colored background, but there are also blue and brown designs woven into it. In the centre of the carpet, a round medallion is decorated with exquisite's lines and curves. The carpet is not thick or soft, but it is lovely to look at. I keep it in my living room because it remains me of my parents' wonderful, and the country beautiful where it was made.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Activity 1.27: Answer the questions below in full sentences based on the paragraph.

My Special Treasure

My special treasure is a picture of my mother on her fifteenth birthday. This picture was always in my house when I was growing up. Years later, when I got married and moved to Montreal, my mother gave it to me so that I would always remember her. Now it sits on the table next to my bed. I look at it and imagine my mother's life on that day I think she was excited because her eyes shone with happiness. Her smile is shy as if she were thinking about a secret. She is standing next to a rose bush, and the roses are taller than she is. She is wearing a beautiful white lace dress and black shoes. Her hair is long and curly. She looks lovely in this peaceful place and I feel calm when I gaze into her eyes at the end of my busy day. This picture of my mother is my most valuable possession.

1. What is the author's special treasure?
2. Why does the author like this possession?
3. Who gave it to the author?
4. Which words does the author use to describe the possession?

A. Examine the organization of the paragraph by answering the question below. Then compare your answers with a partner.

- a. Underline the topic sentence. What will the writer describe?
- b. Does the writer give details about how she got the picture in the first part, the middle part, or the last part of the paragraph?
- c. Does the writer describe what the picture looks like in the first part, middle part, or the last part of the paragraph?

- d. Does the writer describe her thoughts and feelings about the picture in the first part, the middle part, or the last part of the paragraph?
- e. Underline the concluding sentences twice. Does it restate the idea in the topic sentence?
- f. How many sentences are there in the paragraph?

d. Outlining and writing

Activity 1.28: Write a paragraph about a piece of clothing or jewellery that is special in your locality.

- i. Brainstorming ideas
- ii. Write the pieces of materials you free write about in the chart below. Then think of some other items you own that have a special meaning for you. Add them to the chart as well.

Jewellery	Photographs	Mechanical or electronic devices	Art or music	Clothing

- iii. Circle two or three items that you might like to write about. Describe these items to a partner.
- iv. With a partner, think of words that you could use to describe items in the categories below. A few descriptive words have already been added to the chart.

Jewellery	Photographs	Mechanical or electronic devices	Art or music	Clothing
Silver delicate round	Faded serious happy	Useful convenient practical	Cheerful dramatic	colourful worn silk

- v. On a separate piece, make a list of four or five adjectives that you use to describe yourself. Then write about why each one describes you. You may choose from the list below or use other adjectives
- vi. Writing up

Review your brainstorming ideas and your freewriting exercise. Then use the chart below as an outline for your paragraph about clothing or jewellery.

Topic Sentence

What are you going to describe?
 What is your general feeling about the object?

Supporting Sentences

Write some notes about the background or history of the object.
 What are some details you can use to describe the object?
 What are some details you can use to describe your feelings about the object?

Concluding Sentence

Restate the idea in the topic sentence

Activity 1. 29: Timed writing: 45 Minutes

Write a descriptive paragraph about your favourite place to visit in Ethiopia. Before you begin to write, review the following time management strategy.

Step1 Brainstorming: 5 minutes

Write down some interesting places you have visited. Then write down some specific details about each place. When you finish, choose the place you would like to write a descriptive paragraph about.

Step 2 Outlining: 5 minutes

Write an outline for your paragraph

Topic Sentence

Topic: _____.

The general feeling about the topic: _____

Supporting Sentences: _____.

Background information: _____

Details that describe the topic _____

Concluding Sentence _____

Step 3 Writing: 25 minutes

Use your brainstorming notes and outlines to write your first draft on a separate piece of paper.

Step 4 Editing: 10 minutes

When you have finished your first draft, check it for mistakes, using the list below.

Editor's Checklist

Put a tick mark (√) as appropriate

- 1. Does the paragraph have a topic sentence that introduces the thing you will describe?
- 2. Did you include background information about the thing you are describing?
- 3. Did you include descriptive details about how the thing looks smells, tastes, sounds, feels, etc.?
- 4. Did you use specific words as part of your description?
- 5. Did you use adjectives as part of your description?
- 6. Are adjectives used correctly?
- 7. Does the paragraph have a concluding sentence that restates the idea in the topic sentence?

Writing a personal description

I am an athletic guy

Read this paragraph. What is the game the author refers to in the title?

I am an athletic guy I like to watch sports on television, but I love playing sports even more. My favourite sport is soccer because it requires teamwork. I enjoy working with other players as a team. I am in two leagues. On both teams, I play forward because I am aggressive and I can score goals. One of the leagues is just for fun, so I can mess around with my cousins and friends. The other league is more serious. I have to keep myself in good condition. There are regular practices and we work on special plays. Sometimes we travel to other cities in the state. I am also a student, so it is difficult to work around my school schedule. Basketball is another one of the sports I often play in the park with my friends. Basketball is fun even though I am not so skilful. My friends and I joke while we play and have a good time. I also like swimming, but I do not swim in competition. Mainly I swim to stay in shape for soccer. Playing sports is the thing that I enjoy most, and I especially like soccer because I feel happy when my team and I play together.

Activity 1.30: Analyzing the paragraph

A. Respond to the paragraph by answering the questions below in full sentences.

1. What is the author's favourite sport? What do you learn about him as a player? _____.
2. Why does the author like soccer? _____.
3. What other sports does the author participate in? _____.
4. What examples does the author give that show how the two soccer leagues are different? _____.
5. Are you convinced that the author is athletic? Explain. _____.

B. Examine the organization of the paragraph by answering the questions below. Then compare your answers with a partner.

1. Circle the topic and underline the controlling idea in the topic sentence.
2. Read the second sentence. What do you expect the supporting details to describe? _____
3. Write one example that shows the author is athletic. _____?
4. Do all the details support the topic sentence? _____
5. Underline the concluding sentence. Does it restate the topic? _____
6. What does the author add to the concluding sentence that is not in the topic sentence? _____.

Next, you will write an example paragraph that describes you and your life. You will use specific examples to support your ideas

Brainstorming ideas

- A. Review your free writing exercise. Then choose one adjective from your free writing exercise that you would like to write about. Use those adjectives to complete the sentences below. This will be your topic sentence

I am a/an _____ person

- B. Complete questions 1 and 2 below with the same adjective. Then write your answers to the question.

1. What experiences have had that show you are a/an _____ person?
2. What activities do you often do that show you are a/an _____ person?

C. Brainstorming vocabulary

Read the following lists of adjectives. Add any new words you can think of to the chart. Use your dictionary for help

Personality	cheerful, outgoing, optimistic, adventurous
Feeling	peaceful, nervous, embarrassed, gloomy, excited
appearance	stocky, petite, graceful, handsome
Characteristics	intelligent, creative, social, organized, athletic

- D. Choose four words from the chart that you might use as an example in your paragraph. Write a practice sentence with each other.

1. I am shy. For example, I feel nervous when I meet new people.

2. _____

3. _____

E. Writing the first draft

Review your outline. Then write the first draft

After you write your first draft, exchange it with a partner. You may also write components or questions on your partner's draft. Then read your partner's comments on your first draft, and revise it as necessary.

Timed writing: 45 minutes

Write an example paragraph on the topic below. Before you begin to write, review the following time management strategy.

Describe your ideal English teacher. What is his or her most important characteristic?

Step 1 Brainstorming: 5 minutes

What characteristics must a good English teacher have? Write down as many of these characteristics as you can in the box or on a separate piece of paper. Then choose one characteristic that is the most important to you, and write four specific examples for the characteristic.

OUTLINING: 5 minutes

Write an outline of your paragraph.

Topic

sentence _____

Supporting sentences

Example 1: _____

Example 2: _____

Example 3: _____

Example 4: _____

Concluding sentence. _____

Writing: 25 Minutes

Editing: 10 Minutes

When you have finished your first draft, check it for mistakes, using the checklist below. Make any change necessary (P. 76).

vii. Homework

Activity 1.31: Topics for Future Writing

Write a descriptive paragraph on one of the following topics. Interview a friend, classmate, or relative about his or her views on one of the topics above. Take notes during the interview. Then write a descriptive paragraph on the topic but from your friend's point of view.

2. A favourite place you have ever visited
3. Hawassa University's Main Campus
4. Lake Hawassa

Activity 1. 32: Assume that you applied for the job announcement and you are required to write a narrative and descriptive paragraphs submitted to the recruiting committee.

- A. Write a narrative paragraph about your details.
- B. Write a descriptive paragraph about the village you brought.
- C. Write a descriptive paragraph describing cultural practices.

UNIT TWO: CULTURE

Unit objectives

At the end of this unit students will be able to:

- Express their ideas by being involved in various classroom discussions held on different topics,
- Identify main and specific ideas of reading texts,
- Explain the characteristics of process analysis and problem solution paragraphs,
- Describe the rhetorical organization of process analysis and problem solution paragraphs,
- State grammar uses related to process analysis and problem solution paragraphs,
- Write academically effective process analysis and problem-solution paragraphs.

Part I Speaking

Activity 2.1: In your pairs, talk about the following cultural concerns, and then present an oral report to the class about the concepts you both agreed upon.

1. What is culture to you?
2. What is the importance of culture?
3. What are the components of culture?

Part II Reading

Pre-reading activities

Activity 2.2: Look at the following questions and reflect on your experiences

1. Have you come across strange cultural practices?
2. What kinds of strange cultural practices have you uncounted
3. What is culture shock?

While reading Activities

Now, you are going to read a paragraph on culture shock. Read the paragraph and answer the questions that follow it.

Culture shock

Culture shock refers to the feeling of disorientation experienced by people when they move to an unfair cultural environment or when they are suddenly exposed to a different way of life or set of attitudes. This can be a result of immigration or a visit to a new country, a move between social environments, or simply a transition to another type of life. Culture shock consists of four distinct stages: honeymoon, negotiation, adjustment, and adaptation. The honeymoon stage occurs when the individual sees the differences between the old and new cultures in a romantic light. In the negotiation stage, the differences between the old and the new culture become apparent and may create anxiety. The adjustment stage refers to the period when the individual grows accustomed to the new culture and develops routines. Finally, in the adaptation stage, individuals can participate fully and comfortably in the host culture. Adaptation or acceptance does not mean conversion; people often keep many traits from their cultures, such as accents and languages. It is often referred to as the bicultural stage.

Activity 2.3: Answer the questions based on the paragraph

1. Explain the condition of culture shock.
2. What is the reason for feeling culture shock?
3. Write the stages that are involved in culture shock.
4. Write a conclusion sentence of the paragraph.

Activity 2.4: Give contextual meaning for the following words taken from the paragraph

honeymoon negotiation adaptation trait

Activity 2.5: Read the following passage and answer questions that follow it

In both the traditional European society and the West African society, the individuals were peasants. Both societies had limited outputs and the trade was mostly a local barter trade. In European Society, the neighbouring families exchanged their surplus grains and meat and their farm products were bartered for the services of blacksmiths, the local miller and the weavers. The European peasants, just like Native Americans, had a seasonal agricultural year which started in late March. During this period, men shared the wool of the sheep while women washed the wool and spun it into yarn. In the West African Society, both men and women had distinct roles. Men were to clear the land while women were to plant and harvest the crops.

Agriculture depends on the regional climate. Most individuals grew cotton and millet on the plains while the forest dwellers planted yams and palm nuts. The barter trade was between the palm oil and kola nuts of the forest people against the textiles and leather goods of the savanna people. In both societies, survival meant constant labour. Primitive tools were used during land cultivation and harvesting and the output was generally small.

In traditional European society, hierarchy and authority prevailed. The society was ruled by the kings and nobles. Men were the heads of the families just as in African society. Both societies looked down upon women, whom they regarded as weak creatures. Upon marriage, the woman would adopt the husband's name as her surname and surrender the legal rights to all her properties.

While the powers of European men were derived from the teaching of the Christian church, the Africans had secret societies e.g. the Poro for men and the Sande for women who educated the members on the authority, mortality and codes of conduct. As compared to the Europeans where Christianity prevailed, the spiritual varied greatly in West Africa.

1. Write the topic of a passage _____
2. What is the relationship between traditional European and West African societies?
3. According to the text, what is the ruling system of traditional European and West African societies?
4. Write the concluding paragraph of the essay _____

Activity 2. 6: Give contextual meanings of the words taken from the passage

barter (par.1) weaver (par.1) millet (par.2)
surrender(par.3)
surplus (par .1) spun (par.1)

Activity 2. 7: Choose two nations found in Ethiopia and write about their cultural practices and differences

Part III Writing

A. Process analysis paragraph

i. Defining a process analysis paragraph

A process analysis paragraph is a kind of paragraph that shows a series of steps that explain how something happens or how to make something give instructions on how to do something or describe how something is done. The process analysis paragraph must be written in chronological order, and it must include a topic sentence that clearly states the purpose of the paragraph. Process analysis

paragraph is of two kinds the first is an instructional/directional process and the second is an informational process. When you explain how to get a university registrar from the bus station, your purpose is to enable your readers to perform a process themselves. Example topics to write process are how to use a fire extinguisher, escape from a risk area, find a new area, etc. This kind of process analysis is usually written in the second person (you). The second type of process analysis paragraph is the informational process: which describes how something is done made or worked. In explaining how hamburger gets from the farm to the table, how snow flack, how the stoke market operates. Look at the following examples.

ii. Rhetorical organization

Topic sentence

- The topic sentence introduces the process that the writer will explain

Supporting sentences

- The middle sentences describe a sequence of steps that give detailed information about the stages of the process.
- These sentences may also give background details that help define the process for the reader or explain why this process is used or necessary.
- Supporting sentences may also include the tools needed for the task

Concluding Sentence

- The paragraph ends with a concluding sentence that restates the topic sentence using different words.
- This sentence may also include a suggestion or warning to help the reader do the task more easily.

iii. Language Focus

Words which show the order in a process analysis writing

Time order words tell the order of steps in a process. You can use *first* and *second* to indicate the first two steps in a process. Use *next*, *then*, *later*, or *after that* to add more steps. *Finally* marks the last step in a process.

first, make a list.	second, select your clothes.	next, place your shoes in the corner
then arrange your clothes in neat layers.		later, add last-minute items such as medications
after that, roll the clothes to avoid wrinkles.		finally, check your list for any forgotten items.

Note: Then is not followed by a comma.

Connections link two clauses together. Connectors like before and after can also function as time-order words when they link two steps in a process. Before you close your suitcase, check your list. Begin packing after you have eliminated all unnecessary items.

Activity 2.8: Using time order words to identify the sequence of steps.

- A. Number the steps in the following process according to how they should be followed. Use the time order words to help you decide the correct order.

It is easy to have a good dinner party if you follow some easy steps

- ___ a. Next, make a list of people that you would like to invite.
- ___ b. After your house is clean, go shopping for food, flowers and decorations
- ___ c. Then make a funny pretty invitation and email it to your friends.

- ___d. Finally, turn on the music, and wait for the fun to begin.
- ___e. Before the guests arrive, decorate the house, set the table, and take a shower.
- ___f. After you have everything you need, plan a meal and make sure you can cook most of it before your guests arrive.
- ___g. A few days before the party, start cleaning your house.
- ___h. First, choose an appropriate date at least two weeks before the party.

B. Read the following paragraph. Fill in the blanks with appropriate time order words. Remember to use proper punctuation.

One big challenge that many people like is running a marathon. A marathon is a race that is over 26 miles, so it is very hard to complete the race. If you want to run the entire course, you have to train diligently. _____buy a good pair of comfortable running shoes. Then begin your running practice for at least six months. _____you run in the race. Try to run three to six miles at least four times a week. You must also stretch before and after a run to avoid tight muscles. _____your body is accustomed to longer runs, you can work on your strength by doing sprints, or short fast runs. _____lengthen your runs to ten or 12 miles. Make sure you drink plenty of water when you go on longer runs because it is important for your muscles. When the day of the race is close, check your shoes. You might need a new pair. The night before your race, eat a lot of carbohydrates. They will give you energy for the big day. _____on the day of the race, get up early and drink plenty of water. You should feel confident, strong, and ready to go.

Activity 2. 9: Writing the steps in a process

Read the following topics. With a partner, write some important steps in the process, and use appropriate time order words.

Topic: How to visit heritage sites

- Step 1: _____
- Step 2: _____
- Step 3: _____
- Step 4: _____

Read the following paragraph and answer the questions that follow it

How to make a good cup of tea

Making a good cup of tea is exquisitely simple. First, the teapot is heated by filling it with water that has just come to a boil. Thus water is then discarded, and one teaspoon of loose tea per cup is placed in the tea spot (the exact amount may vary according to the taste). Freshwater that has just come to a boil is poured into the pot. A good calculation is six ounces of water for each cup of tea. The tea must now steep for three to five minutes; then it is poured through a strainer into a cup or mug. A pound of loose tea will yield about two hundred cups of brewed tea. Using the tea bag eliminates the strainer, but it is still best to make the tea in a teapot so that the water stays sufficiently hot. The typical restaurant service of a cup of hot water with the tea bag on the side will not produce the best cup of tea because the water is never hot enough when it reaches the table and because the tea should not be dunked in the water, the water should be poured over the tea. Although tea in a pot often becomes too strong the problem can be dealt with easily by adding boiling water.

Activity 2. 10: Give a short answer for each question according to the paragraph

1. What is the topic sentence of this paragraph?
2. What is the author’s main suggestion for a successful application process?

3. According to the information in this paragraph, how many steps are there to prepare a cup of coffee?

Activity 2. 11: Select a topic on the preparation of cultural food items in the area you came from and write a process paragraph that shows the major steps of preparation.

iv. Language focus

Using imperatives/directives in process analysis paragraph

The second type of process analysis is directive. To compose this kind of paragraph we use imperative sentences to give instructions, directions, or to tell steps in a process.

- The verb in an imperative addresses the reader or listener directly.
- The imperative uses the base form of the verb.
- An imperative sentence does not require a subject, but the subject *you* -is always implied.

Example: **Hold** the fishing rod gently in your right hand.

Be quiet or you may disturb the fish.

For a negative imperative, use- *do not*.

Do not let your finger get caught in the string

Modals of advice, necessity, and prohibition

Should and must are modal verbs. You can use modals to express advice, necessity, and prohibition. Modal verbs come before the base form of the verb.

You should eat more vegetables You must arrive at eight o'clock

Advice

In a process paragraph, use the modal should offer advice, tips, and suggestions for being more successful.

You should remove all jewellery before working with the clay.

Necessity

Use the modal -must used to explain rules and laws that affect a process or explain something that is absolutely necessary.

You must wear protective headgear when you complete.

Use- do not have to say that something is not necessary.

You do not have to pay a fee to enter the museum.

Prohibition

In negative statements of prohibition, use should and must with not and the base form of the verb.

You should not open the oven while the cake is baking.

You must not drink alcohol.

Activity 2.12: Identifying Imperative

A. Put a check next to the imperative sentences

- ___ 1. Buy a good quality tape.
- ___ 2. It is important to start early in the morning to avoid the heat.
- ___ 3. Get down on your hands's knees and crawl under the smoke.
- ___ 4. Try not to get chilli powder in your eyes.
- ___ 5. You should ask a professional to dispose of the used motor oil
- ___ 6. With your left hand grab the red handle and pull it.

___7. Getting out of a traffic jam is not too difficult if you follow this procedure.

B. Rewrite the following sentences as imperatives

1. It is necessary to check the horse's back for sticks and insects before putting on the saddle blanket.
Example: Check the horse's back for sticks and insects before putting on the saddle blanket.
2. It is a good idea to fill water bottles and put them in the freezer the night before.
3. You should dress in comfortable clothing and sneakers or sandals.
4. It is important to debug your hard drive periodically.
5. You need to replace the water in the tank every week or two.
6. You must not leave the fire unattended.

C. Complete each sentence with should or must. Then explain your choice of modal verbs.

1. You should start early in the morning to avoid the traffic.
This is advice, but it is not a necessity.
2. You _____ have a license to drive a car. _____
3. You _____ not bring guns into the airport. _____
4. You look tired. You _____ get a good night's sleep. _____
5. You _____ not leave a baby alone in a bathtub. _____

D. Use modal verbs to write one affirmative and one negative sentence about each topic.

1. Babysitting
You should ask about the child's bedtime.
You must not leave the child alone outside.
2. Changing a light bulb _____
3. Applying for a job _____
4. Taking a test _____
5. Driving in the rain _____

E. Read the paragraph and correct any mistakes with imperatives or with should and must. There are seven mistakes.

People who are serious about managing their better should be following this procedure. It will help you to have more control over your time. First, you need to figure out how you actually spend your time. You make a list of all things you do daily. Writing down how much time you spend on each thing. Include activities like talking on the telephone or buying a cup of coffee. Your list will quite long. Then find the activities that you can eliminate from your daily routine. It may be hard to give up a trip to the coffee shop, but you can do it. You must be going to work, so you cannot eliminate that item, but you will probably find other items that are not necessary. You should drop those unnecessary activities to make time for more important things. Next, prepare a schedule for yourself. Being realistic about the time of day you choose for certain activities. Make a schedule that you can follow. Do not try to do too much. If you follow these steps and manage your schedule carefully, you will have a happier, more organized life.

Brainstorming and outlining

Activity 2.13: Prepare an outline and write a process analysis paragraph on the topics below. Then exchange the first draft with your friends.

Home assignment

1. Interview a friend, classmate or relative who knows the wheat harvesting process. Take notes during the interview to use for your paragraph. Then write a process paragraph, exchanging the steps with your reader.

Read the following process analysis paragraph and answer the questions.

What to do in a fire?

Fire drills are a big part of being safe in school: they prepare you for what to do in a case of fire. But what if there was a fire where you live? Would you know what to do? Talking about fires can be scary because no one likes to think of people getting hurt or their things getting burned. But you can feel less worried if are prepared.

Know your way out

An escape plan helps every member of a family get out of a burning house. The idea is to get outside quickly and safely. Smoke from a fire can make it hard to see where things are, so it's important to learn and remember these different ways out of your home. How many exits are there? How do you get to them from your room? It's a good idea to have your family draw a map of the escape plan. It is possible one way out could be blocked by fire or smoke, so you will want to know where the other ones are. And if you live in an apartment building, you will want to know the best way to the stairwell or other emergency exits.

Safety steps

If you are in a room with the door closed when the fire breaks out, you need to take a few extra steps:

- Check to see if heat or smoke is coming in the cracks around the door. (You are checking to see if there is fire on the other side.)
- If you see smoke coming under the door—don't open the door!
- If you don't see smoke—touch the door. If the door is hot or very warm—don't open the door!
- If you don't see smoke—and the door is not hot—then use your fingers to lightly touch the doorknob. If the doorknob is hot or very warm—don't open the door!

If the doorknob feels cool, and you can't see any smoke around the door, you can open the door very carefully and slowly. When you open the door if you feel a burst of heat or smoke pouring into the room, quickly shut the door and make sure it is really closed. If there is no smoke or heat when you open the door, go toward your escape route exit.

Activities 2.14: Give a short answer for the questions based on the text

1. What kind of process analysis the text is? _____
2. How it is organized? _____
3. What are the basic steps to escape from the risk of fire? _____
4. What are the language use aspects used in the paragraph? _____
5. What are the directions given by the writer? _____

Activity 2.15: Write a paragraph about the kinds of measures someone would probably take on the following topics

- a. Techniques you employ to escape from a flood that comes due to heavy rain.
- b. Culture shock you face when you move from where you were brought up.

Activity 2.16: The following sentences make up a paragraph. Number them from 1 to 8 to indicate the best order. Then underline all the time words or phrases.

- _____ a. Hit the ball into the small box on the opposite side of the net.

- _____ b. After you hit the ball, continue swinging your racket down and across the front of your body
- _____ c. Just before the ball its peak, begin to swing your racket forward as high as you can reach.
- _____ d. First, toss the ball with your left hand about three feet in the air. The best position for the ball is just to the right of your head.
- _____ e. At the same time, move your racket behind your shoulder with your right hand so that your elbow is pointed at the sky.
- _____ f. After you have completed the service, your racket should be near your left knee.
- _____ g. Many people think serving in tennis is difficult, but the following steps show that it is quite easy.
- _____ h. If you are left-handed, you should subscribe to the words left and right in the proceeding directions.

Activity 2.17: Write the process of making a typical food in your localities

Activity 2.18: Write a descriptive paragraph describing cultural practices.

A. Problem solution paragraph

i. Defining a problem solution paragraph

It is a kind of paragraph that has both the problem and respective solution in it. Sometimes the focus will be on the problem. If so describe the problem in 4-6 sentences. Then describe the solution in 2-4 sentences. Sometimes the focus is on the solution. If so describe the solution in 4-6 sentences. Describe the problem before the solution in 2-4 sentences.

ii. Rhetorical organization

Topic sentence

- The topic sentence introduces the problem and the writer will explain

Supporting sentences

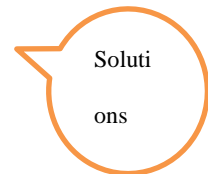
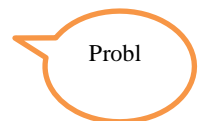
- The middle sentences describe the problem and give detailed information about the problem and the respective solution
- These sentences may also give background details that help define the problem for the reader and explain the kinds of possible solutions.

Concluding Sentence

- The paragraph ends with a concluding sentence that restates the topic sentence using different words.
- This sentence may also include a suggestion or warning to help the reader do the task more easily.

Example paragraph

In both cities and rural areas, food deserts are sources of growing concern. Food deserts exist where there are no supermarkets or food stores so residents have difficulty finding healthy food, especially fresh fruit, vegetables, and meat in their communities. There are two basic options for alleviating food deserts. First, a city can try to convince shops to stock more fresh foods but there is no guarantee the shops will agree. Second, a city can attract new shops to the area, New York City has responded with an idea for the second option. The city has issued permits for small food carts to sell fresh fruits and vegetables in food deserts. Not only, has this problem relieved the fresh produce shortage, but it has also eased the problem of unemployment Among New York residents who have had consistent trouble finding a job. Most food cart owners are new immigrants or people who have their jobs.



Activity 2.19: Answer the following questions according to the paragraph

1. Write the topic sentence of the paragraph _____
2. What is the problem mentioned in the paragraph? _____
3. What is the solution given to the problem? _____
4. Write the concluding sentence of the paragraph _____

Activity 2.20: Write a similar problem solution paragraph on the following topic.

1. Assume that a foreign tourist asks you to give a written account of a cultural food preparation process. Write about a typical cultural food preparation process in your locality.
2. Write a paragraph on problems of heritage management and possible solutions to reserve.

UNIT THREE: ENVIRONMENT

Unit Objectives

At the end of this unit, students will be able to:

- Engage in various classroom discussions held on different topics,
- Sort out main and specific ideas of reading texts,
- Explain the characteristics of compare and contrast and cause and effect paragraphs,
- Describe the rhetorical organization of compare and contrast and cause and effect paragraphs,
- State grammar uses related to compare and contrast and cause and effect paragraphs,
- Write academically effective compare and contrast, cause and effect, and argumentative paragraphs.

Part I Speaking

Activity 3.1: Have a group discussion regarding the following environmental challenges, and then present your group's findings orally to the class.

1. What are the causes that are responsible for environmental problems?
2. What do you think are possible solutions for the problems?

Part II. Reading

Pre-reading activity

Activity 3.2: Some people think that the government should increase the cost of fuel for cars and other vehicles to solve environmental problems. To what extent do you agree or disagree?

While-reading activities

Activity 3.3: Read the following text and answer the questions that follow it

The overconsumption of fossil fuels become a major topic of concern recently. Some people suggest that increasing the fuel price can be the solution to cope with environmental issues. Personally, I believe that other measures should also be given consideration.

First, increasing fuel **expenses** cannot minimize the global dependence on fuel. It should be noted that even when the price of fuel increases significantly, people still cannot cut down the **tremendous**

demand for petrol at once. For example, in daily life, people still need to use their cars despite the **fluctuation** in the petrol price. Another clear reason is that petrol is also intended for other applications in manufacturing industries and agricultural purposes. If the price of fuel increases, the national economy could **suffer** many unfavourable consequences.

When it comes to reducing greenhouse gas **emissions**, some measures should be taken to **mitigate** the problems of overconsuming fuel. The most practical measures in daily activities like travelling or production. This can be done by encouraging people to turn to mass production of energy-efficient products like **hybrid** cars to implement new saving energy technology in manufacture. Besides, the most sustainable solution is to lower the reliance on fuel by taking advantage of alternative resources. Wind and tidal power in the Netherlands, Nuclear power in Japan, and solar power in the United States have all proven their efficiency in energy production. These could be employed in other parts of the world to minimize the global dependency on fossil fuels.

All existing data above shows that only increasing the fuel price will not reduce the global warming effects. Some strong alternative measures need to be implemented to tackle this situation.

1. Write the thesis statement of the essay_____
2. What is the main cause of the environmental problem mentioned in the essay?
3. What is the type of essay?

Activity 3.4: Find contextual meaning for the following words

expense tremendous fluctuation suffer tackle emission mitigate hybrid

Read the following text on pollution and its effect on the environment. Then answer the comprehension questions

Pollution and its negative impacts

Pollution is the degradation of the natural environment by external substances introduced directly or indirectly. Human health, ecosystem quality and aquatic and terrestrial biodiversity may be affected and altered permanently by pollution.

Pollution occurs when ecosystems cannot get rid of substances introduced into the environment. The critical threshold of its ability to naturally eliminate substances is compromised and the balance of the ecosystem is broken.

The sources of pollution are numerous. The identification of these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, or nuclear accidents.

These can have terrible consequences on people and the planet where they live: the destruction of biodiversity, increased mortality of human and animal species, destruction of natural habitat, and damage caused by the quality of soil, water and air.

Preventing pollution and protecting the environment necessitates the application of the principles of sustainable development. We have to consider satisfying the needs of today without compromising the ability of future generations to meet their needs. This means that we should remedy existing pollution, but also anticipate and prevent future pollution sources in order to protect the environment and public health. Any environmental damage must be punishable by law, and polluters should pay compensation for the damage caused to the environment.

Activity 3. 5: Answer the following questions based on the text above.

1. The ecosystems: a. Can always cope with pollutants b. May not always be able to cope with pollution

2. Pollution: a. is always caused by humans b. may sometimes be caused by natural disasters.
3. An ideal solution to prevent pollution would be to:
 - a. Refrain the development of some countries
 - b. Continue developmental projects
 - c. Take into consideration the future generation's need to live in a healthy environment

Activity 3.6: Do the exercise below on the vocabulary which is related to the environment. Then write appropriate words in the spaces provided.

protection pollution warming habitat windmill
 gases effect used up deforestation recycle

1. There is a growing concern over the _____ of species _____ and biodiversity
2. The earth's resources are being _____ at an alarming rate.
3. The greenhouse _____ is an increase in the amount of carbon dioxide and other _____ in the atmosphere which is believed to be the cause of a gradual _____ the surface of the Earth.
4. The energy generated by the _____ is both very efficient and clean.
5. Climate change and human activities, such as intensive agriculture and industry, are two main causes The Japanese _____ more than half their waste paper
6. We are not doing enough to protect the environment from the harmful effects of _____

Activity 3.7: Write a paragraph on causes and possible solutions of environmental depletion.

Part III Writing

A. Compare and contrast paragraph

i. Defining a compare and contrast paragraph

Comparison is writing that shows the similarities among subjects, ideas, situations, or items; a contrast shows the difference. A compare-and-contrast paragraph, then, analyzes two subjects by comparing them, contrasting them, or both. The key to a good compare-and-contrast paragraph is to choose two or more subjects that connect in a meaningful way. The purpose of conducting the comparison or contrast is not to state the obvious but rather to illuminate subtle differences and unexpected similarities. For example, if you want to focus on contrasting two subjects you would not pick apples and oranges; rather, you might choose to compare and contrast two types of oranges or two types of apples to highlight subtle differences. For example, red delicious apples are sweet, while Granny Smiths are tart and acidic. Drawing distinctions between elements in a similar category will increase the audience's understanding of the category, which is the purpose of the compare-and-contrast paragraph.

Similarly, to focus on comparison, choose two subjects that are seen at first to be unrelated. For a comparison paragraph, you likely would not choose two apples or oranges because they share so many of the same properties already. Rather, you might try to compare how apples and oranges are quite similar. The more divergent the two subjects initially seem the more interesting a comparison paragraph will be.

Comparing and contrasting is also an evaluative tool in which you must first know the critical points of similarity and difference. Comparing and contrasting is a primary tool for workplace assessments to advancing or declining employees' careers. Comparison and contrast could be used to evaluate companies, departments, or individuals.

ii. Rhetorical organization

Introduction, Bod, Conclusion

There are two main organizing strategies for compare-and-contrast paragraphs.

- Organize by the subjects themselves, one then the other.

Sample compare and contrast paragraph

Crocodilians

Two different crocodilians exist today; these two types are crocodiles and alligators. These interesting creatures differ dramatically in their snouts, teeth, and how long they live. Crocodiles have long tapered snouts. Their lower teeth are visible sticking out of their closed jaws. Crocodiles live 45 to 50 years. In contrast to crocodiles, alligators have broad rounded snouts. Their lower teeth are hidden in their closed jaws. Alligators live 30 to 40 years.

Activity 3.8: Answer the following questions based on the paragraph

- A. What issues are being compared? _____
- B. What kind of organization scheme is used? _____
- C. What similar issues are raised? _____

Activity 3.9: Write the same paragraph on the following topics. First, make an outline.

- A. Climatic conditions of two places you visited
- B. Bees and flies

Organize by individual points, in which you discuss each subject about each point.

Hurricanes and tornados are both amazing yet deadly natural phenomena. Both generate deadly conditions but in different ways. Tornados are likely to damage people and property with their high winds, which go up to 300 miles per hour, but hurricanes are generally more feared for their flooding. Also, hurricanes can produce tornados, which make them quite dangerous indeed.

Activity 3.10: Answer the following questions based on the paragraph

- A. What issues are being compared? _____
- B. What kind of organization scheme is used? _____
- C. What similar issues are raised? _____

Activity 3.11: Write a similar paragraph on the following topic

- A. Air and water pollution-compare and contrast
- B. Compare and contrast the city/village you came from and Hawaasa.

iii. Language focus

Common transitional words in compare and contrast

Comparison

one similarity
 another similarity
 similarly
 like
 both

Contrast

one difference while
 another difference
 in contrast
 now/then
 unlike

iv. Outlining

Write an outline similar to what you wrote in unit one on the comparison of ocean and sea aircraft. Then write your first draft and show it to your friend.

Activity 3.12: Write a compare and contrast paragraph on the following topic.

Forest preservation and afforestation.

B. Argumentative paragraph

i. Defining an argumentative paragraph

Argumentative writing is a kind of composition that takes a position on an issue and offers reasons and supporting evidence to convince someone else to accept or at least consider that position. Argumentative writing is also used to persuade someone to take an action (or not to take an action). It is characterized by taking a strong and definite position on an issue, giving good reason and supporting evidence to defend the position or recommendation, considering opposing views, and having enthusiasm and energy from start to finish.

ii. Rhetorical organization

Introduction

- The first sentence introduces the issue

Body paragraphs

- The detailed sentences give a broader picture of the issue and why it is important.
- All supporting details sentences must support the topic sentence. These details can be facts, examples, statistics, definitions, causes and effects, quotations, anecdotes, or questions.
- The writer often presents an opinion (a counterargument); however, the writer may then express some agreement with the opposing view (a concession) but will show evidence that the argument is stronger (refutation).

Conclusion/if any

- The conclusion sentence restates the argument that appeared in the paragraph.
- It can end with a prediction, a warning, or other types of comments that reinforce the writer's viewpoint
- It may state the general issue in a broader context.

Should reducing global environmental damage be handled by governments or individuals?

It is true that the damage to the environment is increasing at an alarming rate mainly due to human activities, even though a great deal of effort is now being made by governments all over the world, an individual also has a major role to play in minimizing global environmental hazards. To begin with, one of the major reasons for the pollution of the environment is the uncontrolled use of automobiles. If individuals can make a conscious effort to change their lifestyle, by cutting down the use of private cars and using public transport, it would substantially reduce the burning of fossil fuels. In other words, serious attempts could be made by individuals to travel to work regularly by buses and trains, which are cheap and abundant. In addition to this, individuals could play a significant role in making our environment safe by not using an enormous amount of plastic in daily life, which is a hazardous pollutant of soil. For example, almost every consumer uses plastic while shopping, and there is always a 'use and through culture.' Instead of using this, individuals could opt for eco-friendly substitutes such as using paper and cloth bags instead of plastic in supermarkets. In conclusion, it seems to me that environmental problems are worrying concerns and individuals have a crucial role in joining hands with the government in reducing the harm caused to the environment. Lack of individual participation could mean that addressing the environmental issue is beyond reach.

- C. What issues are being compared?
- D. What kind of organization scheme is used?
- E. What similar issues are raised?

Activity 3.13: Write an argumentative paragraph on the following topics

- A. Humans alone are responsible for climate change
- B. The world is not doing its best to minimize CO₂ emissions.

Activity 3.14: Write an argumentative paragraph on the topics below.

iii. Language focus

Common transitional words in argumentative writing

Transitions from one point to another

also
another fact to consider
another reason
consider that
for example
in addition
in the first place

Transition to add emphasis

above all
best of all
especially
in fact
in particular
more important
most important
remember
the last point to consider
worst of all

C. Cause and effect

i. Defining a cause and effect paragraph

A cause and effect paragraph deals with a cause what makes an event happen and an effect is what happens as a result of an event.

iii. Rhetorical organization

Introduction

Body

Conclusion

Look at the following sample paragraph

Global climate change resulting from the accumulation of greenhouse gases, for example, is likely to have significant health effects, both direct and indirect. An average global temperature rise of 3-4^o C, predicted for the year 2100 by the Intergovernmental Panel and Climate Change will greatly increase the number of days in the United States with temperatures over 38^o C(100^o F) with a resulting sharp rise in heat-related mortality. Death would occur primarily from heat strokes, heart attacks, and cerebral strokes. The young, poor, and elderly, as well as those with chronic cardiovascular and respiratory diseases, are most at risk. During the two-week heat wave of July 1993 in the eastern United States, 84 people died in Philadelphia alone as a result of the higher temperature.

Activity 3.15: Answer the questions below.

- A. What issues are the causes and effects described in the above paragraph?
- B. What kind of organization scheme is used?
- C. What similar issues are raised?

Activity 3.16: Write a cause and effect paragraph on the following topics

- A. Animals and plant species extinction and respective environmental causes
- B. Health and environmental deterioration.

iv. Language focus

Common transitions in cause and effect

One cause, reason, effect, result, also another as a result thus
First, second, third, and so on because

Activity 3.17: Human activity has had negative impacts on plants and animals around the world. Some people think that this cannot be changed, while others believe actions can be taken to bring about change. Write a paragraph on this issue.

Activity 3.18: Who should take the lion's share of environment conservation the government or the society at large? Write a paragraph arguing for or against it.

Part IV: Most common punctuations in English

Period (.)

Use a period after a complete sentence that makes a statement.

More single parents are adopting children.

It has rained for most of the week.

Use a period after most abbreviations.

Mr. Brady	B.A.	Dr. Ballard
Ms Peters	a.m.	Tom Ricci, Jr.

Exclamation Mark (!)

Use an exclamation point after a word or sentence that expresses a strong feeling.

Come here!

Ouch! This pizza is hot!

That truck just missed us!

Question Mark (?)

Use a question mark after a *direct* question.

When is your paper due?

How is your cold?

Tom asked, "When are you leaving?"

"Why can't we all stop arguing?" Rosa asked.

Do *not* use a question mark after an *indirect* question (a question not in the speaker's exact words).

She asked when the paper was due.

He asked how my cold was.

Tom asked when I was leaving.

Rosa asked why we couldn't all stop arguing.

The comma (,)

Six Main Uses of Commas

Commas are used mainly as follows:

- To separate items in a series/list
- To set off introductory material
- On both sides of words that interrupt the flow of thought in a sentence
- Between two complete thoughts connected by *and, but, for, or, nor, so, yet*
- To set off a direct quotation from the rest of a sentence
- To set off certain everyday material
- Use commas to set off certain everyday material, as shown in the following sections.

Persons Spoken to

I think, Bella that you should go to bed.

Please, turn down the stereo, Mark.

Please, sir, can you spare a dollar?

Dates

Our house was burglarized on June 28, 2009, and two weeks later on July 11, 2009.

Addresses

Robyn's sister lives at 342 Red Oak Drive, Los Angeles, California 90057.

She is moving to Manchester, Vermont, after her divorce.

Openings and Closings of Letters

Dear Marilyn,

Sincerely,

Dear John,

Truly yours,

In formal letters, a colon is used after the opening:

Dear Sir:

Dear Madam:

Numbers

Americans spend about 785,000,000 hours a year filling out federal forms.

You may find it helpful to remember that the comma often marks a slight pause, or break, in a sentence. These pauses or breaks occur at the points where the six main comma rules apply. Sentence examples for each of the comma rules are given on the following pages; read these sentences aloud and listen for the minor pauses or breaks that are signalled by commas.

However, you should keep in mind that commas are far more often overused than underused. As a general rule, you should *not* use a comma unless a given comma rule applies or unless a comma is otherwise needed to help a sentence read clearly. A good rule of thumb is that "when in doubt" about whether to use a comma, it is often best to "leave it out."

Colons (:)

The colon is a mark of introduction. Use the colon at the end of a complete statement to do the following:

- Introduce a list:

My little brother has three hobbies: playing video games, racing his Hot Wheels cars all over the floor, and driving me crazy.

- Introduce a long quotation:

Janet's paper was based on a passage from George Eliot's novel *Middlemarch*: "If we had a keen vision and feeling of all ordinary human life, it would be like hearing the grass grow and the squirrel's heartbeat, and we should die of that roar which lies on the other side of silence. As it is, the quickest of us walk about well-wadded with stupidity."

Semicolons (;)

The semicolon signals more of a pause than the comma alone but not quite the full pause of a period. Use a semicolon to do the following:

- Join two complete thoughts that are not already connected by the joining words such as *and*, *but*, *for*, or *so*:

The chemistry lab blew up; Professor Thomas was fired.

I once stabbed myself with a pencil; a black mark has been under my skin ever since.

- Join two complete thoughts that include a transitional word such as *however*, *otherwise*, *moreover*, *furthermore*, *therefore*, or *consequently*:

I changed and made the bed; moreover, I cleaned the entire bedroom.

Tara finished typing the paper; however, she forgot to bring it to class.

Dashes (—)

A dash signals a degree of pause longer than a comma but not as complete as a period. Use the dash to set off words for dramatic effect.

I suggest—no, I insist—that you stay for dinner.

A meaningful job, a loving wife, and a car that wouldn't break down all the time—these are the things he wanted in life.

Hyphens (-)

Use a hyphen in the following ways:

- With two or more words that act as a single unit describing a noun:

The society ladies nibbled at the deep-fried grasshoppers.

A white-gloved waiter then put some snails on their table.

- To divide a word at the end of a line of writing or typing:

Although it was raining, the teams decided to play the championship game that day.

Parentheses ()

Use parentheses to do the following:

- Set off extra or incidental information from the rest of a sentence:

The chapter on drugs in our textbook (pages 234–271) contains some frightening statistics.

The normal body temperature of a cat (101° to 102°) is 3° higher than its owner.

- Enclose letters or numbers that signal items in a series:

Three steps to follow in previewing a textbook are to (1) study the title, (2) read the first and last paragraphs, and (3) study the headings and subheadings.

Apostrophe (')

The two main uses of the apostrophe are:

- To show the omission of one or more letters in a contraction

The following are some other common contractions:

I _ am _ I'm	it _ is _ it's
I _ have _ I've	it _ has _ it's
I _ had _ I'd	is _ not _ isn't
who _ is _ who's	could _ not _ couldn't
do _ not _ don't	I _ would _ I'd
did _ not _ didn't	they _ are _ they're
let _ us _ let's	there _ is _ there's

- To show ownership or possession

Alem's computer

My mother's house

The pitcher's sore arm

Quotation marks ("...")

The two main uses of quotation marks are as follows. Each use is explained here.

1. To set off the exact words of a speaker or writer
"Who left the cap off the toothpaste?" Lisa demanded. (Quotation marks set off the exact words that Lisa spoke.)
2. To set off the titles of short works. Titles of short works are usually set off by quotation marks, whereas titles of long works are underlined or italicized.

Quotation Marks

The article "The Toxic Tragedy1"

Underlines

In the book Who's Poisoning America.

UNIT FOUR: TECHNOLOGY AND HUMAN LIFE

Unit Objective

At the end of this unit students will be able to:

- Identify general and specific ideas of the reading passage,
- Explain about definition and characteristics of the essay,
- State rhetorical organization of narrative and descriptive essays,
- Clarify grammar uses related to compare and contrast and cause and effect paragraphs,
- Write effective narrative and descriptive essays,
- Describe graphs by transforming information from tables, charts, and graphs,

Part I Speaking

Activity 4.1: Discuss the following questions

1. What is the relationship between technology and human life?
2. What are the benefits that technology gives to a human being?
3. Discuss the pros and cons of technology.

Part II. Reading

Pre-reading activity

Activity 4.2: Answer the following questions before reading the essay below

1. Do you think all kinds of technologies are helpful to human beings?
2. Which technological innovations have fundamentally changed human life?
3. What do you think about the future of technology?

While reading activities

Activity 4.3: You are going to read a passage entitled “Artificial intelligence”. Answer the following questions before you read the passage

1. What do you think artificial intelligence means to you?
2. What are the features of artificial intelligence?
3. What are the similarities between artificial and natural intelligence?
4. What are the advantages and disadvantages of artificial intelligence?

Artificial intelligence

Artificial intelligence (AI), sometimes called machine intelligence, is intelligence demonstrated by machines, in contrast to the natural intelligence displayed by humans and other animals. In computer science AI research is defined as the study of “intelligent agents”: any device that perceives its environment and takes actions that maximize its chance of successfully achieving its goals. Colloquially, the term “artificial intelligence” is applied when a machine mimics “cognitive” functions that humans associate with other human minds, such as “learning” and “problem-solving”.

The scope of AI is disputed: as machines become increasingly capable, tasks considered as requiring “intelligence” are often removed from the definition, a phenomenon known as the AI effect leading to the quip, “AI is whatever hasn’t done yet.” For instance, optical character recognition is frequently excluded from “artificial intelligence” having become a routine technology. Capabilities generally classified as AI as of 2017 include successfully understanding human speech, competing for the

highest level in strategic game systems (such as chess and go) autonomous cars, intelligent routing in a content delivery network and military simulations.

Artificial intelligence was founded as an academic discipline in 1956 and in the years since has experienced several waves of optimism followed by disappointment and loss of funding (known as an “AI winter”), followed by new approaches, success and renewed funding. For most of its history, AI research has been divided into subfields that often fail to communicate with each other. These subfields are based on technical considerations, such as particular goals (e.g. “robotics” or machine learning”), the use of particular tools (“logic” or artificial neural networks), or deep philosophical differences. Sub-fields have also been based on social factors (particular institutions or the network of particular researchers).

The traditional problems (or goals) of AI include reasoning, knowledge representation, planning, learning, natural language processing, perception and the ability to move and manipulate objects. General intelligence is among the field’s long-term goals. Approaches include statistical methods, computational intelligence, and traditional symbolic AI. Many tools are used in AI, including versions of search and mathematical optimization, artificial neural networks, and methods based on statistics, probability and economics. The AI field draws upon computer science, mathematics, psychology, linguistics, philosophy and many others.

Activity 4.4: Answer the following questions based on the passage above

1. What is the AI winter?
 - a. Loss of funding for AI projects
 - b. Absence of research lab
 - c. Non-functioning AI systems.
 - d. None of the above
2. Which one of the following is AI’s sub-field problem?
 - a. Effectively communicate with each other.
 - b. Have the same goals
 - c. Lack of technical considerations
 - d. Fail to communicate with each other.
3. Which one of the following is an example of AI?
 - a. Autonomous cars are an example of AI
 - b. Optical character recognition
 - c. Analogue car
 - d. Routine technology
4. Which one of the following is not the goal of traditional AI
 - a. Reasoning
 - b. Planning
 - c. knowledge representation
 - d. none

Activity 4.5: Find out the contextual meaning of the following words drawn from the passage

Colloquially mimics autonomous optimism routine

Part III Essay writing

D. Defining Essay

Activity 4.6: Be in a group of four and discuss the following question

1. What is an essay?
2. What are the basic characteristics of an essay?
3. How can we write an essay?
4. What are the types of essays?

An essay is a piece of writing with more than one paragraph. Particularly academic essay is a document that has a defined structure –an introduction, a body, and a conclusion. A short essay may consist of four or five paragraphs, totalling three hundred to six hundred words. A long essay is six paragraphs or more, depending on what the essay needs to accomplish.

E. Essay characteristics

i. Focus

An essay needs to contain a single, well-developed thesis. Each sentence in a paragraph needs to clearly state the key idea.

ii. Development

The main argument of the essay should be supported or expanded upon in each paragraph. Each paragraph's main point has to be clarified and demonstrated with the use of examples, facts, descriptions, definitions, etc.

Give details, examples, research, comparisons, quotes, and explanations.

iii. Cohesion

An essay is coherent when each body paragraph contains a subject sentence and at least one phrase that supports the thesis. The essay loses its cohesiveness and veers off the subject.

iv. Coherence

One of the requirements for an essay's coherence is that all of its ideas must flow logically together. The connections between concepts in a cohesive essay are obvious, and ideas flow rationally into one another. Pronouns, logical order, transition expressions, and parallel forms can all be used to produce coherence. A logical sequence should be followed by the details. To improve the flow and other aspects of writing, writers may need to arrange thoughts, eliminate ideas, or create transitions.

Using transition expression for coherence

Transition expressions show how one sentence relates to another and create a logical flow. The example below shows how the transition expression, *however*, serves to set up two contrasting ideas.

She likes to read novels. **However**, she does not enjoy biographies
Transition expressions are separated from the rest of the sentence by a comma.
I enjoy writing in my journal. **However**, I do not like writing letters.
I enjoy writing in my journal. I do not like writing letters, however.

Transition expression can be used with a semi-colon and a comma to form a compound sentence. His first novel was not a success; **however**, his second work became a bestseller. Below is a list of some transition words and their use

Use	Transition expression
Example	<i>for instance, to demonstrate, for example, in some cases.</i>
Additional idea	<i>moreover, furthermore, in addition,</i>
Contrast	<i>however, in contrast, on the contrary, nevertheless, nonetheless</i>
Cause	<i>as a result, therefore, thus, consequently</i>
Emphasis	<i>indeed, in fact, obviously.</i>

Activity 4. 7: Using transition expressions in sentences

Combine the following sentences to create coherence by using transition expressions from the box

in contrast	nevertheless	previously	<u>therefore</u>	for example	moreover
-------------	--------------	------------	------------------	-------------	----------

1. I want to study in Italy for a year to learn about art. I enrolled in Italian classes.

- I want to study in Italy for a year to learn about art. Therefore, I enrolled in Italian classes.
2. Learning a foreign language takes a lot of patience and effort. It helps to have a good ear. _____
 3. The college student was told to revise her essay a third time. She has made great progress with her writing skills. _____
 4. John Steinbeck, a famous American author, wrote many books concerning the human condition. His novel *The Grapes of Wrath* dealt with the problems of the great depression. _____
 5. Academic writing requires knowledge of standard grammar, sophisticated vocabulary, and proper organization. E-mail messages use abbreviations, symbols, and slang. _____
 6. Nowadays research is often done on the Internet. Important information was stored on a special film called microfiche. _____

I. Ordering ideas for coherence/order of importance

Another way to achieve coherence in an essay is to arrange ideas in a logical order, such as chronological order or order of importance. When arranging ideas in chronological order use expressions such as *in the beginning, next, then, first, second, or finally*.

Example: **First**, I went to the bank. **Next**, I visited my mother in the hospital.

- When arranging ideas in order of importance, you order items from the most important to the least important or vice versa. Language use such as *the most/least important thing, the next priority / most important thing, or the third/ final priority/goal*

Example: **The most important thing** for me was to understand the assigned topic before attempting my first draft.

II. Using pronoun reference for coherence

Example: What is a revision and why **it** is important

III. Using parallel forms for coherence

Another strategy to achieve coherence is by using parallel forms. This means that all items in a list have the same grammatical forms.

Example: I like playing tennis, swimming, and dancing.

I like playing tennis, swimming, and to dance (incorrect)

She cooked dinner, set the table, and arranged the flowers.

She cooked dinner, set the table, and the flowers were arranged.(incorrect).

Activity 4. 8: Reordering for coherence

The following sentences make up a body paragraph 1 of “Overcoming a Difficult Situation.”

Number them from 1-7 to show logical time order.

- a. Of course, I was very happy to hear the good news, but I was also a little nervous.
- b. One wonderful day I received an unexpected phone call.
- c. I knew that would give a negative impression and would show that I was irresponsible.
- d. She went to set up a job interview with me.
- e. The following week, on the day of the interview, I was so excited that I had a hard time deciding what clothes to wear.
- f. It was from the manager of a very important fanatical institution.
- g. I had to really hurry once I was dressed because I did not want to arrive late.

v. Correctness

An essay should be composed in largely error-free Standard English, use entire sentences, and usually follow grammar rules. This includes checking spelling, capitalization, grammar, and style.

F. Types of Essay

As with paragraph essays are classified as descriptive, narrative, argumentative, and Expository (cause and effect, problem solution, process analysis, compare and contrast, definition, classification, exemplification, and opinion) types.

G. Rhetorical organization of an essay

An essay has three basic parts: an introduction, a body, and a conclusion. A typical essay has five paragraphs: one paragraph introductory, three paragraphs as body parts, and one concluding paragraph. Each paragraph in an essay has its topic sentence and thesis supporting sentences.

The introduction

An introduction to the essay must have a hook background information, and a thesis statement.

Hook or catch the interest

A hook is a statement that begins the introduction. It includes one or two interesting sentences that engage the reader's attention and stimulate their curiosity. The sentences below provide the hook for an essay about a wedding celebration.

We all dream about our wedding, but when it happens, we do not know what to expect.

Background Information

Background information in most cases follows the hook. The background information contains a general statement or statements that give a broader picture of the subject matter to be discussed.

Thesis Statements

A thesis statement usually comes at the end of the introduction. It summarizes what the entire essay is about. It contains the topic and the controlling idea for the essay. The controlling idea defines the purpose of the essay and sets its direction.

Body paragraphs

The three body paragraphs of the essay contain the supporting details of the essay.

- The topic sentence clearly states the contents of each paragraph. It supports and expands on an aspect of a topic and the controlling idea of the thesis statement. The topic sentence is often the first sentence of a body paragraph.
- Each body paragraph must develop a point presented in the topic statement. All the supporting details in a body paragraph must clearly relate to each other. They can be descriptions, definitions, examples, anecdotes, statistics, or quotations. Quotations may come from a published work or a personal interview.
- The concluding sentence may either bring the idea of the paragraph to a close or suggest the content of the next paragraph.

The conclusion

All essay ends with a conclusion that brings the essay to a close.

- The conclusion is usually two to four sentences in length.
- It restates the thesis of the introduction in different words. This restatement connects the conclusion to the introduction.
- It may give advice or warning.
- It may make a prediction or ask a question.
- It can provide new insights and discoveries that the writer has gained through writing the essay.

Activity 4.9: Making sample outline

To organize your notes, you need to make an outline that supports your thesis. First, write down your thesis statement. Then review your notes to decide what your three or four major support points will

be. Write theses under your thesis statement and number them. Under each major support point, write two or three supporting details, and number them.

Sample outline

- I. **Thesis statement for introduction:** Mandatory school uniforms offer extraordinary benefits to students and school systems including improvements in students' self-esteem, attendance, academic performance graduation rates, and safety.
- II. **Self-esteem:** Wearing school uniforms improves students' self-esteem.
 - A. When everyone wears the same clothing, poor students do not stand out from rich ones.
 - B. No one wears gang colours or other clothing that shows they are part of a special group.
 - C. School uniforms enhance students' sense of belonging and increase morale.
 - D. Peer pressure and competition are reduced, allowing the attention of students to be directed to learning and growing.
- III. **Attendance and academic performance:** In addition to enhancing self-esteem, wearing uniforms improves academic performance and attendance.
 - A. Students aren't distracted by clothes and treat school as a job.
 - B. A survey of school principals that 62 per cent reported an increase in academic achievement that they attributed to the sense of community created by school uniforms.
- IV. **Graduation rates:** Mandatory school uniforms can also improve students' graduation rates, which would have positive effects on society as a whole.
 - A. Research done in Virginia Draa shows that graduation rates at sixty-four Ohio schools improved by 10.9 per cent, while rates at similar schools dropped by 4.6 per cent.
 - B. More graduating students should translate into more adults with good jobs.
- V. **Safety:** The most important benefit of mandatory school uniforms is the reduction of violence in schools and an overall increase in safety.
 - A. A 1996 study found a sharp drop in Long Beach, California, schools since they made uniforms mandatory.
 - B. New York City schools have seen a 76 per cent drop in crime since 1994 when students at most elementary schools started wearing uniforms.
 - C. In response to violence in schools, former President Bill Clinton came out strongly in favour of uniforms in his 1996 States of the Union address.
- VI. **Opposition:** Some people believe that school uniforms are not a good thing, but their objections are not convincing.
 - A. Some experts found no relationship between wearing uniforms and a reduction in violence or improvements in academic achievements. In fact, some may say uniforms can have negative effects on academic performance. However, these findings have been challenged.
 - B. Others say the dress codes violate students' right to free speech under the First Amendment. However, the courts allow dress codes.
- VII. **Conclusion:** There is convincing evidence that mandatory school uniforms have significant benefits.

Read the following essay and analyze its parts based on the details given above

Becoming an academic writer

Learning how to write an academic essay is essential for students who are planning to attend college. Most professors require critiques of books and films research papers, and formal reports related to the content of their courses. When I first started college, I was excited to face the challenges and pursue my major, media and communications. I was determined to

Introdu
ction

I improve my writing. To achieve this goal, I focused on three points: The contents of an essay, correct grammar, and an advanced level of vocabulary.

As soon as I started to write for college, I realized that college writing was different from the writing I was used to doing. In high school, most of my writing dealt with my personal experiences. I wrote mainly about my family, childhood, and friends. In contrast, college writing focused on a variety of issues that was unfamiliar with, such as reacting to pieces of literature or writing or writing about the community. Therefore the most important thing for me was to understand the assigned topic before attempting my first draft. In some cases, I would have to read and do research to build a foundation. I wanted to include examples statistics, and direct quotations whenever possible for my opinions. By giving specific examples, I realized that my essay became more detailed, easier to read, and much more.

Body
paragrap

I realized that I had to improve my understanding of grammar to write for college. Before I came to college, grammar was not a strong point. For example, I often created run-on sentences or sentence fragments. I was more concerned with what I wanted to say than with how it was said. In fact, my professors would not accept this type of writing and made me revise many times. Consequently, I made grammar my second priority. I reviewed the basic grammatical structures such as subjects and verbs and checked all my works for verb tense consistency and punctuation. As a result, my sentences became more complex because I included transitional words, gerunds, and embedded clauses. The more I wrote the more my writing improved.

Body para2

Furthermore, because I was accustomed to writing letters and informal essays, I usually wrote the way I spoke with my family and friends. It was quite common for me to include slang and abbreviated terms, which were appropriate in a social context but were unacceptable in a formal essay. I soon realized that academic writing requires a much more sophisticated vocabulary. Not surprisingly, improving my vocabulary became the third and final goal. Thus I bought a new dictionary and thesaurus to help expand my knowledge. I became more aware of how often I repeated the same words and phrases throughout my essay. I often searched for synonyms to replace words that I thought were too simple for college essays. I also focused more on the rules of spelling and corrected any errors I found before submitting my assignment to the instructor.

Body para3

Academic writing requires critical thinking skills, an understanding of the topic, a high level of vocabulary, and correct grammar. Having these skills is empowering since it has made me a better communicator and student. I have come a long way since I started college, and I am now proud of the writing that I produce. Taken from pages 5-6 Effective Writing 3: The Essay Writing(Davis, J. and Liss, 2006)

Concludin

Activity 4.10: Examine the essay according to the explanations above. Then compare your answers with a partner.

1. Circle and label the hook
2. Underline the background information.
3. Underline the thesis statement
4. Write the topic of the thesis statement _____.
5. Write the controlling idea of the thesis statement _____.

Examining body paragraphs

1. Underline the topic sentence. Then write the topic sentence in your own words. _____
2. What supporting details are provided? How do they support the topic sentence? _____

The concluding sentence

- a. Bring the ideas of the paragraph to a close.
- b. Suggest the contents of the next paragraph.

Body paragraphs 2

1. Underline the topic sentence. Then write the topic sentence in your own words. _____
2. What supporting details are provided? How do they support the topic sentence? _____.
3. The concluding sentence
 - a. Brings the idea of the paragraph to a close.
 - b. Suggests the content of the next paragraph.

Body paragraph 3

1. Underline the topic sentence. Then write the topic sentence in your own words. _____
2. What details are provided? How do they support the topic sentence? _____
3. The concluding sentence:
 - a. This brings the idea of the paragraph to a close
 - b. Suggests the contents of the next paragraph.

Reread the conclusion of “Becoming an Academic Writer.” Then answer the questions below.

Academic writing requires critical thinking skills, an understanding of the topic, a high level of vocabulary, and correct grammar. Having these is empowering since it has made me a better communicator and student. I have come a long way since I started college, and I am now proud of the writing that I produce.

1. How many sentences appear in the conclusion? _____.
2. Underline the sentence in the conclusion that restates the thesis in the introduction.
3. The conclusion ends with
 - a. some advice
 - b. warning
 - c. prediction
 - d. an insight

Activity 4. 11: Write an essay on the future developments of ‘Artificial intelligence

Read the essay below about technology and human life. Look at the main parts of the essay.

Organ trafficking

1 The successful transplant of human organs is one of modern medicine’s most remarkable achievements. In recent years transplants of hearts and kidneys have saved the lives of thousands of people whose organs were diseased. However for many thousands of people organs are desperately needed for a transplant, but none are available for them. These shortages of organs become a major problem today. Not only do people die who might have been saved, but the enormous demand has encouraged an illegal business in organ sales and transplants around the world.

2 In an organ transplant, doctors remove the organ from the body of the person (donor) and then place it in the body of another person (recipient). Some organs, such as the heart, come from donors who have died suddenly in an accident. Others, such as kidneys, can be taken from live or dead donors, but are more likely to be accepted by the recipient’s body if they come from live donors. These live donors are often family members who wish to help their relative, and whose blood and body features match closely. However, if there is no family member who can donate an organ and who is a good match, the patient is in trouble: only about a third of those needing an organ are likely to find one.

3 Why are there so few organs available? This is mainly in the United States, as in all the developed countries, organs can only be removed from a dead body if the person has given written permission. In many cases, people have not done this simply because they did not want to think ahead to sudden death. In other cases, people do not want to become organ donors for religious reasons. Even if a person has agreed to become a donor, permission from the family is also necessary and some families do not want doctors to remove organs from their loved ones.

4 To supply the need for organs in developed countries, a highly profitable business has grown. It links wealthy patients who desperately need new organs with people in developing countries who desperately need money, and with unprincipled doctors who are willing to perform the operations. Business can take many forms. The organs may be removed from the donors in their home country and then shipped for sale in developed countries. Or donors may be brought to the developed country with the promises of many immigration papers and operated on there. Sometimes a third country is used to host the operation. Another kind of business has developed in which wealthy patients travel legally or illegally to another country for a transplant operation. “Transplantation tourism” on the part of wealthy patients has been encouraged by the differences in the costs of transplants in different areas of the world. Whereas in the United States, a kidney transplant can cost \$100,000 and a heart transplant \$860,000 in China the same operations cost only \$70,000 and \$120,000. In some countries, such as South Africa, the medical standards and the level of care for transplants are at risk of complications and infections.

5 At the other end of the business is the donor who supplies his or her organ. Many of these people live in poor neighbourhoods in the Philippines, Brazil, and other countries. They have been promised by “kidney hunters” that they will earn \$10,000 by becoming a donor. In reality, they are often paid less than promised—only around \$1,000 to \$2,000, while the recipient may have paid \$20,000. The money the donors receive usually is quickly spent, and with their weakened bodies, they are worse off than before. In fact, the removal of a kidney is not a simple operation and many of these donors do not live in conditions that allow them to recover well. Furthermore, they are normally not able to do any hard physical labour for many months and may suffer permanently from ill health.

6 In other parts of the world, particularly in some Eastern countries, the trade in illegal organs takes a different and even more horrible form. Possible donors are not simply tempted by money and then treated badly. They are promised jobs in Europe or North America, taken away from their village, and terrified by threats of death. They may be told that the only way for them to return home is to agree to donate their organs. Or they may be killed so the organ can be removed.

7 Some doctors argue that the only way to eliminate the illegal trade in organs is to make it legal. This way it would be possible to control the condition. They also say that if people want to sell parts of their body they should be allowed to do so. But does a desperate, uneducated man who agrees to sell any organ of which he has two, really understand what it would mean to remove an organ from his body?

8 Most experts in international health care agree that a legal trade in organs could never be truly fair to the donors since it takes advantage of their ignorance and poverty, and almost always leaves them worse off than before. Several things would be necessary before a legal system could ever be adopted: an independent agency would have to check that donors really did agree on a guarantee that they would be paid and treated properly, and above all, medical care for the rest of their life for anything related to the organ removal.

Activity 4.12: Examining the Essay

As can be seen from the essay:

Paragraph 1: Introduce the issue

Paragraphs 2-7 main body of the essay-explain the

Paragraph 8- Conclude the issue

Activity 4.13: Write an argumentative essay on the following topic

Organ trafficking

A. Narrative essay

i. Defining a narrative essay

A narrative essay is a piece of writing that tells a story, and it is one of four classical rhetorical modes or ways that writers use to present information. Narrative essays have five elements: plot, setting, character, conflict, and theme. Writers use narrative style, chronological order, point of view, and other strategies to tell the story.

v. Rhetorical Organization

Introduction

- The hook gets the reader's attention
- The middle sentence introduces an event (the action of the story) by providing background information about the people, the place, and the time.
- The thesis statement prepares the reader for the action that follows.

Body paragraphs

- The body paragraphs describe what happened in the story.
- They include details that bring the story to life.
- They often use time order to explain the event.

Conclusion

- A conclusion describes the outcomes of the event.
- It often ends with a comment by the writer about what the events showed or taught.

History of computers

Read the sample narrative essay and answer the questions that follow

“Who invented the computer?” is not a question with a simple answer. The real answer is that many inventors have contributed to the development of the computer and that the computer is a complex piece of machinery made up of many parts, each of which is a separate invention.

Before the abacus was invented, people used their fingers to count. In the 18th century, a Scotsman Napier invented a mechanical way of multiplying and dividing. It was a foundation of model slide rules. Later Henry Briggs used Napier's ideas to produce logarithm tables. There had never been any attempt to replace a human being before an Englishman Charles Babbage designed his “Analytical Engine” in 1830. In the same year, an American Bush built the first analogue computer. The first digital computer called Mark I was completed in 1944 by Professor Aiken from IBM.

Before modern computers appeared, there had been several generations of computers and several technological principles had been applied. The first vacuum tube computers used from 1950 to 1959 are referred to as first-generation computers. First-generation computers relied on machine language to perform operations, and they could only solve one problem at a time. The input was based on punched cards and paper tape, and the output was displayed on printouts. UNIVAC 1 (Universal Automatic Computer) is an example of these computers which is used to perform thousands of calculations per second. Those devices were not only bulky, they were also unreliable. The thousands of Vacuum tubes emitted large amounts of heat and burned out frequently.

The transistor was invented in 1948 and replaced vacuum tubes in the second generation of computers. It allowed computers smaller, faster, cheaper, more energy efficient and more reliable than

their first-generation predecessors. Second-generation computers still used to rely on punched cards for input and printouts for output.

With advances in electronic technology, it becomes possible to reduce the type of transistors and integrate large numbers of circuit elements into very small chips of silicon. The computers that used integrated circuit technology were called third-generation computers, and the approximate period of these machines was from 1960 to 1979. They could perform many data processing operations in nanoseconds, which are billionths of seconds.

Microsoft brought the fourth generation of computers, as thousands of integrated circuits were built onto a single silicon chip. The Intel 4004 chip, developed in 1971, is located on a single chip with all the components of the computer from the central processing unit and memory to input/output controls.

The fifth generation of computers has now arrived. The idea was introduced by Japan's Ministry of International Trade and Industry. Fifth-generation computing devices, based on artificial intelligence, are still in development, though there are some applications, such as voice recognition, that are used today. With the use of parallel processing and superconductors, artificial intelligence has been made a reality. Quantum computation and molecular and nanotechnology will change computers in some years. The goal of fifth-generation computing is to develop devices that respond to natural language input and are capable of learning. Some of the advanced modern computers have some characteristics of fifth-generation computers

Activity 4.14: Analyze the structure of the essay

1. Write the hook. _____
2. Write background information. _____
3. What is the thesis statement _____
4. Write the main ideas of the body paragraphs _____
5. Write the concluding paragraph of the essay _____

Activity 4.15: Design your outline on the following topics and write an essay on one of the following topics

- A. Technological improvement and use
- B. Technological innovative developments in automotive
- C. Innovations on telecommunication and their impacts.

B. Descriptive essay

A descriptive essay is an essay that describes something- an object or a person, an event or place, an experience or emotion, or an idea. The goal of this kind of essay is to provide readers with enough detailed descriptions for them to be able to picture or imagine the chosen topic.

Rhetorical organization

Introduction

- The hook introduces the object or event of description.
- The middle sentences provide the background.
- The thesis statement tells why the object or event of description is important to the writer.

Body

- Most of the description is in the body paragraphs
- Adjectives and adverbs make the experience more vivid
- The scene is often described with prepositions and prepositional phrases that specify location or position in space.

Conclusion

- The conclusion gives the writer's final opinion about the description

Read the sample descriptive paragraph and examine its rhetorical organization

- Nowadays children watch a lot of TV and play video games. However, some people think that these activities are not good for a child's mental health. To what extent do you agree or disagree?
- An increasing number of people are using the internet to meet new people and socialize. Some people think this has brought people closer while others think people are becoming more isolated. Discuss both sides and give your opinion.

Robot Teachers

Read the article about robot teachers to practice and improve your reading skills

Pre-reading

Activity 4.16: Match the words with the definitions

A

- The ability to think of new ideas
- To think something is less than it is
- To work out what kind of illness someone has
- When someone takes control of something, like a job or a place.
- To change something so that it fits better

B

- empathy
- a takeover
- creativity
- to underestimate
- adapt
- to diagnose

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with machines than a person. Could there be a place for robots in education after all?

British Education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and may be even brain signals. Then they will adapt the information to each student. It is not a popular opinion and it is unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9-16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere for an easier, higher-paid job.

Those negative effects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overloaded. Perhaps the question is not 'Will robots replace teachers?' But how can robots help teachers? Office workers can use software to do things like organize and answer emails, arrange meetings and update calendars.

Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the jobs humans do best.

Activity 4.17: Read the following sentences and say true if the statement is right and false if the statement is wrong

1. Most jobs seem as if they can be done by robots or computers.
2. Robots are always better at diagnosing illnesses than doctors.
3. Many experts agree robots will replace teachers by 2027.
4. One advantage of robot teachers is that they don't need to rest.
5. Robot assistants could help teachers by doing homework and writing reports.

Part IV. Summary writing

Tips on summary writing

A summary, also known as an abstract, piece or synopsis, is a shortened version of a text that highlights its main points. In other words, a summary is a condensed version of an original text. Summaries are usually around a paragraph and may be even a few paragraphs long depending on the length of a work being summarized.

Rules for Writing a Summary

1. **Reduce lists**-if you come across a list of things in a passage, try to think of a word or a phrase that best describes the list of things. For example, if a list of items includes apples, peaches, grapes, plums, and strawberries, you could categorize the items in this list as fruits. Underline a list of items and write the category name for the list of items in the passage.
2. **Cross out repeated information**, information in a passage may be repeated. That is the same thing may be said again in a different way in the same passage. So, keep one sentence and get rid of the repeated statements by crossing them out with a red pen.
3. **Select a topic sentence**- Often writers write a sentence that gives the main ideas of the passage. This is called a topic sentence. It is often the first sentence or last sentence in the paragraph. Read once again each paragraph of the passage. Try to say the main idea of each paragraph to yourself. Next, search for the topic sentence in the paragraph. If the author gives the topic sentence, underline it, and say it in your own words.
4. **Write your topic sentence**- sometimes the author does not write a topic sentence for a paragraph. Make up your topic sentence for each paragraph that does not have one. Write a topic sentence in the margin. Use your topic sentence in your summary.
5. **Cross out unimportant details** --passages contain unimportant or unnecessary details that do not deal directly with the general theme of the passage. Get rid of this information. Cross out unimportant sentences with a blue pen.

Activity 4. 18: Look at the following summary written about the essay entitled ‘History of Computers’ and answer the questions that follow.

History of computers

A computer is a complex machine developed over a long period of time by the contribution of many innovators. An Englishman Charles Babbage designed his “Analytical Engine” in 1830. In the same year, an American Bush made the first analogue computer. The first digital computer called Mark I was completed in 1944 by Professor Aiken from IBM. Before modern computers were realized, there had been several generations of computers and several technological principles had been functional. The first vacuum tube computers which relied on machine language to perform operations used from 1950 to 1959 are referred to as first-generation computers. They could only solve one problem at a time. The second generation of computers was designed in 1948. When this generation of computers was created they used transistors which replaced vacuum tubes. The third-generation computers that used integrated circuit technology were invented from 1960 to 1979. The fourth generation computers

with Intel 4004 chip, developed in 1971 by Microsoft. The fifth and the last generation computers introduced by Japan's Ministry of International Trade and Industry that can compute devices, based on artificial intelligence.

1. Write some of the unimportant details crossed out from the essay. _____
2. State how the topic sentence was modified and written _____
3. What are the basic elements of the essay remained in the summarized version _____

Activity 19: Write a summary of the essay entitled 'Artificial intelligence' put at the beginning of this unit.

V. Describing graphs, tables, chart

Graphs and charts are used to display data and condense large amounts of information. The information can be condensed into paragraphs and essays to understand formats that clearly and effectively communicate important points. Graphs consist of bar graphs, line graphs, pie charts, flow charts and tables.

Phrases used to introduce the graph phrase:

The introduction of graph/table/pie chart/bar chart/diagram...

gives information about/on...	provides information about/on...	shows...
illustrates...	compares... describes...	explains why...
describes...	draws the conclusion of (a survey)...	

Nouns

a rise (of) / a rise of a price	a dip (in)	an increase (of)	a growth (of)
a peak (of)	a surge (of)	a fall(in)	a variation (in)
example a fall in prices	a decrease (in)	a decline (in)	a fluctuation (of)

Verbs/go up

to rise to grow
to increase to surge
to surge
to peak

Large size

to rocket to decline to fall
to soar dip to plunge
to leap(leapt) to dive
to decrease

Large falls/fluctuate

to plummet
to fluctuate
to vary
zigzag
undulate

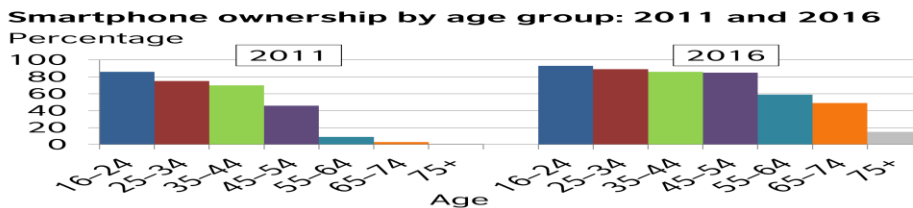
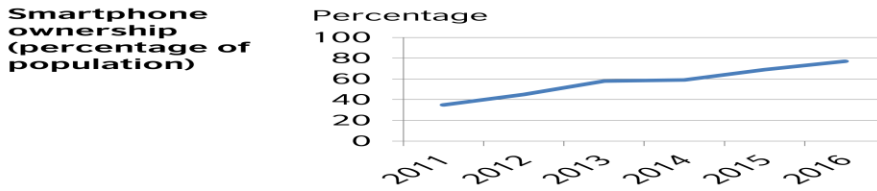
Small change Adjectives

gently
gradually
slightly
steadily

Big change Adjectives

suddenly
sharply
dramatically
steeply
a lot

Look at the following sample graph and its respective description and answer the questions.



Sample graph description

The first chart illustrates the percentage of the population who owned a smartphone from 2011 to 2016, and the second breaks the percentages down by age for 2011 and 2016.

Overall, smartphone ownership increased during the six years. In general, the younger people were, the more likely they were to own a smartphone. However, the most significant increase in smartphone ownership between 2011 and 2016 came from people aged 45 to 54, from 46% to 84%; from those in the 55 to 64 categories, from 9% to 50%.

The percentage of people who owned smartphones rose steadily, starting at around 35% in 2011 and reaching about 77% by 2016. People aged 16 to 24 represented the greatest percentage of smartphone ownership in both 2011 and 2016. 75% of people aged 25 to 34 and 72% of those aged 35 to 44 owned a smartphone in 2011, rising to 88% and 86% respectively by 2016. Although almost nobody in the 75+ age category owned a smartphone in 2011, 15% of this group owned smartphones in 2016.

Activity 4.20: Match the sentences or phrases with the same meaning

Sales grew in 2002	sales rose steadily	sales increased the most in 2002
The charts illustrate in...	overall	2002 had the highest sales

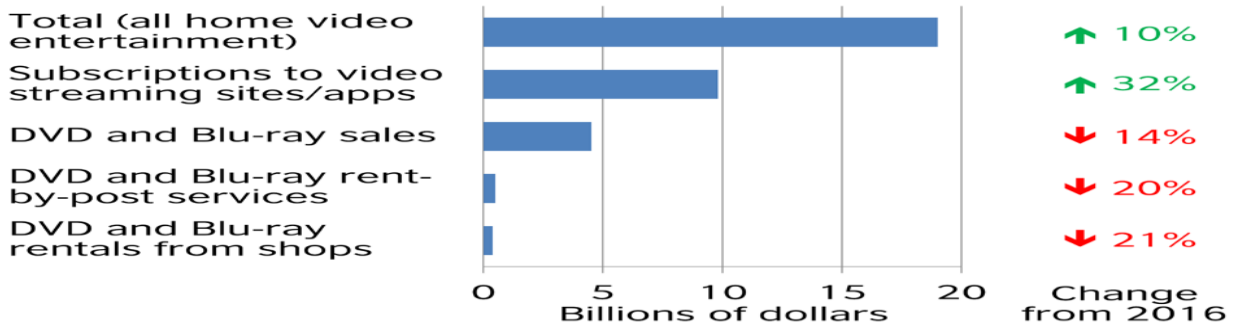
- The graphs show the trends in _____
- In general _____
- The biggest increase in sales was in 2002 _____
- There was a steady rise in sales _____
- Sales saw growth in 2002 _____
- The biggest sales come from 2002 _____

Activities 4.21: Write the word to fill the gap

- The chart illustrates the percentage of the population who owned their homes _____ 1995 to 2015
- The overall home ownerships increased-----the first eight years of the period.
- The younger people were _____ less likely they were to own their homes
- The most significant increase in _____ home ownership came from people aged 75 and over.
- From 2005, home ownership fell most for people aged 18 _____ 29.
- The percentage of people owing their homes started _____ around 64% in 1995
- The total percentage of people who owned their homes rose _____ by 69% in 2004.
- Homeownership fell again _____ 69% to 64% by 2015.

Activity 4. 22: Describe the following bar chart by taking the main features of the data

Consumer spending on home video entertainment (selected categories: USA, 2017)



Activity: 4. 23: Write a descriptive essay on the following topic

A. A lot of people have become dependent on social media as it plays a big role in our daily lives. Do you agree that social media has more advantages than disadvantages? Describe the positive and negative impacts of social media on our lives and give your opinion.

UNIT FIVE: HEALTH

Unit objective

At the end of this unit students will be able to:

- Explain the details and specific ideas of a reading passage,
- Explain about process and cause and effect types of essays,
- Identify the rhetorical organization of process analysis and cause and effect essays,
- write effective process analysis and cause and effect essays,
- Clarify grammar uses related to process analysis and cause-and-effect essays,
- Describe graphs by transforming information from tables, charts, and graphs,

Part I. Speaking

Activity 5.1: Discuss the following in your respective group

1. What is health for you?
2. What kinds of characteristics does a healthy person show?
3. What are the constituents of health?
4. What are the health-related problems associated with cognitive deficits?
5. What are the causes of cognitive deficit problems and what are the possible prevention solutions?
6. You are going to read a passage on ‘**Dementia**’. What do you think the word dementia means?

Part II Reading

Pre-reading activity

Activity 5.2: Give the meaning of the following words and phrases before reading the text

dementia social care services care management alzheimer

While-reading activities

Read the following passage and answer the questions that follow

The topic of dementia was chosen because according to Prince et al. (2014), approximately 850,000 people living in the UK suffer from dementia. This number will increase rapidly over the next several decades (Dementia Statistics, n.d). In fact, Lewis (2015) states that one in every three people born in 2015 will develop dementia during their lifetime. These statistics highlight the increasing problem of dementia in the UK; hence, it is important for different health and social care professionals to effectively deliver health and social care services to people with dementia. In discussing dementia care management, it is important to first define what it is, including its type and its stage.

The National Institute for Health and Care Excellence (NICE) defines dementia as a progressive and mainly irreversible clinical syndrome that leads to various types of impairment in mental function such as memory loss. Language impairment, disorientation, self-neglect, difficulty in performing activities of daily living, personality changes, psychiatric symptoms (e.g. depression) and out-of-character behaviours (e.g. aggression and problem sleeping). From this definition, it is obvious how dementia affects not only the biological or physical aspects of a person's health but also the psychological and sociological aspects. Addressing all three domains is important because according to World Health Organization (2018, n.p.), "health is a state of complete physical mental and social wellbeing and not only the absence of diseases or infirmity".

It is also vital to highlight that currently, there is no cure for dementia. This is partly because dementia is caused by different health conditions; hence, it is improbable that there will be a single cure for all types of dementia (NHS Choices, 2018). Types of dementia include Alzheimer's disease (which is the most common), vascular dementia, dementia Lewy bodies, front temporal dementia, Creutzfeldt-Jakob disease and others (Alzheimer's Society 2018a).

It can be argued that the focus of care for people with dementia is to help them more effectively cope with their condition and prevent complications and other health-related problems brought about by the gradual progression of the illness and its symptoms. NICE (2016) states that health and social care professionals should focus on maintaining patient independence as much as possible and address the patients' difficulties regarding activities of daily living to maximize functionality and lower the need for support. It is also vital to highlight that dementia care management is individualistic because every person will have different problems related to their condition and this depends on the nature and stage of their dementia.

Finally, it is also important to provide information about the patient's career and family. This is because they are an important component that can directly impact the quality of life of the person with dementia (Brpdaty and Donkin 2009). It can be argued that their capacity to cope with the patient's dementia is important for them to assist the patient, which ultimately enhances the patient's quality of life. Unfortunately, family caregivers also suffer from significant levels of physical and psychological burden as a consequence of caring for their loved ones with dementia (Brodaty and Donkin, 2009); hence, health and social care professionals must also offer them care intervention and support.

Activity 5. 3: Say true if the statement is correct or false if the statement is incorrect

1. Dementia cases are decreasing due to medical care provided by physicians.
2. Self-neglect, difficulty in performing activities of daily living, and personality changes, are some of the health problems caused by dementia.
3. Both caregivers and the patient's family are responsible for carrying out intervention and support.
4. The focus of care for people with dementia is to help them effectively cure of disease.

Activity 5.4: Match the headings with the paragraph numbers

A. Headings

1. Developing prevention capacity of the affected individuals.
2. Absence of possible treatment.
3. An increase of complications
4. Effectively manage the disease
5. Meaning of dementia

B. Number of paragraphs

- A. Paragraph one
- B. Paragraph two
- C. Paragraph three
- D. Paragraph four
- E. Paragraph five

Part III Writing

A. A process analysis essay

i. Defining a process analysis paragraph

A process analysis essay is a type of expository essay where the aim is to inform the reader about each step of the process at hand. Describing a process involves breaking it down into individual stages. It can show a logical progression of stages that leads to a finished product or result. A process analysis essay might illustrate a natural process, such as photosynthesis or soil erosion. It may also describe something that is made or done, such as baking a cake, preparing food for a festival, or using a computer.

ii. Rhetorical Organization

Introduction

- The hook introduces the process.
- Background information helps the reader understand the process.
- The thesis statement identifies the process to be explained.

Body Paragraphs

- The topic sentence in each paragraph introduces one stage of the process.
- Each stage is organized into a logical sequence of connected steps. The Body paragraph uses facts, examples, key terms, and definitions.
- All the materials needed in the process are mentioned.

Conclusion

- The conclusion gives a restatement of the process.
- It may include a final comment that is an evaluation, a recommendation, or a warning.

iii. Language Focus

Sequencing Connectors

In process analysis essays, writers need to describe the steps of a process in the order in which they occur. Sequence connectors can be used to establish a logical order. They include the words first, second, third, next, then, before, after this, and finally.

First, make sure the lights are out. **Then** go to sleep.

Activity 5. 5: Using sequence connectors in describing a process

A. Read these sentences from a process paragraph. Number the sentences from 1-6 to show a logical sequence. Rewrite the sentences above into paragraph form. Use the sequence connectors

- a. Edit and revise your work. _____
- b. Write the first draft of the paper. _____
- c. Decide on a topic that you want to research. _____
- d. Organize the information in order of importance. _____
- e. Review what has been written on the topic. _____
- f. Develop a term paper outline. _____

Model Process Analysis Essay

Animal cloning

Cloning is a process used to create an exact copy of a mammal by using the complete genetic material of a regular body cell. Different from the common propagation, cloning needs only one cell and without sex. Producing an animal cloned from an adult cell is obviously much more complex and difficult than growing a plant from a cutting. So when scientists working at Roslin Institute in Scotland produced Dolly, the only lamp born from 277 attempts, it was a major news story around the world.

To produce Dolly, the scientists used the nucleus of an udder cell from a six-year-old Finn Dorset white sheep. The nucleus contains nearly all the cell's genes. They had to find a way to 'reprogram' the udder cells to keep them alive but stop them growing-which they achieved by altering the growth medium (the 'soup' in which the cells were kept alive). Then they injected the cell into an unfertilized egg cell which had had its nucleus removed and made the cells fuse by using electrical pulses. The unfertilized egg cell came from the Scottish Blackface ewe.

When the scientists had managed the fuse the nucleus from the adult white sheep cell with the egg cell from the black-faced sheep, they needed to make sure that the resulting cell would develop into an embryo. They cultured it for six or seven days to see if it divided and developed normally, before implementing it into a surrogate mother, another Scottish Blackface ewe. Dolly had a white face.

From 277 cell fusions, 29 early embryos developed and were implanted into 13 surrogate mothers. But only one pregnancy went to full term, and the 6.6 kg Finn Dorset lamb 6LLS (alias Dolly) was born after 148 days.

Scientists are working on ways to improve the technology. For example, when two genetically identical cloned mice embryos are combined, the aggregate embryo is more likely to survive to birth. Improvements in the culture medium may also help.

Activity 5. 6: Examine the organization of the essay by answering the questions below. Then compare your answers with a partner.

1. Circle the hook
2. Underline the thesis statement. Review it in your own words. _____
3. Write some words or phrases the writer uses to signal steps in the process. _____
4. Underline all the verbs that describe the preparation and cooking process. _____
5. What steps are explained in body paragraph 3? _____
6. How is the writer's feeling of accomplishment confirmed in the conclusion? _____
7. Write the sequence connectors found in the essay. _____

You will write about a festival or holiday from your own culture and explain all of its stages in logically sequential order.

1. Think about the topic

- i. Discuss the pictures with a partner.
 - Where do the music and dance activities in these photos take place?
 - What role do you think music and dance play at this festival?
 - Why are music and dance important features of many celebrations?
- ii. Make notes about the holidays and traditions you and your family celebrate. Then discuss in small groups.

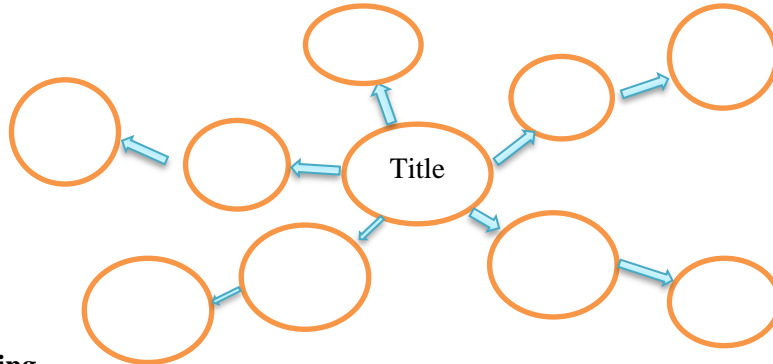
Activity 5. 7: Writing a process analysis essay

Write for ten to fifteen minutes about a holiday celebrated in your locality. Focus on the following points.

1. The name of the holiday
2. What activities and preparations are required to celebrate it?
3. Who are the typical participants at the ceremony?
4. What traditions are exhibited?
5. What are the processes or stages pertained to the process?

iv. Brainstorming and outlining

Review your freewriting exercise. What festival or holiday will you write about? Use a graphic organizer like the one below to create a list of the preparations and activities in sequential order.



Brainstorming

Think about the festival or holiday you will discuss in your essay. Brainstorm words for each of the categories below that are relevant to the celebration.

1. Costumes: _____, _____, _____
2. Foods: _____, _____, _____
3. Music/Dance: _____, _____, _____,
4. Decorations: _____, _____, _____

B. Cause and effect essay

i. Defining a cause and effect paragraph

A cause-and-effect essay explains why certain actions, situations, and behaviours happen. The essay can start with an effect, such as success, and find its causes, which might be education or talent. Or the essay can begin with a cause and describe its effects.

ii. Rhetorical Organization

Introduction

- The hook introduces the cause(s) or effect(s).
- Background information helps the reader understand the cause(s) or effect(s). It can give historical information.
- The thesis statement shows the relationship between the cause(s) and effect(s)

Body paragraphs

- The topic sentence in each paragraph defines a specific cause or effect to support the thesis.
- All supporting details must relate to the topic sentence. These details can include explanations, examples or facts.
- Body paragraphs are organized in order of importance, chronologically, or according to short-term or long-term effects.
- Each paragraph must use clear logic.

Conclusion

- The conclusion restates the cause(s) and effect(s) of the essay.
- It may evaluate or reflect on the ideas presented.
- It may give advice.

Model Essay

Activity 5.8: Read the essay and identify the effects of a positive outlook and examine its parts

Effects of a positive outlook

Happiness is a state of being that everyone wants to achieve. A positive outlook can be happy and change the outcome of your life. It can enrich your relationship, improve your health, and guide you through some of life's greatest challenges.

A positive outlook helps you find happiness in professional, social, and personal relationship. Having a positive attitude will help you find a good job and keep it. Colleagues enjoy working with someone who always looks at the bright side and avoids conflict. Friends will appreciate your energy and want to spend more time with you. A happy person makes everybody else happy. It is contagious. Happiness and a positive outlook on life can also have a beneficial effect on personal relationships. As a consequence, any partnership will be a solid, strong, and happy relationship.

Having a positive outlook also makes a person healthy. In fact, medical science has proven that stress, which causes many of today's common illnesses such as high blood pressure, heart disease and cancer, can be avoided when people feel good about themselves. If you have a good sense of humour and laugh a lot, a chemical substance called serotonin will be released into your bloodstream, giving you an immediate feeling of well-being and tranquillity. It has also been found that the elderly recover faster from illness when they are cheerful. Being positive and happy is synonymous with health and longevity.

Finally, people with positive outlooks are stronger and capable of confronting difficult situations. They develop clear minds which help them cope with life's challenges better than those individuals who are not at peace with themselves. Happy people's optimism creates the strength needed to find a rational solution to the many unexpected problems that life presents. This optimism also promotes self-esteem. For example, happier students are more likely to approach professors for help when they are having trouble with their coursework. In contrast, unhappy or less happy students may internalize their frustrations and be less likely to seek out help.

In conclusion, it is a good idea to have a positive outlook and recognize what makes us happy since it will bring us more harmony. Happiness brings us a strong relationship, good health, and the ability to face any obstacle. If we promise ourselves to laugh more and think positively, we will change our lives for the better.

Analyzing the essay

Activity 5. 9: Examine the organization of the essay by answering the questions below. Then compare your answers with a partner.

1. Circle and label the hook.
2. Underline the background information.
3. Circle the thesis statement. Rewrite it in your own words. _____
4. Underline the topic sentence in each body paragraph.
5. Write two details from body paragraph 3 that illustrate the effects of happiness. _____.
6. How are the introduction and the conclusion similar? _____.

Model Essay2

Read the essay and identify what factors lead to success in college

Factors that Lead to Success in College

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 degrees. They need support from family and friends, strong motivation, and the ability to focus.

First, college students need the support of their families to succeed. If they are lucky, they have that protect and nurture them. Their family members act as helping hands, friends who they can depend on emotionally. Students need their support system to help them realize their capacity even when they doubt themselves. For example, because the workload 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.

Students need to keep up the motivation they need to study. Students have many obligations to fulfil, 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 to stay home and work, only determined students will choose the study.

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, the 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 a demand 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.

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 captures it even when the distance is great.

Analyzing the Essay

Activity 5.10: Respond to the essay by answering the questions below in full sentences.

1. What are some of the obstacles that college students face? _____
2. What might prevent a student from finishing his or her college work? _____
3. Why can students have difficulty keeping their motivation? _____
4. Why is important for students to be focused? _____
5. What obstacles and successes have you experienced in your academic life? _____

iii. Language Focus

Relating Effects to Causes

Activity 5.11: Write x next to the sentence that does not relate to the statement

1. Being a happy person can benefit your life in many ways. ____
 - a. A happy person can make friends more easily. ____
 - b. There are many happy people all over the world. ____
 - c. Happy people can solve their problems effectively. ____
2. It is important to get a college education. ____
 - a. A college education provides more job opportunities. ____
 - b. A person's life-long earning capacity is increased. ____

- c. Many colleges offer a scholarship. ____
- 3. Air pollution has many negative effects
 - a. An example of air pollution is car exhaust fumes. ____
 - b. Asthma rates increase in highly polluted areas. ____
 - c. Unclean air destroys the natural environment. ____
- 4. Watching too much television affects everyone.
 - a. It reduces the amount of time people read ____
 - b. Research has shown that children become more aggressive. _____
 - c. Many homes have more than one TV. ____
- 5. There are many advantages to using computers.
 - a. Computers have become more reasonable to purchase. ____
 - b. Using computers saves time writing reports and letters. ____
 - c. The time needed to do research is greatly reduced. ____

Cause connectors

In a cause and effect essay, connectors create coherence by including the relationship between ideas in sentences.

Connectors introducing a clause

- Use because or since to introduce a dependent clause. A dependent clause must be attached to the main clause to be a sentence.
- Remember, both dependent and main clauses contain a subject and a verb.
- Note that when the dependent clause comes at the beginning of the sentence, it is followed by a comma. When the dependent clause comes at the end of the sentence no comma is used.

Dependent clause

main clause

Because/Since traffic was heavy, we were late for class.

We were late for class

because/since the traffic was heavy.

Connectors introducing a noun phrase

- Use due to, Because of, and as a result of introducing a noun phrase.
- When a noun phrase comes at the beginning of a sentence, it is followed by a comma. When the noun phrase comes at the end of a sentence, no comma is used.
Example: Due to the heavy traffic, we were late for class.
We were late for class due to the heavy traffic.

Activity 5.12: Combine each pair of sentences below to show cause and effect. Use the connectors in parentheses.

1. There have been new advances in air and space technology. We can travel a greater distance in less time. (Because)
Because there have been new advances in air and space technology, we are able to travel greater distances in less time.
 2. People are living longer. They are receiving better medical treatment(since)

 3. Orchestras are trying to attract a younger audience. Reduced rates at the concert halls are available for many high school students. (Because)

 4. Research has shown that it reduces stress. More and more individuals are practising yoga. (since)

 5. _____
-

Activity 5.13 Combine each pair of sentences to show cause and effect. Use the connector in parentheses. You will need to change the first sentence into a noun phrase.

1. Interest rates are low. More people are buying homes for the first time. (due to)
Due to lower interest rates, more people are buying homes for the first time.
2. The pollen count is high. My allergies are very bad this season. (as a result of)

3. My work was excellent. I received the highest grade in the class. (because of)

4. The fire was destructive. The building had to be demolished. (due to)

Effect connectors

Use, *therefore*, *as a result of* or *consequently* to introduce effect clauses. These connectors always come between two clauses. One clause shows a cause and the other shows an effect.

- When the clauses are joined into one sentence, the connector is always preceded by a semicolon and followed by a comma.

Cause

effect

I studied all weekend for the test; **as a result**, I got an A

- The connector may also begin a separate sentence. In this case, it is followed by a comma

Cause

effect

I studied all weekend for the test.

Consequently, I got an A

Activity 5.14: Combine each pair of sentences to show cause and effect. Use the connectors in parentheses.

1. The picnic was cancelled. The weather was bad. (therefore)
The weather was bad; therefore the picnic was cancelled.
2. The fire caused major damage to the school auditorium. We will have the performance in the town hall. (consequently)

3. Many farmers moved to California. The great depression was devastating. (as a result)
4. Flights no longer provide meals. Airlines have cut back on services. (as a result)

Activity 5.15: Combine each pair of sentences with the connector in parentheses to show cause. You may need to change one of the sentences into a noun phrase

1. The construction industry is thriving. There is a high demand for housing. (since)
2. Many young adults want to go to college. The competition for jobs has become fierce.

3. People are living longer. Second careers are more common. (because)
4. Newspapers and magazines are losing subscribers. Readers obtain more up-to-date information from the internet. (since)
5. There is a great need for nurses. Many students are entering the profession. (due to)
6. The Suez Canal was built. Ships can travel faster from the west to the east. (as a result)

Activity 5.16: Combine each pair of sentences with the connectors in parentheses

1. People are cooking less. Microwaves are time-saving. (therefore)_____
2. More police patrol the street. Crime rates are high. (consequently)_____
3. Globalization is increasing. English has become a more popular language. (as a result)
4. Consumers have more choices. Shopping malls are huge. (consequently)_____

5. Cell phones are convenient and economical. Many people have cancelled their home service. (as a result) _____
6. The exam was challenging. Many students failed. (Therefore) _____

Activity 5.17: TIMED WRITING: 60 minutes

Write an essay on the causes of stress in your society today.

Before you begin to write, review the suggested time management strategy below.

Step 1 BRAINSTORMING: 5 minutes

Write down ideas and vocabulary for your brainstorm on a separate piece of paper.

Step 2 OUTLINING: 5 minutes

Write an outline for your essay

Introduction

Hook: _____

Background information: _____

Thesis statement showing a relationship between cause and effect: _____

Cause 1. Body paragraph 1

Topic sentence: _____

Supporting details: _____

Cause 2 Body Paragraph 2

Topic sentence: _____

Supporting details: _____

Cause 3 Body paragraphs 3

Topic sentence: _____

Supporting details: _____

Conclusion: Restatement: _____

Evaluation, reflection, or advice: _____

Step 3 WRITING: 40 minutes

Use your brainstorming notes and outline to write your first draft on a separate piece of paper.

Step 4: EDITING 10 minutes

When you finish your draft, check it for mistakes, using the checklist.

Activity 5.18: Write a similar essay on the health effects of drinking alcohol

A. Make notes about what makes you happy. Then discuss in small groups.

Brainstorming and Outlining

WRITING TASK

In the following part, you will write a cause-and-effect essay about the physical, emotional, or psychological cause of happiness.

i . Brainstorming ideas

In the left column of the chart, note three different causes of happiness. In the right column, note details associated with these causes. These details may be explanations, examples, or facts.

Cause of Happiness	→	Details
1		•
2		•
3		•

ii. Brainstorming vocabulary

A. vocabulary below is useful for writing about happiness. Write related words that will add details to your essay.

1. **Happiness:** fulfilment, contentment, satisfaction, peace of mind, _____, _____, _____, _____

2. **Actions:** achieve, accomplish, succeed, _____, _____, _____, _____

3. **Results:** Bring about, result in, lead to, _____, _____, _____, _____

B. Practice writing example sentences using the words above. Use a dictionary for help.

1. Achieving job satisfaction results in feelings of contentment.

2. _____

—

B, Argumentative essay

i. Defining argumentative essay

An argumentative is sometimes called a persuasive essay. This kind of essay expresses an opinion about a controversial issue. As the writer, you must take a position and persuade the reader to agree with your opinion by using strong, logical reasons to support your argument. An argumentative essay uses evidence and facts to support the claim it is making.

ii. Rhetorical Organization

Introduction

- The hook introduces the issue
- Background information gives a broader picture of the issue and why it is important. It can give details about the history of the people involved, what they want, and how it affects them.
- The thesis statement clearly states the writer's point of view on the issue.

Body paragraphs

- The topic sentence in each body paragraph presents one distinct reason for the writer's point of view stated in the thesis.
- All supporting details in each paragraph must support the topic sentence. These details can be facts, examples, statistics, definitions, causes and effects, quotations, anecdotes, or questions.
- The writer often presents an opinion or a counterargument; however, the writer may then express some agreement with the opposing view (a concession) but will show evidence that the argument is stronger (refutation). The counter-argument is often in body paragraphs one or three.

Conclusion

- The conclusion restates the argument that appeared in the thesis.
- It can end with a prediction, a warning, or other types of comments that reinforce the writer's viewpoint
- It may state the general issue in a broader context.

Read the following essay and examine based on the above rhetorical features

Use of animals in medical research

Some people claim that it is acceptable to use animals in medical research for the benefit of human beings, while others argue that is wrong.

People have different views on how medical research should be conducted and tested. Although many people support the use of animal experimentation for developing medicines, I believe that testing on animals is morally wrong.

The main reason why some people value animal experimentation in conducting medical research is that animal testing has contributed to many life-saving cures and treatments. Nearly every medical breaking through in the last 100 years has resulted directly from research using animals. For example, experiments in which dogs had their pancreas removed led directly to the discovery of insulin, critical to saving the lives of diabetics. Furthermore, it is impossible to release new drugs to the market before providing it has no harm to humans and laboratory mice are appropriate research subjects because they are similar to human beings in many ways.

However, I support people who consider medical development that involves the use of animals to be cruel and unacceptable. I believe that the lives of all creatures should be respected and we humans have no right to suffer animals for our benefit. Governments should invest in developing alternative methods that can replace animal experimentation when doing medical research. For example, a software program can be developed to model a human system and new drugs can be tested on the software rather than an animal. In this way, no animals will suffer from medical tests and society can still benefit from medical development.

In conclusion, although it is undoubtedly true that animal testing has helped scientists in drug development and medical discoveries, I believe that human benefits do not justify the suffering caused to animals and we should use alternative methods when doing medical research that do not involve animals suffering.

Activity 4.19: Analyzing essay structure

1. Write the hook. _____
2. Underline introduction
3. Underline the thesis statement
4. What is the writer's position? _____

Activity 4.20: Write a similar argumentative essay on one of the following topics. Some people assume that abortion should be legalized. Argue for or against the issue.

iii. Language focus

Counter-argument, concession, and Refutation

The goal of an argumentative essay is to convince the reader of the writer's point of view. To make an argumentative essay strong, the writer includes a counter-argument, refutation, and concession.

- The counter-argument is the writer's opinion about the opposing point of view. It gives a reason why the writer's point of view makes sense. By including the counter-argument, the writer shows an understanding of the opposing point of view.
- In a concession, the writer agrees that the opposing point of view is valid, but emphasizes how his or her argument is still stronger.
- The refutation is the writer's response to the counter-argument. In the refutation, the writer shows why the counter-argument is weak and his or her position is strong. The refutation may also address doubts the reader may have about the writer's position.

Look at the examples below

Counter-argument-Some students may argue that because of their situation, they sometimes have no choice but to buy essays off the internet.

Concession-I understand that students are under a lot of pressure to produce a well-written essay to pass their classes, but this does not justify plagiarism.

Refutation they plagiarize, they will not develop their writing and critical thinking skills. As a result, they may not be prepared to pass their final exams. In the end, plagiarizing is harmful to the student's academic success

Activity 4.21: Identifying refutations and concession

Write **R** for each argument showing a refutation and **C** for each argument showing a concession.

1. Some students photocopy chapters of books required for their courses and believe they are justified because books are so expensive. Not only is this illegal, but it also shows a lack of intellectual curiosity. _____
2. Manufacturers often justify copying famous designer articles such as handbags and jewellery because they can sell them far below the cost of the original. If consumers can't tell the difference, why should this be illegal? _____
3. Cabaret performers often use copyrighted songs for their shows and complain about having to pay royalties and fees to the copyright owner. Since these shows are performed in front of small audiences, and these performers do not make money, it seems unfair for them to pay. _____
4. Some producers have taken other peoples' storylines for movies and adapted them for their films. They argue that their version is significantly different from the idea first presented to them. However, this practice is unethical and dishonest; therefore, the original creators should be compensated. _____
5. Robert's brother Jerry helped him write a college term paper a few years ago. Now Jerry feels that he has the right to submit the same term paper for this college. Since Jerry helped write Robert's report, he is the part author and should be able to receive credit for it. _____
6. A pastry chef working in a cupcake bakery learned new recipes from the café's head baker. When he opened his cupcake shop across the street, he insisted on using the same recipes from his previous job. He was wrong to take recipes created by another baker and use them in his business. _____

Activity 5. 22: Writing an argumentative essay on one of the following topics.

Some physicians believe that animal cloning is essential for different diseases. Argue for or against.

Graph description

Activity 5.23: Summarize the information in the chart/graph by selecting and reporting the main feature. Make comparisons where relevant.

UNIT SIX: PEACE, THE ONLY WAY TO PEACE!

Unit Objective

Up on completing the unit students will be able to:

- Explain the main and specific ideas of a reading passage,
- Illustrate the rhetorical organization of argumentative and problem-solution essays.
- Explain about process and cause and effect types of essays,
- Write effective argumentative and problem-solving essays,
- Clarify grammar uses related to argumentative and problem-solution essays,
- Describe graphs by transforming information from tables, charts, and graphs,

Part I: Speaking

Activity 6.1: Be in a group of 4 and look at the following pictures and discuss what you observe based on the following questions.

1. Where do you think the place is?
2. What do you observe from the images?
3. What is going on there?
4. Who do you think is most affected by the problem that occurred in the area?



Activity 6.2: In your group discuss the following three ideas given about peace.

1. What is peace for you?
2. Freedom from trouble or worry
3. A feeling of mental or emotional calm
4. A time when there is no war

Activity 6.3: Now read the following prompt questions to discuss the definition of peace you discussed above.

1. Can the concept of peace be a different thing for different people? Why might this be?
2. Do we feel peace inside of us or outside? May be both?
3. How do we deal with conflict? What are some peaceful ways to deal with conflict?
4. What are the barriers or challenges to peace that you observe?
5. How could we create more peaceful conditions together?

Activity 6. 4: Read the following series of ideas and reflect on them by relating them with your own experiences you have about peace.

If there is to be peace in the world, there must be peace in the nation.
If there is to be peace in the nation, there must be peace in the cities.
If there is to be peace in the cities, there must be peace between the neighbours.
If there is to be peace in the neighbours, there must be peace in the home.
If there is to be peace in the home, there must be peace in the heart. **Lao-tzu (6th Century)**

Part II Reading

Activity 6.5: Pre-reading

You are going to read a text entitled “Seeds of Peace”. Before reading it discuss the following questions in groups of four and try to answer.

1. In your expectation, what will a passage entitled Seeds of Peace talk about?
2. According to your view, what are the impacts of the absence of peace in a certain community?
3. For what purpose do you think people in your area are selected and trained in camps?
4. Do you know any group of people who are providing training and serving society in maintaining peace?

While reading activities

Activity 6.6: What message can you grasp from the following pictures?



Activity 6.7: Read the passage very quickly and guess the meaning of the following words from the context they are used in the passage.

1. Seed: _____ 2. Conflict: _____ 3. Camp: _____ 4. Legitimacy: _____ s. defray costs: _____



Seeds of Peace is a peace-building and leadership development organization established in New York City in 1993 as the idea of the American journalist John Wallach. Its mission is to empower youth

from conflict regions. As its main program, the organization brings youth and educators from areas of conflict to its camp in Maine. It also provides local programming to support Seeds of Peace graduates, known as Seeds.

At a state dinner with politicians from Israel, Egypt, and the Palestinian Authority, Wallach initiated them, then inspired them to bring 15 youngsters from each of their respective countries to a new camp he was founding in Maine. These 46, including 3 Americans, ranging in age from 13 to 18, comprised the first session of the Seeds of Peace Camp, founded on the site of the former Camp.

The selection process to become a Seeds of Peace camper is very competitive. The selection takes about half a year, with most of the participants being 14–16 years old. Typically, applicants to Seeds of Peace must demonstrate proficiency in English and leadership skills, local politics, and general knowledge, and are selected on the basis of interviews and written essays. Many of the first-time campers are chosen by the Ministries of Education or other government agencies in their respective countries. Attending the camp costs \$2500 for the three-and-a-half-week stay, plus the costs of the tariff. Campers are asked to contribute \$1200 to help defray costs, but selected campers are not turned away if unable to pay. Sponsor countries often contribute to the camp fees and airfare as well.

John Wallach's vision focused on leaders of the next generation of Seeds who will one day be in positions of power. In the first years of the camp, it became clear that to realize this vision the organization needed the support of people in the regions of conflict in positions of power now. This need to establish legitimacy on the ground at home inspired the creation of the Delegation Leaders Program. Delegation Leaders are educators from countries in conflict; they take part in the selection and orientation of Seeds at home. They accompany the Seeds to and from camp. At the camp, they are the eyes and ears of the parents, of their communities; at the same time, they engage in an intense encounter experience of their own. After camp, they are invited to join the growing circles of support for Seeds of Peace.

These many years of conflict resolution programming have produced an impressive band of Seeds working in international affairs, politics, business, medicine, nonprofits and media. While at camp, participants speak English, the common language of the camp, in order to open the lines of communication between national and ethnic groups. Camp is the potential beginning of a long process, of relationships that grow.

The adjustment to life at home after camp can be difficult, especially when the political conditions are less than encouraging. To aid in this transition, the organization supports returning Seeds with year-round programming, including dialogue sessions, cross-cultural visits, educational and leadership development workshops and outreach events. These activities work to sustain the relationships and ideals developed in the seeds.

Approximately 350 new Seeds graduate from Seeds of Peace every summer. After camp, the organization runs year-round regional programs for graduates in their home countries that focus on "four of the most important assets and abilities that leaders in conflict regions need to create meaningful change: strong relationships across lines of conflict; a sophisticated understanding of core conflict issues; practical skills in communication, critical thinking, and change-making; and the ability to take action on behalf of peace."

Since its inauguration in 1993, the Camp has produced nearly 6,700 Seed graduates and John Wallach, the founder of the organization, served as its president until *his* death in 2002. He was succeeded by former State Department official Aaron David Miller.

(Slightly adapted from Seeds of Peace's official website www.seedsofpeace.org)

Activity 6.8: Answer the following questions based on the above passage.

1. According to the passage, what are seeds? _____
2. Who are delegation leaders and what activities do they perform? _____

3. According to paragraph 5, on what activities do the impressive band of Seeds who are produced by many years of conflict resolution programming participate? _____
4. What do peace-building and leadership organizations do to aid the life transition of the Seeds from camp to home? _____
5. List the four of the most important assets and abilities that leaders in conflict regions need to create meaningful change. _____

Activity 6.9: Post-reading

Individual work

1. Do you think peace education is necessary for universities in Ethiopia? Why
2. What should be done to produce leaders of the next generation who work hard for the peace of the world?
3. Which organization/s in Ethiopia has the same or nearly the same mission as John Wallach's peace-building and leadership development organization?

Part III Writing

A. Problem solution essay

i. Defining problem solution essay

A problem solution essays are a popular form of urging. In these kinds of essays, you must state a problem, persuade the reader to care about the problem, suggest a solution, and be prepared to dismantle any opposition. A problem-solution essay needs to have a problem that needs to be solved, a thesis statement of the problem and solutions, and specific facts, details, examples, and reasons indicating why one solution is best.

ii. Rhetorical Organization

Introduction

- The hook introduces the problem(s) or solutions(s).
- Background information helps the reader understand the problem(s)
- The thesis statement shows the relationship between the problem(s) and solution(s).

Body paragraphs

- The topic sentence in each paragraph defines a specific problem and supports the thesis.
- All supporting details must relate to the topic sentence. These details can include explanations, examples or facts.
- Body paragraphs are organized in order of importance, chronologically, or according to short-term or long-term problems and solutions.
- Each paragraph must use clear logic.

Conclusion

- The conclusion restates the problem(s) and solutions(s) of the essay.
- It may evaluate or reflect on the ideas presented.
- It may give advice.

Activity 6.10: Write a problem solution essay on one of the topics below

1. Conflict and its Management Mechanism
2. Possible Solutions to Avoid War

Write for ten to fifteen minutes on the topic below. Express yourself as well as you can. Don't worry about mistakes.

iv. Brainstorming and outlining

In this unit, you will write an argumentative essay about ‘Can war bring peace?’
Brainstorming ideas
Effects of war
Positive effects of peace- development

a. Brainstorming

Use the chart below to categorize the words and phrases into two columns

negotiation	resolution	mediation	property
conflict	economic damage	social destruction	death
political	stability	migration	refuge weapons

War	Peace

- b. Write outline
- c. Write the first draft and show it to your friend

h. Argumentative essay

World history suggests that violence and conflict were more evident under male leadership than under female leadership. So, for peace to prevail, female leadership can be considered a better option than male leadership. To what extent do you agree or disagree?

Read the **following argumentative essay and examine its structure**

History portrays that the reign of war and chaos was on the rise of male rulers compared to their counterparts. Now in reality, does this imply that female leaders are more favourable candidates for non-violent governance? In my opinion, it would be irrational to globalize this and the crowing of leaders should not on gender biased.

The mighty rulers of the past were predominantly males. History of conflicts and chaos during their time deceived them that they possessed an innate quest to conquer the world. The great kings Alexander and Hitler exemplify this. But as a matter of fact a deeper interpretation of historical facts reveals that this was the need and situation of the time. The global scenario at that age persuaded the rulers to war and conquer. Another fact would be the conflicts were not less in the feminine ruler era too; the great ruler of Jhansi from Indian scripts would serve as an example.

However, the nineteenth century witnessed more organized and determined leaders like Mahatma Gandhi and Nelson Mandela. They exemplify the unfairness of relating male rulers to violence from a global perceptive.

In the recent day, where public involvement is emphasized while choosing a leader, the criteria set forward by an educated mass will never be gender biased, instead, they look forward to more sensible leaders. In spite of being under feminine leadership, India did not address any changes in its war protocols in the last few years. Similar is the situation in another Asian country, Bangladesh.

Though our history, Canvases male rulers as a source of changes in the time of antiquity, it would be rather dogmatic to conclude that violence and conflicts are gender bias. Some of the examples mentioned above would serve the evidence. I would opine that for peace to prevail; sensible leaders should be crowned irrespective of their gender difference.

Activity 6.11: Analyzing the essay

A. Examine the organization of the essay by answering the questions below. Then compare your answers with a partner.

1. Circle the hook.
2. Underline the thesis. Rewrite it in your own words. _____
3. What kind of supporting details are used in body paragraph 2?
 - a. Facts
 - b. causes and effects
 - c. statistics
 - d. an anecdote
4. In body paragraph 3, the writer presents an opposing opinion. Rewrite it in your own words. _____
5. How many reasons has the writer restated in the conclusion? Underline the reasons

B. Respond to the essay above by answering the questions below in complete sentences.

1. Why do you think that people believe violence and conflict were more evident under male leadership than under female leadership? _____
2. How would you describe the writer's personal feelings about rulers' gender differences and conflict? What makes you say that? _____
3. What are the illustrations used by the writer to convince the reader? _____
4. Do you agree or disagree with the writer? Write your opinion and reasons below. _____
5. Did the writer influence your position? If so, which point influenced you the most? _____

v. Language focus

Connectors to show addition and contrast

In order to construct a strong argument, it may be necessary to provide additional information or to contrast different pieces of information. Addition and contrast connectors link ideas between two main clauses and clarify the relationships between ideas.

Connectors that show addition

- Use the connectors furthermore, in addition, or moreover to indicate additional information
- When the clauses are joined in one sentence, the connector is always preceded by a semicolon and followed by a comma.
Example: The U.S. created the Copyright Act of 1976 to protect artistic works; in addition, there are treaties to protect intellectual properties between nations.
- An addition connector may also begin a separate sentence. In this case, it is followed by a comma. Example: The U.S. created the Copyright Act of 1976 to protect artistic works. **Moreover**, there are treaties to protect intellectual property between nations.

Connectors that show contrast

- Use the connectors nevertheless or however to show contrast.
- When the clauses are joined in one sentence, the connector is always preceded by a semicolon and followed by a comma.
Example: Students who struggle with their writing might be tempted to plagiarize; **however**, it is crucial they do their work.
- A contrast connector may also begin a separate sentence. In this case, it is followed by a comma.
- Students who struggle with writing their papers might be tempted to plagiarize. **However**, it is crucial that they do their work.

vi. Writing an outline

Write an argumentative essay on the following topic. First, prepare an outline of the essay and exchange ideas with your friends.

Some people believe that it is the government who should take the line share to keep the peace of a country. To what extent do you agree or disagree?

Introduction

Hook: _____

Background information: _____

Thesis Statement: _____

Body paragraph

Topic sentence: _____

Supporting details: _____

Body paragraph 2

Topic sentence: _____

Supporting details: _____

Body paragraph 3:

Topic sentence: _____

Supporting details: _____

Conclusion

Restatement: _____

Prediction, warning, or issue in a broader context: _____

Using your outline write a draft of your essay

Graph description

Activity 6.12: Describe the graph by taking the main features

Appendix F1: The Syllabus for Newly Prepared Material for Teaching Writing Skills

Weeks	Units	Mediation principles	Walqui's model of instructional scaffolding for writing skills
1-2	<p>Unit1: Managing Learning: Part I Speaking: A group discussion on managing learning and oral presentation Part II Reading: Reading comprehension Part III Writing: A. How to take/make a note B. Paragraph writing: Tips on paragraph writing-unity, coherence, variety completeness Types of paragraph i. Narrative paragraph: ✓ Features ✓ Rhetorical focus-introduction, body and conclusion. ✓ Model paragraphs with the analysis of their structure ✓ Language focus common words used in narrative, tense ✓ Representing a text (Outlining and writing a narrative paragraph) ii. Descriptive paragraph ✓ Features</p>	Intention Meaning Transcendence Competence Control of learning Goal setting Challenge	Modelling Bridging Contextualizing Schema building Representing text Developing metacognition

<p>3-4</p>	<ul style="list-style-type: none"> ✓ Rhetorical focus-introduction, body and conclusion. ✓ Model paragraphs with the analysis of their structure ✓ Language focus: Use of adjectives, tense ✓ Representing a text (Outlining and writing a narrative paragraph) <p>Unit Two: Culture: Part I Speaking: pair-work and oral presentation Part II Reading: Reading comprehension Part III Writing</p> <p>iii. Process analysis paragraph</p> <ul style="list-style-type: none"> ✓ Features ✓ Rhetorical organization ✓ Model paragraphs with analysis of their structure ✓ Language Focus, words in a process of writing, Modals of advice, necessity, and prohibition ✓ Representing a text (Outlining and writing a narrative paragraph) <p>v. Problem solution paragraph</p> <ul style="list-style-type: none"> ✓ Features ✓ Rhetorical organization ✓ Model paragraphs with analysis of their structure ✓ Language Focus, words in a process of writing, Modals of advice, necessity, and prohibition ✓ Representing a text (Outlining and writing a narrative paragraph) <p>Unit Three: Environment Part I Speaking: Group discussion regarding environmental challenges and presentation Part II Reading: Reading comprehension Part III Writing</p>	<p>Self-Assessment</p> <p>Optimism</p> <p>Sharing</p> <p>Individualization</p> <p>Belonging</p>	
<p>5-6</p>	<p>v. Compare and contrast paragraph</p> <ul style="list-style-type: none"> ✓ Features ✓ Rhetorical organization ✓ Model paragraphs with analysis of their structure ✓ Language Focus, words in a process of writing, Modals of advice, necessity, and prohibition ✓ Representing a text (Outlining and writing a narrative paragraph) <p>vi. Argumentative paragraph</p> <ul style="list-style-type: none"> ✓ Features ✓ Rhetorical organization ✓ Model paragraphs with analysis of their structure ✓ Language Focus, words in a process of writing, Modals of advice, necessity, and prohibition ✓ Representing a text (Outlining and writing a narrative paragraph) <p>vii. Cause and effect paragraph</p> <ul style="list-style-type: none"> ✓ Features ✓ Rhetorical organization ✓ Model paragraphs with analysis of their structure ✓ Language Focus, words in a process of writing, Modals of advice, necessity, and prohibition ✓ Representing a text (Outlining and writing a narrative paragraph) <p>C. Most common punctuations in English: (Period (.), exclamation Point (!), question mark (?), comma (,), colons (:), semicolons (;), dashes (—), hyphens (-), parentheses (), apostrophe (‘). and quotation marks (“ ”))</p> <p>Unit Four: Technology And Human Life: Part I Speaking: Group discussion and oral reporting Part II Reading: Reading comprehension and Part III Writing</p>		

7-8	<p>D. Essay writing:</p> <ul style="list-style-type: none"> ✓ Features of essays <p>Quality essay achieving mechanics</p> <ul style="list-style-type: none"> ✓ Rhetorical organization-introduction, hook or catch interest, background information, thesis statements, the conclusion types ✓ Types of essay <ul style="list-style-type: none"> i. Narrative essay <ul style="list-style-type: none"> ✓ features <ul style="list-style-type: none"> ✓ Rhetorical organization ✓ Model essay with an analysis of their structure ✓ Language focus, words in a narrative essay writing. ✓ Representing a text (Outlining and writing a narrative essay) ii. Descriptive essay <ul style="list-style-type: none"> ✓ Features. <ul style="list-style-type: none"> ✓ Rhetorical organization ✓ Model essay with an analysis of their structure ✓ Language focus, words in descriptive essay writing. ✓ Representing a text (Outlining and writing a narrative essay) <p>E. Summary writing</p> <ul style="list-style-type: none"> ✓ Tips on summary writing ✓ Features. ✓ Rhetorical organization ✓ Model summary with analysis of their structure ✓ Language focus, words in a summary writing, ✓ Representing a text (Outlining and writing summary) ✓ Rules for Writing a Summary <p>E. Describing graphs, tables, chart</p> <ul style="list-style-type: none"> ✓ Features. ✓ Rhetorical organization ✓ Model description of tables, graphs, or charts with analysis of their structure ✓ Language focus, words in tables, graphs, or charts writing, ✓ Representing a text (Outlining and reporting tables, graphs, or charts) ✓ Rules for Writing a Summary <p>Unit: Five Health:</p> <p>Part I Speaking: Group discussion</p> <p>Part II Reading: Reading Comprehension</p> <p>Part III Writing</p> <ul style="list-style-type: none"> iii. Process analysis essay <ul style="list-style-type: none"> ✓ features <ul style="list-style-type: none"> ✓ Rhetorical organization ✓ Model essay with an analysis of their structure ✓ Language focus, words in a process analysis essay writing. ✓ Representing a text (Outlining and writing a process analysis essay) Cause and Effect essay <ul style="list-style-type: none"> ✓ features <ul style="list-style-type: none"> ✓ Rhetorical organization ✓ Model essay with the analysis of their structure ✓ Language focus, words in a cause and essay writing. ✓ Representing a text (Outlining and writing a case and effect essay) 		
9-10	<ul style="list-style-type: none"> v. Argumentative essay <ul style="list-style-type: none"> ✓ features <ul style="list-style-type: none"> ✓ Rhetorical organization ✓ Model essay with an analysis of their structure ✓ Language focus, words in argumentative essay writing. ✓ Representing a text (Outlining and writing an argumentative essay) 		

	Graph description Unit Six: Peace, The Only Way To Peace Part I Speaking: Group discussion Part II Reading: Reading comprehension Part III Writing vi. Problem solution essay <ul style="list-style-type: none"> ✓ features ✓ Rhetorical organization ✓ Model essay with an analysis of their structure ✓ Language focus, words in problem solution essay writing. ✓ Representing a text (Outlining and writing problem solution essay) Argumentative essay <ul style="list-style-type: none"> ✓ features ✓ Rhetorical organization ✓ Model essay with an analysis of their structure ✓ Language focus, words in argumentative essay writing. ✓ Representing a text (Outlining and writing an argumentative essay) Graph description		
11-12			
13-14			

Appendix G1: Checklist Used to Evaluate the Newly Designed Teaching Material

Dear evaluator,

This material is designed for study purposes. The ultimate purpose of preparing the material is to employ it in the classroom and investigate the effects of teacher mediation on students' writing skills strategy use, perception, and performance. It is meant to make it in line with the current curriculum of communicative English II and experiment requirements for my particular investigation. Therefore, I kindly request you take a little time to evaluate and give comments where necessary according to the evaluation checklist on the following pages. The success of the study depends on your genuine evaluation and comments on the newly designed material. I would, therefore, be grateful if you to evaluate and comment on the material carefully and honestly. The help received from you will be gratefully acknowledged in the thesis.

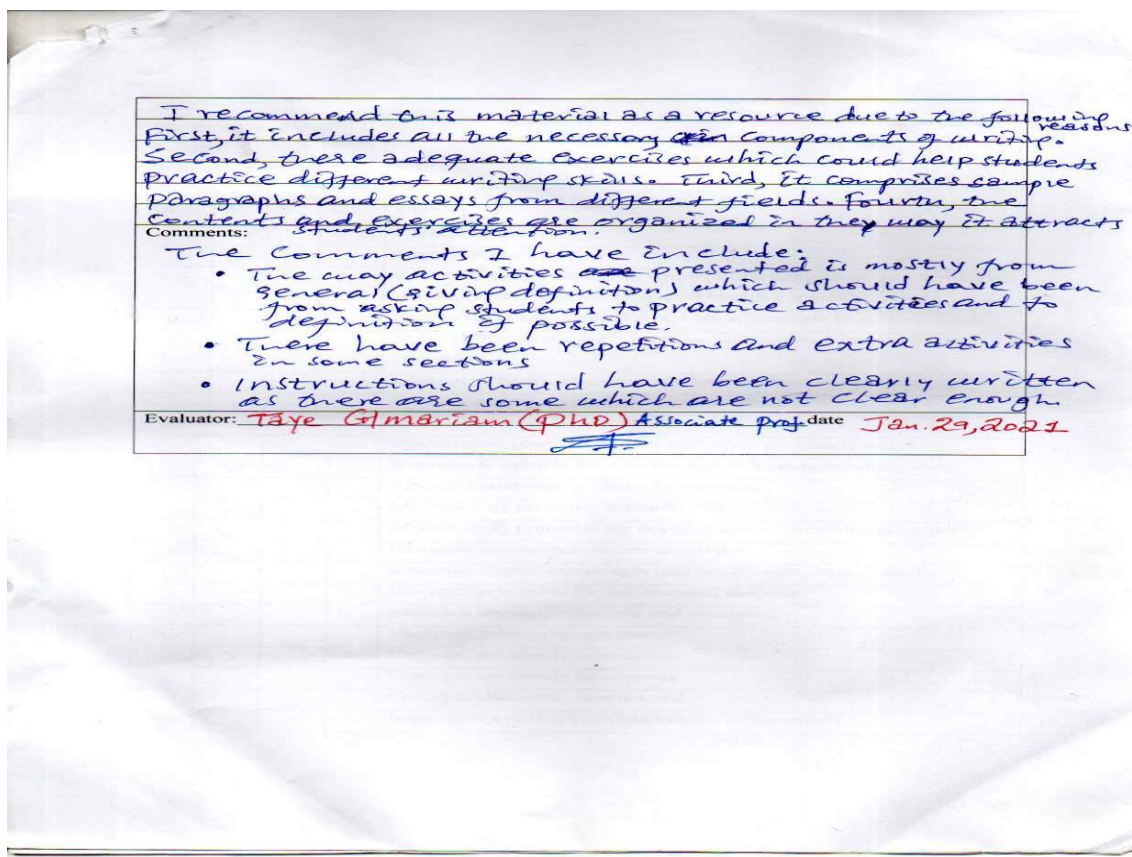
Thank you for your co-operation.

Title:				
SA- strongly agree A-agree D- disagree NA-Not applicable				
SA	A	D	NA	CONTENT
				Content is clear
				Content is accurate
				The content supports the university writing skills curriculum/ intermediate writing skills within the integrated teaching approach.
				The scope (range) and depth of topics are appropriate to students' needs

			Material has significant content for Ethiopian university 1 st -year students.
			The level of difficulty is appropriate for the intended audience.
			Content integrates “real-world” experience.
INSTRUCTIONAL DESIGN			
			Instructional goals and learner objectives are clearly stated.
			The resource is suitable for a wide range of learning/teaching styles.
			Resource promotes student engagement.
			Methodology promotes active learning.
			Methodology promotes the development of communication skills.
			The resource encourages student creativity.
			The resource allows/ encourages students to work independently.
			The resource is suitable for the intended purpose.
			Materials are well organized and structured.
			Materials have unity/congruency
			Concepts are clearly introduced
			Concepts are clearly developed
			Concepts are clearly summarized
			Integration across curriculum subjects is supported
			Non-technical vocabulary is appropriate.
			Technical terms are consistently explained/introduced
			Pedagogy is innovative
			Adequate/appropriate pre-teaching and follow-up activities are provided.
			Adequate /appropriate assessment /evaluation tools are provided
TEACHING DESIGN			
			Appropriate support materials are provided.
			Illustrations/visuals are effective/ appropriate.
			Characters size/typeface is appropriate.
			Layout is logical and consistent.
			User can easily employ the resource.
			Packaging/ design is suitable for the classroom/library.
			Resource makes effective use of various mediums.
S-suitable or appropriate NS-Not suitable or appropriate			Consider whether the resource addresses the following issues appropriately.
S	N S	NA	SOCIAL CONSIDERATION
			Gender
			Belief system
			Age
			Socio-economic status
			Political bias
			Regional bias
			Multiculturalism anti-racism
			Aboriginal culture/roles


		Special needs
		Ethical/legal issues
		Violence
State the major reason(s) for the recommendation of this resource		
Comments:		
Evaluator: Name: _____ Sig: _____ date: _____		

Appendix H1: Evaluators' Comments



			✓	Illustrations/visuals are effective/ appropriate.
			✓	Characters size/typeface is appropriate.
			✓	Layout is logical and consistent.
			✓	User can easily employ the resource.
			✓	Packaging/ design is suitable for the classroom/library.
			✓	Resource makes effective use of various mediums.
S-suitable or appropriate				Consider whether the resource addresses the following issues appropriately.
NS-Not suitable or appropriate				
S	NS	NA		SOCIAL CONSIDERATION
✓				Gender
✓				Belief system
✓				Age
✓				Socio-economic status
✓				Political bias
✓				Regional bias
✓				Multiculturalism anti-racism
✓				Aboriginal culture/roles
✓				Special needs
✓				Ethical/legal issues
✓				Violence
State the major reason(s) for the recommendation of this resource				
- The resource has well-organised activities based on certain theme.				
- It needs individual's effort and triggers self-initiated experiential learning.				
- Revises and exposes learners to a wide range of language use and English tenses.				
Comments:				
I personally prefer this material to the existing one.				
Evaluator: Name: PETROS TIBBO			Sig: <i>[Signature]</i>	date: 25 Jan 2021

Comments:	
- The essence of developing new material is not clear for me. Are you applying any new methodology? skills	
- Concise tense of the material!	
- This is material for writing course not content. How thematic topics to teach writing? In fact, writing is to stick to the themes.	
- Very reading passage at the beginning of each unit where your major focus is to teach writing?	
Evaluator: <i>[Signature]</i>	date: Jan 27, 2021

				✓	Illustrations/visuals are effective/ appropriate.
				✓	Characters size/typeface is appropriate.
				✓	Layout is logical and consistent.
				✓	User can easily employ the resource.
				✓	Packaging/ design is suitable for the classroom/library.
				✓	Resource makes effective use of various mediums.
S-suitable or appropriate					Consider whether the resource addresses the following issues appropriately.
NS-Not suitable or appropriate					
S	NS	NA	SOCIAL CONSIDERATION		
			Gender		
			Belief system		
			Age		
			Socio-economic status		
			Political bias		
			Regional bias		
			Multiculturalism anti-racism		
			Aboriginal culture/roles		
			Special needs		
			Ethical/legal issues		
			Violence		
State the major reason(s) for the recommendation of this resource					
<p>This resource is useful and effective in many reasons. To begin with it comprises all writing components and other language skills abundantly so that it encourages students to develop their writing skills. Another one is it comprises sample paragraphs and essays. Finally, the material is suitable for intended purposes as well.</p>					
Comments:					
Evaluator: Name: Zeehan Bote			Sig: 		date: 12/25/2021
English Language and Literature (Lecturer)					

Appendix: I1 Writing Skills Test

Addis Ababa University
College of Humanities, Language Studies, Journalism and Communication Department of
Foreign Languages and Literature PhD ELT Program

Instruction to students:

- Do not open this question paper until you are told to do so
- Write your code in the spaces at the top of this page
- Read the instruction for each task carefully
- Answer each task
- Write at least 150 words for question number 1 and 2
- Write at least 250 words for question number 3 and 4
- Write your answers in the answer booklet
- Write clearly in pen. You may make alteration, but make sure your work is easy to read

Information for participants

The question consists of three parts: Part one: paragraphs writing consist of question 1 and 2, Part two essay writing (question number 3) and Part three, interpreting table (question number 4).

Part I: Paragraph Writing

1. Write a problem solution paragraph on the following topic (15%)

Title: Effects of deforestation on the environment and possible solutions

Give appropriate answers and include any relevant examples from your knowledge or experience.

Write at least 150 words. You should spend about 20 minutes on this task

2. Write a process analysis paragraph on the following topic

Title: Write a process analysis paragraph on the process water cycle (15%). Write at least 150 words.

You should spend about 20 minutes on this task

Part II: Essay Writing (35%)

2. **Title:** University study cost sharing or full cost covering by the government

Some people believe that students should pay the full cost of their university studies rather than share with the government. To what extent **do you agree** or **disagree** with this opinion? Give a reason for your answer and include any relevant examples from your knowledge or experience. Write at least **250 words**. You should spend **about 40 minutes** on this task.

Part III: Interpreting Table (35%)

3. The table below shows the proportion of different categories of families living in poverty in Australia in 1999. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. **You should write at least 250 words.** You are advised to spend a **maximum of 40 minutes** on this task.

Family type	The proportion of people from each household type living in poverty
Single aged person	6% (54,000)
Aged couple	4% (48,000)
Single, no children	19% (359,000)
couple, no children	7% (211,000)
Sole parent	12% (933,000)
Couple with children	11% (1,837,000)
All households	

Appendix: J1 Students' Writing Performance Evaluating Rubrics

Paragraph	Essay
<p>Content (30%) 30-27: knowledgeable – substantive – thorough development of thesis, relevant to the assigned topic. 26-22: some knowledge of the subject - adequate range – limited development of thesis, mostly relevant to the topic, but lacks detail. 21-17: limited knowledge of the subject - little substance – inadequate development of a topic. 16-13: does not show knowledge of the subject - non-substantive, not pertinent, not enough to evaluate.</p>	<p>Content (30%) 30-27: knowledgeable – substantive – thorough development of thesis, relevant to the assigned topic. 26-22: some knowledge of the subject - adequate range – limited development of thesis, mostly relevant to the topic, but lacks detail. 21-17: limited knowledge of the subject - little substance – inadequate development of a topic. 16-13: does not show knowledge of the subject - non-substantive, not pertinent, not enough to evaluate.</p>
<p>Organization (20%) 20-18: fluent expression – ideas clearly stated/supported, succinct, well organized, logically sequencing, cohesive, 17-14: somewhat choppy – loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. 13-10: non-fluent – ideas confused or disconnected or disconnected, lack logical sequencing and development. 9-7: does not communicate – no organization or not enough to evaluate.</p>	<p>Organization (20%) 20-18: fluent expression – ideas clearly stated/supported, succinct, well organized, logically sequencing, cohesive, 17-14: somewhat choppy – loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. 13-10: non-fluent – ideas confused or disconnected or disconnected, lack logical sequencing and development. 9-7: does not communicate – no organization or not enough to evaluate.</p>
<p>Grammar (25%) 25-22: effective complex constructions, few errors, of agreement, tense, number, word order/function, article, pronouns, prepositions. 21-19: effective but simple constructions, minor problems in complex construction, several errors of</p>	<p>Grammar (25%) 25-22: effective complex constructions, few errors, of agreement, tense, number, word order/function, article, pronouns, prepositions. 21-19: effective but simple constructions, minor</p>

<p>agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured. <i>17-11</i>: Major problems in simple/complex constructions, frequent errors of negation, agreement tense, number .word order/function, articles, pronouns prepositions and /or, fragments, run-ons, deletion, meaning confused or obscured. <i>10-5</i>: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.</p>	<p>problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured. <i>17-11</i>: Major problems in simple/complex constructions, frequent errors of negation, agreement tense, number .word order/function, articles, pronouns prepositions and /or, fragments, run-ons, deletion, meaning confused or obscured. <i>10-5</i>: virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.</p>
<p>Vocabulary (20%) <i>20-18</i>: sophisticated range – effective word/idiom choice and usage, word form mastery, appropriate, register. <i>17-14</i>: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured – etc. <i>13-10</i>: limited range – frequent errors of word/idiom form, choice, usage – etc. <i>9-7</i>: essentially translation – little knowledge of English vocabulary, idioms, word forms, or not enough to evaluate.</p>	<p>Vocabulary (20%) <i>20-18</i>: sophisticated range – effective word/idiom choice and usage, word form mastery, appropriate, register. <i>17-14</i>: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured – etc. <i>13-10</i>: limited range – frequent errors of word/idiom form, choice, usage – etc. <i>9-7</i>: essentially translation – little knowledge of English vocabulary, idioms, word forms, or not enough to evaluate.</p>
<p>Mechanics (5%) <i>5</i>: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing. <i>4</i>: occasional errors of spelling, punctuation, capitalization, and paragraphing, but meaning is not obscured. <i>3</i>: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured, <i>2</i>: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.</p>	<p>Mechanics (5%) <i>5</i>: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing. <i>4</i>: occasional errors of spelling, punctuation, capitalization, and paragraphing, but meaning is not obscured. <i>3</i>: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured, <i>2</i>: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.</p>

Appendix K1: Pre-mediation Results of Experimental Group Students' Ratings on the Importance and Use of Mediation Criteria

Importance of Mediation criteria													Teachers' use of mediation criteria												
Stud Code	Intention	Meaning	Transce	Control	Control	Goal	challeng	Self-	Optimis	Sharing	individu	Belongi	Intention	Meaning	Transce	ndence	Compet	Control	Goal	challeng	Self-	Optimis	Sharing	individu	Belongi
NST01	3	2	3	4	3	4	2	4	2	2	1	2	3	4	3	3	5	3	3	3	4	1	4	2	
NST02	4	3	2	1	2	3	3	4	4	2	1	1	1	2	3	4	3	2	1	2	3	4	3	4	
NST03	3	4	3	3	4	3	4	2	1	3	1	1	5	4	3	3	2	1	3	3	4	4	3	2	
NST04	5	4	3	2	3	2	3	1	1	1	2	1	3	3	2	1	4	3	1	2	3	3	3	1	
NST05	4	3	3	2	1	2	3	4	4	4	1	1	4	3	3	2	1	2	3	4	4	5	3	3	
NST06	2	2	4	5	2	2	1	3	2	3	2	3	4	3	2	3	2	1	2	2	3	3	4	2	
NST07	3	2	1	2	3	4	3	3	4	3	2	3	2	3	4	3	2	3	4	3	3	3	4	1	
NST08	4	3	2	2	1	3	3	4	3	2	3	4	3	5	2	1	2	3	3	2	1	4	2	3	
NST09	4	3	2	1	2	3	4	5	3	3	3	2	4	3	2	1	2	3	3	2	1	2	1	1	
NST10	4	3	3	2	3	3	3	2	5	1	2	1	2	1	3	3	2	3	2	4	2	3	4	3	
NST11	1	3	3	1	1	1	2	4	4	3	3	3	4	5	2	3	1	1	1	3	1	3	3	3	
NST12	3	3	2	3	5	3	3	2	3	1	3	1	4	4	2	3	3	3	2	4	5	1	3	1	
NST13	2	1	2	2	3	3	4	4	3	3	2	2	2	1	3	2	4	4	3	2	1	3	4	4	
NST14	2	3	4	2	3	3	3	3	5	3	1	3	3	5	3	4	3	1	3	2	1	2	3	1	
NST15	2	2	3	4	4	2	2	3	4	5	3	5	3	2	1	4	3	2	1	3	3	3	3	4	
NST16	3	2	3	4	3	3	1	5	3	2	3	1	5	4	3	3	2	1	5	4	3	2	1	5	
NST17	2	3	2	1	2	3	4	4	3	3	3	3	4	3	2	1	2	4	3	4	3	4	4	3	
NST18	3	2	1	1	2	3	4	5	5	3	3	2	3	2	1	2	3	4	5	3	3	3	2	1	
NST19	5	4	3	4	4	2	2	2	1	4	1	1	4	3	2	1	2	3	4	3	3	3	3	2	
NST20	5	1	1	2	3	3	3	3	3	3	4	3	1	2	3	4	3	2	4	5	2	3	3	2	
NST21	5	1	2	3	1	2	3	1	2	1	3	3	3	2	1	3	2	4	3	3	1	2	1	3	
NST22	4	5	3	4	2	3	3	4	3	5	2	1	4	5	3	3	2	1	3	4	3	5	2	1	
NST23	3	5	4	3	3	2	3	2	3	1	2	2	2	4	4	3	5	3	2	2	2	2	3	2	
NST24	4	3	2	1	2	3	4	3	3	3	2	1	4	3	2	1	1	2	3	4	5	3	3	1	
NST25	4	3	2	1	2	3	4	5	3	2	1	1	5	4	3	2	1	2	3	4	3	3	2	1	
NST26	2	4	3	2	1	3	2	1	5	2	5	4	2	4	3	2	1	3	2	2	3	4	5	4	
NST27	5	3	2	1	4	1	2	1	3	2	3	4	5	3	2	2	4	3	2	2	3	4	1	4	
NST28	3	2	1	2	3	4	2	4	3	2	2	3	3	3	2	2	2	2	2	1	2	1	3	1	
NST29	4	3	3	3	2	2	5	2	3	3	1	4	5	3	3	3	2	4	3	4	3	2	3	2	
NST30	3	3	2	3	2	3	4	1	2	3	3	2	3	3	4	2	2	3	2	1	5	3	2	1	
NST31	4	3	2	1	2	3	3	4	1	4	2	3	3	3	2	1	4	2	3	3	5	2	4	3	

Appendix L1: Post-mediation Results of Experimental Group Students' Ratings on the Importance and Use of Mediation Criteria

Importance of Mediation criteria													Teachers' use of mediation criteria												
Stud Code	Intention	Meanin	Transce	Control	Control	Goal	challen	Self-	Optimi	Sharing	individu	Belongi	Intention	Meanin	Transce	ndence	Compet	Control	Goal	challen	Self-	Optimi	Sharing	individu	Belongi
NST01	4	3	1	3	2	1	2	4	3	1	2	3	4	3	4	3	3	1	3	4	2	3	3	3	
NST02	4	3	4	3	4	3	5	4	3	4	3	3	3	4	3	4	3	2	3	4	4	5	5	3	
NST03	4	4	5	5	5	5	5	5	3	5	5	4	4	5	5	5	5	5	2	4	3	5	5	2	
NST04	3	3	5	3	-	3	4	2	-	3	4	3	3	4	4	4	4	4	3	1	4	3	2	3	
NST05	5	4	4	4	4	4	4	5	4	4	4	3	5	4	4	4	4	4	4	3	5	4	3	3	
NST06	5	4	5	5	4	5	4	4	2	5	4	3	5	5	5	4	4	5	2	4	5	5	4	2	

NST07	5	5	4	4	5	4	4	5	2	5	5	3		5	5	5	5	4	3	2	4	2	3	3	2	
NST08	5	5	5	5	5	5	5	4	4	2	4	2		5	5	5	5	5	5	3	4	2	2	3	4	
NST09	4	4	4	4	3	3	3	3	3	3	4	2		4	4	4	4	3	3	2	3	1	4	4	4	
NST10	5	4	5	3	5	5	5	5	3	5	3	5		5	4	5	5	3	5	2	5	3	4	5	5	
NST11	5	4	5	3	3	4	4	4	2	5	2	3		5	5	5	4	4	4	2	3	3	5	4	5	
NST12	4	5	5	5	4	5	5	4	5	5	5	4		5	5	5	5	4	5	5	5	3	5	5	3	
NST13	4	5	5	4	5	4	5	4	3	5	4	4		3	4	4	4	4	5	5	5	4	3	5	5	3
NST14	5	4	3	4	4	3	2	4	2	5	4	3		4	3	5	3	4	5	3	4	1	4	5	4	
NST15	3	3	4	5	5	3	3	8	5	5	4	5		5	5	5	4	5	3	4	5	5	5	4	3	
NST16	5	4	3	4	4	3	2	4	3	5	4	3		4	3	5	3	4	5	3	4	3	4	5	3	
NST17	5	5	5	5	5	5	5	5	3	5	5	4		5	5	5	5	4	5	5	5	2	5	5	4	
NST18	4	3	4	4	3	4	5	5	2	4	5	3		5	4	4	3	4	4	4	5	2	5	3	5	
NST19	5	5	5	5	5	5	5	4	3	4	4	3		5	5	5	5	5	5	3	4	5	4	5	4	
NST20	4	5	4	4	5	4	3	3	2	4	5	3		5	5	4	4	5	4	2	3	3	4	4	3	
NST21	5	5	5	5	3	5	4	4	3	5	2	4		4	5	5	5	5	5	2	5	2	5	4	4	
NST22	5	5	5	5	5	5	5	5	5	5	5	5		5	5	5	5	5	5	5	4	2	5	4	2	
NST23	5	5	5	5	5	5	4	5	2	5	5	5		4	4	5	5	5	5	3	5	3	5	5	5	
NST24	5	4	3	3	4	5	5	5	3	5	4	3		5	5	5	4	3	3	3	4	3	4	5	3	
NST25	4	4	4	4	4	5	3	3	4	4	4	3		4	4	4	3	3	3	4	5	4	4	4	2	
NST26	5	4	5	4	5	5	5	5	5	4	4	3		4	4	4	4	5	5	2	4	4	3	4	2	
NST27	4	5	5	4	4	4	3	4	2	5	5	5		5	5	5	4	5	4	4	4	2	4	5	3	
NST28	4	4	3	5	4	4	5	5	3	-	5	5		4	4	5	3	4	4	2	3	4	5	5	4	
NST29	4	4	4	4	5	5	3	4	2	4	4	2		4	4	5	4	5	5	1	4	5	4	5	2	
NST30	4	4	4	4	5	5	3	4	3	4	4	2		4	4	5	4	5	5	2	4	5	4	5	3	
NST31	5	5	4	4	4	5	4	5	3	5	5	3		5	5	4	4	5	4	2	4	2	5	5	3	

**Appendix M1: Pre-mediation Results of Experimental Group Students' Ratings on
Memory, Cognitive, and Compensation**

Stu. Code	Memory Strategy				Cognitive Strategy													Compensation Strategy						
	I1	I2	I3	I4	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I1	I2	I3	I4	I5	I6	
NST01	3	3	1	2	3	3	3	2	3	4	3	3	3	1	3	3	1	3	2	1	5	2	3	
NST02	2	3	4	3	4	3	2	3	3	4	2	4	3	2	4	3	3	2	3	3	3	3	3	3
NST03	3	4	3	2	2	2	3	3	3	3	2	3	4	5	3	2	2	2	2	3	2	4	2	
NST04	4	3	2	4	4	3	3	3	1	3	2	3	3	3	4	4	4	2	3	3	3	3	3	
NST05	3	4	4	3	3	2	2	3	3	3	3	4	4	3	2	2	1	2	3	3	3	4	2	
NST06	2	1	3	1	1	5	1	2	1	5	1	3	4	3	3	1	1	1	1	5	3	3	2	
NST07	5	3	2	3	1	4	5	2	2	3	2	2	3	3	2	3	3	2	3	3	4	3	4	
NST08	2	3	3	4	2	4	2	4	1	3	5	4	2	3	3	3	4	3	3	4	3	1	2	
NST09	2	3	4	5	3	4	5	4	5	4	4	3	2	2	3	4	2	3	2	1	2	3	4	
NST10	3	3	4	3	2	4	3	5	2	3	4	3	2	3	3	3	4	5	3	2	2	3	4	
NST11	1	2	4	5	2	4	5	3	1	4	4	3	4	4	3	2	4	3	2	3	2	3	3	
NST12	2	5	2	3	3	3	4	3	3	2	1	2	3	1	3	3	4	3	3	3	2	3	3	
NST13	2	2	4	4	3	1	3	5	4	3	2	1	5	4	2	5	5	4	4	3	1	4	5	
NST14	2	3	2	3	2	4	3	2	1	2	2	3	2	4	1	4	5	4	3	3	5	3	3	
NST15	2	2	5	5	3	3	3	3	4	3	4	2	3	2	4	3	2	3	3	3	2	4	4	
NST16	5	3	2	1	1	4	5	3	4	3	5	4	2	3	3	2	4	2	3	4	3	4	3	
NST17	4	3	3	5	4	3	5	1	4	2	4	3	1	4	3	4	2	2	2	5	3	3	3	
NST18	3	4	3	2	3	3	2	2	3	4	5	4	3	2	2	3	2	3	2	3	2	3	3	

NST19	3	3	2	4	3	5	4	3	2	4	2	1	4	3	3	2	5	4	4	3	4	3	2
NST20	3	2	2	3	4	3	2	1	5	3	4	3	3	3	2	2	2	5	3	4	3	3	2
NST21	5	3	2	3	2	4	4	1	3	3	5	3	1	3	2	2	3	1	2	3	4	3	5
NST22	4	1	1	2	2	4	5	4	2	2	2	1	1	2	1	2	4	2	4	2	4	4	3
NST23	3	4	1	2	3	3	3	2	1	2	2	2	2	3	2	3	5	2	4	3	1	4	2
NST24	2	2	4	1	2	3	3	2	2	2	3	4	4	3	2	2	1	1	2	3	3	2	1
NST25	3	2	3	2	1	2	3	4	3	3	3	3	2	2	1	2	1	3	3	4	3	4	3
NST26	4	1	1	3	3	2	3	3	2	1	1	1	2	1	3	4	4	4	4	3	1	3	4
NST27	3	4	2	3	4	3	3	4	2	4	2	3	4	1	2	2	2	4	2	3	1	3	1
NST28	3	4	3	3	2	3	3	2	3	2	3	3	4	3	3	4	3	3	3	4	3	2	2
NST29	2	3	2	2	3	2	3	3	3	4	2	4	2	2	3	4	3	2	4	3	3	4	2
NST30	1	2	3	3	4	3	2	1	3	3	3	4	4	2	3	3	4	4	3	3	3	2	
NST31	3	4	3	2	4	3	3	2	2	2	1	1	2	1	3	5	2	3	4	4	2	2	3

Appendix N1: Experimental Group Students' Pre-Mediation Ratings on Metacognitive, Affective and Social Strategies use

St. Code	Metacognitive Strategy														Affective strategy				Social Strategy				
	I 1	I 2	I 3	I 4	I 5	I 6	I 7	I 8	I 9	I 10	I 11	I 12	I 13	I 14	I 1	I 2	I 3	I 4	I 1	I 2	I 3	I 4	I 5
NST01	2	3	3	3	5	3	3	3	3	2	1	3	3	3	3	3	3	2	4	2	3	3	3
NST02	4	3	3	2	3	3	4	2	4	3	3	4	3	4	3	2	1	3	3	4	3	2	2
NST03	5	4	2	2	3	3	2	2	1	2	3	3	4	5	3	1	3	2	2	2	3	4	5
NST04	4	3	3	3	3	2	1	5	2	3	4	2	4	3	3	4	5	2	2	3	3	3	2
NST05	5	3	3	3	2	2	2	1	2	3	5	3	5	3	5	2	2	2	2	5	3	2	1
NST06	5	3	3	2	5	2	3	3	3	1	3	5	2	3	3	3	1	1	3	2	1	5	5
NST07	3	4	2	4	5	3	2	3	4	2	4	2	3	3	2	4	3	3	4	4	3	2	3
NST08	3	3	4	3	5	1	3	4	3	2	3	2	3	4	2	2	2	3	3	2	2	3	3
NST09	5	3	2	2	3	3	4	5	5	4	3	2	1	2	3	3	2	2	3	4	3	2	1
NST10	3	3	3	3	4	4	3	4	3	3	3	2	3	4	4	3	2	2	3	3	4	2	1
NST11	3	4	2	5	5	1	2	4	3	3	5	4	2	4	3	3	2	1	5	5	3	3	2
NST12	3	3	2	4	3	1	1	3	4	2	1	2	3	3	3	3	1	1	2	4	1	2	3
NST13	1	2	4	5	2	3	3	3	5	1	2	2	4	4	5	4	5	1	2	3	5	2	1
NST14	2	3	1	4	5	3	2	3	4	3	3	4	5	1	3	3	2	1	2	2	3	5	3
NST15	3	2	3	2	3	3	4	3	4	3	3	4	3	3	3	3	3	3	3	4	3	3	4
NST16	4	3	4	2	4	5	3	2	3	4	2	4	3	2	3	4	3	3	5	3	3	3	4
NST17	3	5	2	1	2	2	3	2	4	2	5	3	3	2	3	2	3	3	4	3	2	2	2
NST18	2	3	4	3	3	3	2	2	2	3	3	3	4	5	3	4	5	3	4	4	5	3	2
NST19	3	4	5	4	3	4	3	2	5	2	2	4	2	3	4	3	2	2	3	3	2	2	5
NST20	4	3	2	2	3	2	2	3	3	3	2	2	2	3	1	2	3	1	1	2	1	1	1
NST21	3	2	3	4	3		3	2	5	2	2	2	4	3	4	3	2	3	3	3	3	1	5
NST22	4	3	5	3	1	2	1	3	4	4	2	1	3	3	4	1	1	1	1	3	5	1	1
NST23	4	5	4	3	2	3	3	3	2	1	2	3	2	2	3	2	1	1	3	2	3	3	1
NST24	2	3	3	4	4	5	3	3	2	2	1	1	2	2	2	2	2	2	2	3	3	2	2
NST25	3	2	3	4	4	3	3	2	3	3	3	4	2	2	3	2	3	2	3	3	2	2	4
NST26	3	4	1	1	1	3	3	2	4	4	1	1	1	1	3	2	1	1	1	4	3	1	1
NST27	4	5	3	2	3	1	2	2	1	2	2	4	1	2	2	3	4	2	3	4	3	2	1
NST28	3	2	2	3	3	4	5	4	3	2	2	1	2	3	4	3	2	3	3	3	2	3	2
NST29	3	5	3	4	2	3	5	2	3	4	3	3	1	1	2	2	4	2	3	2	3	2	2
NST30	3	3	4	5	3	3	2	5	3	3	2	4	3	3	5	3	2	4	1	3	4	3	3
NST31	1	3	3	2	2	1	4	1	2	5	1	3	3	4	5	2	1	1	2	1	4	1	5

Appendix O1: Experimental Group Students' Post-Mediation Ratings on Memory, Cognitive, and Compensation

Stu. Code	Memory Strategy				Cognitive Strategy													Compensation Strategy					
	I1	I2	I3	I4	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I1	I2	I3	I4	I5	I6
NST01	3	3	1	2	3	3	3	4	3	4	3	3	3	1	3	3	3	5	5	1	3	2	5
NST02	4	3	4	3	3	4	3	4	3	3	4	3	4	3	4	4	3	1	2	3	4	3	4
NST03	3	4	3	4	3	4	4	4	3	4	4	4	4	3	3	4	3	2	3	4	4	5	5
NST04	3	3	2	4	3	3	2	3	4	3	4	3	3	4	2	4	3	3	4	3	4	2	4
NST05	3	4	4	5	5	5	5	5	4	5	5	5	4	5	5	5	5	4	5	5	5	4	4
NST06	5	3	3	4	4	4	1	3	3	3	3	3	3	4	3	5	1	1	3	3	3	3	5
NST07	4	2	2	5	2	3	3	3	5	4	3	5	3	4	4	3	4	3	4	5	5	4	5
NST08	3	3	3	2	4	3	4	3	3	3	5	4	4	3	3	3	3	3	5	3	5	3	3
NST09	4	4	4	4	3	4	5	5	4	3	3	4	4	4	5	4	5	5	5	5	4	5	5
NST10	1	2	1	3	3	4	2	4	4	2	2	3	2	3	2	2	3	4	5	4	5	5	5
NST11	3	5	4	3	4	5	4	5	4	5	4	5	3	5	5	4	5	5	5	1	3	5	4
NST12	5	4	4	5	4	5	5	3	5	4	2	4	5	4	5	5	5	5	5	5	5	5	5
NST13	3	3	4	4	4	3	5	4	4	3	5	5	5	5	5	4	5	2	5	4	3	5	4
NST14	1	2	3	2	2	1	4	1	3	2	1	3	2	3	4	5	3	2	1	3	2	3	2
NST15	4	4	5	5	3	3	3	3	4	4	5	3	3	4	4	4	3	4	4	3	3	3	4
NST16	1	2	3	2	2	1	4	1	3	2	1	3	2	3	4	5	3	2	1	3	2	3	2
NST17	4	4	4	5	5	5	5	5	4	5	5	5	5	3	3	5	5	4	5	4	4	5	5
NST18	4	4	5	4	3	4	5	4	5	4	5	5	4	4	5	4	3	3	4	5	5	5	4
NST19	4	3	3	4	5	5	5	5	5	4	5	5	4	3	5	4	5	4	5	4	4	3	5
NST20	4	5	5	5	4	5	5	5	3	5	5	4	4	4	5	5	5	4	5	3	5	4	5
NST21	5	5	4	4	4	4	4	4	4	4	4	4	1	1	3	4	1	3	4	4	4	4	4
NST22	4	5	4	5	5	4	5	5	5	4	3	4	3	5	5	5	4	5	4	5	5	5	1
NST23	5	2	2	4	5	3	5	5	4	3	2	2	1	1	3	5	5	4	5	4	1	5	4
NST24	4	5	5	5	3	4	4	4	5	4	5	5	4	4	5	5	5	4	5	5	4	5	5
NST25	4	4	4	4	3	4	5	4	5	4	5	4	3	4	5	4	5	4	5	5	5	5	5
NST26	4	2	3	3	4	3	4	4	3	2	2	3	3	3	4	3	2	4	5	3	2	4	5
NST27	4	5	5	5	3	5	2	5	3	3	3	5	3	3	5	3	4	4	4	4	4	5	5
NST28	4	5	4	5	3	4	5	5	4	3	4	5	3	5	4	3	5	4	5	5	5	5	5
NST29	3	3	3	4	3	3	3	4	3	3	3	3	4	3	1	4	3	4	4	4	4	4	5
NST30	3	3	3	4	3	3	3	4	3	3	3	3	4	3	1	4	3	4	4	4	4	4	5
NST31	4	5	4	3	5	5	4	4	5	3	3	4	4	2	5	4	4	4	5	5	4	4	5

Appendix P1: Experimental Group Students' Post-Mediation Ratings on Metacognitive, Affective and Social Strategies Use

St. Code	Metacognitive Strategy														Affective strategy				Social Strategy				
	I 1	I 2	I 3	I 4	I 5	I 6	I 7	I 8	I 9	I 10	I 11	I 12	I 13	I 14	I 1	I 2	I 3	I 4	I 1	I 2	I 3	I 4	I 5
NST01	4	3	5	3	3	2	4	3	2	4	3	2	3	4	2	3	4	4	2	3	4	5	5
NST02	3	4	3	4	3	4	4	5	3	2	4	3	4	4	4	4	3	4	3	3	5	4	4
NST03	4	4	4	4	5	5	5	5	4	4	4	4	3	3	4	5	5	4	4	3	4	4	5
NST04	3	4	3	4	3	3	3	2	2	4	4	3	3	4	3	3	3	3	3	2	3	3	4
NST05	3	4	5	5	5	5	4	5	4	5	5	5	4	5	3	3	4	4	4	3	4	4	4
NST06	5	5	4	4	5	4	3	5	5	5	4	4	5	5	5	5	3	4	3	3	4	5	3
NST07	4	4	5	3	5	1	5	5	2	5	5	5	4	4	5	3	4	5	5	5	5	5	3
NST08	3	3	3	3	4	4	3	3	3	3	3	4	4	4	4	4	4	4	3	3	4	3	3
NST09	4	5	5	5	5	4	5	5	5	4	4	5	4	4	4	4	4	3	5	5	5	5	4
NST10	4	5	5	4	5	5	4	5	5	4	5	5	4	5	4	5	5	2	3	5	5	5	3
NST11	4	3	5	4	4	4	4	5	3	3	4	5	4	4	2	4	5	5	4	2	4	4	2
NST12	4	4	5	5	1	5	5	5	5	4	4	4	5	4	4	1	2	1	2	5	5	5	5
NST13	3	5	3	5	5	3	5	5	5	3	5	4	5	3	4	5	5	5	5	5	5	5	3
NST14	1	4	3	4	4	4	3	1	2	3	2	4	3	3	4	3	2	1	4	3	2	3	2
NST15	4	3	4	5	4	5	4	4	5	5	4	5	4	5	3	4	3	4	4	5	4	4	3
NST16	1	4	3	4	4	4	3	1	2	3	2	4	3	3	4	3	2	1	4	3	2	3	2
NST17	4	5	4	4	3	4	5	4	5	5	5	4	5	4	4	3	4	2	4	3	4	4	4
NST18	3	4	5	5	4	5	5	4	3	3	4	5	5	4	3	4	5	4	4	4	5	5	5
NST19	5	4	4	5	4	5	4	4	5	4	4	5	3	4	5	5	4	5	4	4	5	5	5
NST20	3	4	5	4	5	5	2	5	3	5	5	4	5	5	4	4	4	5	5	4	5	5	4
NST21	5	5	3	5	5	5	5	4	2	4	4	4	4	3	4	4	3	4	5	5	5	3	5
NST22	4	4	5	4	2	4	3	4	4	3	4	4	5	3	4	5	5	4	5	5	4	5	4
NST23	3	5	4	5	2	4	5	5	4	4	3	4	5	4	5	2	5	1	3	1	5	5	5
NST24	4	5	5	5	5	4	5	5	4	5	3	5	5	5	3	4	5	4	5	3	5	5	4
NST25	4	5	5	5	5	5	4	4	4	5	5	5	4	3	4	5	5	5	5	3	4	5	5
NST26	4	4	4	4	2	4	4	4	4	3	3	4	3	3	3	2	2	1	1	3	4	4	4
NST27	4	4	4	4	4	5	3	4	5	5	3	4	5	5	4	4	5	3	2	3	5	5	4
NST28	5	5	5	4	4	5	5	5	3	5	5	5	4	3	4	4	4	4	5	4	5	5	5
NST29	4	4	4	4	3	3	4	4	4	3	4	4	4	4	4	4	4	1	1	3	3	3	3
NST30	4	4	4	4	3	3	4	4	4	3	4	4	4	4	4	4	4	1	1	4	4	4	4
NST31	4	4	4	5	5	5	4	4	5	5	4	3	4	5	4	2	4	3	4	4	4	5	3

Appendix Q1: Students' Ratings (0% to 100%) on their Self-efficacy Belief Scale Pre-mediation

St.Code	Experimental											Control group									
	I 1	I 2	I 3	I 4	I 5	I 6	I 7	I 8	I 9	I 10		I 1	I 2	I 3	I 4	I 5	I 6	I 7	I 8	I 9	I 10
NST01	40	30	50	40	50	30	30	20	50	40	NSC32	40	30	40	40	-	30	30	30	50	50
NST02	20	30	40	40	40	30	30	20	40	20	NSC33	20	50	30	60	30	30	40	10	40	30
NST03	50	60	70	70	50	30	20	30	20	30	NSC34	50	50	99	10	50	10	40	40	30	40
NST04	20	30	60	20	60	20	30	40	20	20	NSC35	20	20	30	70	70	50	60	10	60	50
NST05	30	40	50	60	70	20	30	20	30	30	NSC36	60	30	40	50	60	50	40	30	30	40
NST06	30	40	60	40	40	50	50	40	50	50	NSC37	40	40	50	50	30	40	50	50	50	30
NST07	50	30	40	50	40	60	50	30	50	50	NSC38	40	50	30	40	60	30	40	50	50	50
NST08	30	30	30	40	20	20	30	20	20	20	NSC39	60	30	60	60	50	60	20	80	50	60
NST09	30	40	40	50	50	20	20	30	50	20	NSC40	60	40	30	30	50	50	40	30	20	10
NST10	20	30	40	60	40	70	30	30	40	50	NSC41	50	70	50	50	70	60	40	40	40	40

NST11	20	30	40	60	70	30	40	50	20	10	NSC42	50	40	20	20	50	30	20	30	30	40
NST12	20	30	80	60	80	50	30	40	50	20	NSC43	20	40	60	60	40	30	30	40	40	20
NST13	50	60	40	60	60	60	30	20	30	50	NSC44	30	50	40	20	50	50	30	30	30	20
NST14	40	30	40	30	60	20	30	30	40	50	NSC45	70	50	60	50	80	60	30	40	20	30
NST15	50	50	40	40	70	40	60	60	20	50	NSC46	30	50	30	30	60	30	30	20	10	10
NST16	50	30	40	50	40	60	50	70	40	50	NSC47	20	60	10	10	20	.0	20	.0	20	10
NST17	20	20	30	60	40	20	30	30	40	20	NSC48	50	50	60	10	50	30	20	40	40	30
NST18	40	70	60	50	80	40	40	30	20	20	NSC49	40	30	70	60	60	40	40	60	60	40
NST19	20	50	50	90	40	30	70	20	50	50	NSC50	80	40	20	60	50	50	50	50	40	50
NST20	40	40	10	50	40	30	30	20	20	20	NSC51	50	4	30	40	70	50	30	50	50	50
NST21	20	20	30	40	50	20	20	30	20	10	NSC52	50	20	40	30	50	30	20	60	40	40
NST22	70	50	50	80	90	30	30	30	40	20	NSC53	40	40	50	50	50	10	30	30	40	50
NST23	50	50	50	70	60	50	30	30	30	20	NSC54	60	20	20	20	30	40	60	40	30	30
NST24	40	50	30	60	70	20	30	20	30	20	NSC55	50	40	50	50	50	50	30	50	-	50
NST25	40	50	30	60	20	40	40	50	20	30	NSC56	40	40	40	50	60	30	20	40	40	20
NST26	50	20	10	20	10	10	20	20	30	10	NSC57	40	30	40	40	50	60	40	10	30	20
NST27	50	50	60	60	60	40	40	40	30	30	NSC58	20	30	40	40	40	40	50	10	10	-
NST28	40	50	40	50	60	30	30	40	20	30	NSC59	40	40	50	40	20	40	50	40	40	40
NST29	50	20	50	30	50	50	30	50	50	40	NSC60	30	60	70	60	50	30	40	50	30	40
NST30	40	40	30	50	60	20	40	40	30	40	NSC61	50	50	50	50	60	50	40	40	40	40
NST31	30	30	50	60	60	10	30	30	50	20	NSC62	60	60	40	40	50	30	50	60	50	30

Appendix R1: Self-efficacy Belief Scale (0% to 100%) Post-mediation

St.Code	Experimental											Control group									
	I 1	I 2	I 3	I 4	I 5	I 6	I 7	I 8	I 9	I 10		I 1	I 2	I 3	I 4	I 5	I 6	I 7	I 8	I 9	I 10
NST01	70	70	60	50	20	40	30	60	30	60	NSC32	40	30	40	40	-	30	30	30	50	50
NST02	90	90	75	80	70	75	90	80	95	70	NSC33	20	50	30	60	30	30	40	10	40	30
NST03	80	60	70	90	70	60	50	40	30	30	NSC34	50	50	99	10	50	10	40	40	30	40
NST04	50	70	80	70	50	40	30	30	30	40	NSC35	20	20	30	70	70	50	60	10	60	50
NST05	50	50	60	70	40	50	30	50	40	40	NSC36	60	30	40	50	60	50	40	30	30	40
NST06	90	70	80	90	60	50	70	60	70	80	NSC37	40	40	50	50	30	40	50	50	50	30
NST07	60	60	90	40	40	50	50	40	40	40	NSC38	40	50	30	40	60	30	40	50	50	50
NST08	80	80	80	80	80	70	70	70	70	70	NSC39	60	30	60	60	50	60	20	80	50	60
NST09	65	70	80	60	50	40	45	30	30	30	NSC40	60	40	30	30	50	50	40	30	20	10
NST10	20	30	20	20	50	10	20	30	50	50	NSC41	50	70	50	50	70	60	40	40	40	40
NST11	40	50	40	80	70	30	40	50	40	50	NSC42	50	40	20	20	50	30	20	30	30	40
NST12	90	80	80	100	70	60	80	90	80	90	NSC43	20	40	60	60	40	30	30	40	40	20
NST13	70	50	80	85	85	90	90	90	85	80	NSC44	30	50	40	20	50	50	30	30	30	20
NST14	50	40	50	40	60	60	40	40	50	40	NSC45	70	50	60	50	80	60	30	40	20	30
NST15	60	60	50	50	70	50	50	60	60	60	NSC46	30	50	30	30	60	30	30	20	10	10
NST16	40	60	70	90	40	50	90	80	60	20	NSC47	20	60	10	10	20	0	20	0	20	10
NST17	90	90	75	80	90	75	80	80	75	80	NSC48	50	50	60	10	50	30	20	40	40	30
NST18	70	80	70	70	80	40	40	50	50	50	NSC49	40	30	70	60	60	40	40	60	60	40
NST19	50	30	30	50	70	40	50	70	50	40	NSC50	80	40	20	60	50	50	50	50	40	50
NST20	85	70	80	82	85	87	70	72	75	77	NSC51	50	40	30	40	70	50	30	50	50	50
NST21	90	80	90	100	90	80	80	90	90	80	NSC52	50	20	40	30	50	30	20	60	40	40
NST22	100	100	90	100	90	90	100	90	90	100	NSC53	40	40	50	50	50	10	30	30	40	50
NST23	80	90	90	100	90	60	70	90	80	90	NSC54	60	20	20	20	30	40	60	40	30	30
NST24	80	70	80	80	70	50	50	40	40	60	NSC55	50	40	50	50	50	50	30	50	99	50
NST25	60	60	60	70	60	50	50	40	40	60	NSC56	40	40	40	50	60	30	20	40	40	20
NST26	50	20	50	60	40	20	20	20	20	20	NSC57	40	30	40	40	50	60	40	10	30	20
NST27	60	62	51	60	59	50	69	65	56	77	NSC58	20	30	40	40	40	40	50	10	10	99
NST28	70	80	80	70	80	50	40	50	40	50	NSC59	40	40	50	40	20	40	50	40	40	40
NST29	70	30	60	30	60	60	50	40	30	40	NSC60	30	60	70	60	50	30	40	50	30	40
NST30	70	70	70	70	70	60	70	80	80	70	NSC61	50	50	50	50	60	50	40	40	40	40

NST31	90	90	90	100	90	50	80	100	70	50	NSC62	60	60	40	40	50	30	50	60	50	30
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Appendix S1: Experimental Students' Results of the Pre-Mediation on Writing Self-Efficacy Belief Sources

Stu. Code	Self-Efficacy Belief Mastery				Vicarious Experience Adult-based			Self-Efficacy Belief Vicarious Experience Peer-based			Self-Efficacy Belief Social Persuasion			Self-efficacy Belief Physiological and emotional state				
	I.1	I.5	I.7	I.9	I.8	I.14	I.15	I.2	I.6	I.10	I.3	I.16	I.17	I.18	I.4	I.11	I.12	I.13
NST01	3	5	5	3	3	6	1	4	1	3	6	1	1	1	4	3	4	5
NST02	3	1	6	2	5	3	5	3	3	1	3	3	2	1	5	5	5	5
NST03	3	1	4	2	3	3	4	5	4	2	3	3	3	3	4	5	4	4
NST04	2	3	5	3	6	3	3	3	2	4	5	3	2	3	3	4	5	4
NST05	3	2	4	2	2	1	6	3	2	5	2	3	1	1	4	4	3	3
NST06	1	5	2	5	4	5	5	3	4	5	4	5	4	3	5	4	4	5
NST07	6	2	4	2	3	2	2	4	2	2	2	2	2	2	3	5	5	5
NST08	4	3	4	2	5	5	2	3	2	1	3	2	2	2	5	3	5	1
NST09	1	2	5	3	2	2	6	4	2	4	5	4	2	1	3	4	5	3
NST10	2	3	4	2	5	3	4	4	4	3	3	3	2	3	4	4	3	4
NST11	1	3	3	1	4	2	4	3	3	2	2	3	2	3	1	4	3	5
NST12	4	1	3	3	3	3	1	3	6	3	3	3	4	4	3	4	3	2
NST13	3	2	1	2	3	2	5	3	5	3	2	4	2	2	3	4	4	4
NST14	2	2	5	3	3	5	4	4	3	2	5	4	4	2	5	4	3	4
NST15	3	6	2	3	3	3	3	4	1	4	4	3	4	2	4	6	4	5
NST16	3	3	4	3	3	3	4	3	4	3	2	3	3	3	4	5	5	5
NST17	2	5	6	2	3	2	3	3	3	1	4	3	1	1	1	5	3	2
NST18	5	3	3	2	5	4	3	4	5	4	3	2	4	4	4	3	2	3
NST19	2	2	2	2	2	2	6	4	2	2	1	4	4	3	3	6	2	4
NST20	2	5	5	4	4	3	5	4	3	3	3	3	3	2	4	5	5	4
NST21	1	3	5	2	3	2	1	3	1	3	2	2	3	1	2	3	6	3
NST22	1	1	4	3	2	2	5	4	5	3	4	2	2	3	2	3	5	3
NST23	3	2	5	1	2	3	4	4	2	1	4	2	2	3	2	3	6	3
NST24	3	2	4	4	3	5	5	4	3	2	3	5	6	2	2	2	4	2
NST25	3	2	6	3	2	6	2	2	1	3	4	5	2	2	3	1	2	5
NST26	4	4	1	2	4	4	2	2	1	3	2	3	2	2	3	2	1	2
NST27	4	4	4	3	3	5	2	4	3	1	3	3	4	1	3	4	5	3
NST28	5	3	5	3	3	4	2	4	4	4	2	4	2	2	3	4	5	4
NST29	2	4	3	5	6	5	1	5	4	3	3	2	2	3	3	2	5	3
NST30	3	5	4	2	3	5	5	4	4	2	4	2	4	2	3	4	4	4
NST31	3	2	4	3	2	2	6	4	1	1	3	2	4	2	5	5	5	5

Appendix T1: Experimental Students' Results of the Post-Mediation on Writing Self-Efficacy Belief Sources

Stu. Code	Self-Efficacy Belief Mastery				Vicarious Experience Adult-based			Self-Efficacy Belief Vicarious Experience Peer-based			Self-Efficacy Belief Social Persuasion				Self-efficacy Belief Physiological and emotional state			
	I.1	I.5	I.7	I.9	I.8	I.14	I. 15	I.2	I.6	I.10	I.3	I.16	I.17	I.18	I.4	I.11	I.12	I.13
NST01	5	4	3	4	3	6	5	5	1	4	3	6	4	4	4	5	5	5
NST02	4	4	2	4	5	5	2	2	3	4	3	5	4	4	6	5	4	5
NST03	4	6	6	6	4	5	4	2	6	3	4	6	6	6	6	4	5	5
NST04	4	4	4	5	3	3	3	3	4	3	6	3	4	4	5	3	4	5
NST05	4	5	6	3	3	5	5	4	4	3	4	5	5	5	4	4	4	5
NST06	3	6	1	6	4	4	3	2	3	3	6	6	6	6	4	4	5	4
NST07	6	6	1	5	4	5	4	4	4	2	5	1	6	6	6	6	5	5
NST08	5	6	2	5	4	6	3	6	4	4	5	5	5	5	4	5	4	5
NST09	5	6	6	4	3	5	5	2	2	2	1	2	6	6	3	4	4	3
NST10	4	2	2	2	4	3	3	5	3	3	3	3	5	3	4	4	4	5
NST11	4	6	4	5	3	5	3	4	2	5	6	5	5	3	5	4	4	5
NST12	4	4	2	3	2	6	5	2	2	2	5	4	4	4	6	4	3	5
NST13	4	5	4	3	4	6	3	5	3	4	4	4	4	3	5	3	5	2
NST14	2	5	4	4	3	5	2	5	4	3	3	6	5	6	4	6	4	6
NST15	4	6	4	4	3	4	5	5	2	2	5	3	5	3	6	6	6	6
NST16	5	5	4	4	3	5	4	6	1	3	3	6	5	6	4	6	4	5
NST17	6	5	4	4	5	6	4	2	4	1	1	4	4	4	5	5	5	2
NST18	6	6	4	5	4	6	3	5	2	1	5	6	6	6	5	3	3	4
NST19	6	5	4	6	4	6	4	2	3	1	5	6	4	6	6	3	4	6
NST20	4	4	4	6	4	4	4	4	1	2	4	4	4	4	4	6	5	4
NST21	4	6	5	6	5	5	3	4	4	1	6	4	6	6	5	6	5	6
NST22	6	6	4	5	4	6	4	3	1	3	5	6	6	4	5	6	5	5
NST23	5	5	6	2	5	6	3	5	4	1	6	5	5	4	4	3	2	3
NST24	5	6	4	4	3	6	4	5	3	2	5	5	6	6	3	3	6	1
NST25	5	4	1	5	5	3	5	3	4	3	6	3	6	6	4	1	3	4
NST26	4	4	5	2	5	5	4	3	5	4	4	2	1	1	4	2	3	4
NST27	5	4	2	4	3	5	2	3	4	3	5	5	4	5	5	5	5	5
NST28	5	5	4	4	4	6	4	3	2	4	5	6	6	6	5	5	3	5
NST29	5	5	3	4	3	5	1	2	3	4	4	4	4	4	5	3	4	3
NST30	5	5	3	4	4	5	4	2	2	3	4	4	4	4	4	5	4	4
NST31	6	3	5	6	2	6	3	4	4	2	6	5	4	3	4	5	3	5

Appendix U1: Control Group Students' Results of the Pre-Mediation on Writing Self-Efficacy Belief Sources

Stu. Code	Self-Efficacy Belief Mastery				Vicarious Experience Adult-based			Self-Efficacy Belief Vicarious Experience Peer-based			Self-Efficacy Belief Social Persuasion				Self-efficacy Belief Physiological and emotional state			
	I.1	I.5	I.7	I.9	I.8	I.14	I.15	I.2	I.6	I.10	I.3	I.16	I.17	I.18	I.4	I.11	I.12	I.13
NSC32	3	1	5	1	1	3	1	4	1	2.	2	2	2	2	3	4	4	4
NSC33	3	3	4	3	4	4	1	5	3	4	3	4	2	4	5	6	3	4
NSC34	3	4	6	4	4	5	3	4	6	4	3	4	6	5	4	4	4	1
NSC35	6	2	1	2	4	2	1	3	2	5	6	2	2	2	4	4	5	5
NSC36	1	4	3	4	1	1	1	4	1	4	4	2	2	4	3	4	5	5
NSC37	3	2	2	2	3	3	1	4	3	1	3	3	3	2	4	6	5	5
NSC38	1	1	3	1	2	1	3	4	1	2	1	2	2	1	3	4	4	4
NSC39	2	4	6	4	4	4	3	1	5	4	4	4	5	5	4	5	4	5
NSC40	3	1	2.	3	3	1	5	4	2	1	1	2	1	2	3	6	5	5
NSC41	2	2	3	4	5	2	1	4	3	3	3	2	2	2	3	3	2	3
NSC42	2	3	4	2	2	1	1	5	2	3	1	2	3	2	3	5	4	4
NSC43	1	1	4	6	2	3	4	3	2	4	2	5	5	4	2	1	3	3
NSC44	2	3	2	2	3	3	5	5	2	3	2	3	2	2	4	6	5	6
NSC45	4	3	1	3	6	5	6	3	5	2	5	2	2	3	3	3	4	3
NSC46	1	3	2	5	2	3	3	2	1	2	3	2	1	3	2	4	2	5
NSC47	4	1	1	1	6	4	2	2	1	4	5	1	2	1	2	4	5	3
NSC48	3	3	4	2	3	3	3	2	2	3	4	4	3	2	3	2	4	2
NSC49	2	2	3	2	1	1	2	2	3	2	3	2	2	3	3	5	5	5
NSC50	3	3	4	4	3	3	1	2	3	2	1	3	3	3	2	2	5	3
NSC51	2	3	3	5	4	3	3	3	2	4	4	5	1	2	3	2	4	5
NSC52	2	4	3	3	4	4	3	3	4	2	4	2	4	2	4	1	5	2
NSC53	3	4	3	3	3	4	4	4	3	4	4	4	3	3	4	3	4	4
NSC54	5	5	3	5	3	5	6	3	5	2	3	1	2	2	5	4	5	5
NSC55	1	2	5	3	1	3	6	2	2	2	3	2	2	3	2	5	3	2
NSC56	1	6	6	5	5	2	2	3	2	2	2	5	3	1	4	4	5	5
NSC57	1	3	3	1	2	3	2	4	2	4	2	1	4	4	2	4	4	3
NSC58	1	1	6	2	1	2	5	2	3	2	2	1	4	1	3	3	6	1
NSC59	3	3	2	2	3	2	2	4	2	1	5	3	2	2	1	4	4	4
NSC60	2	2	5	4	3	2	3	4	4	2	3	3	2	4	3	3	4	3
NSC61	2	3	2	2	3	2	2	3	4	2	3	3	2	2	3	3	3	3
NSC62	3	3	3	1	1	2	3	4	3	2	3	3	2	2	4	4	4	4

Appendix V1: Control Group Students' Results of the Post-Mediation on Writing Self-Efficacy Belief Sources

Stu. Code	Self-Efficacy Belief Mastery				Vicarious Experience Adult-based				Self-Efficacy Belief Vicarious Experience Peer-based			Self-Efficacy Belief Social Persuasion				Self-efficacy Belief Physiological and emotional state			
	I.1	I.5	I.7	I.9	I.8	I.14	I.15	I.2	I.6	I.10	I.3	I.16	I.17	I.18	I.4	I.11	I.12	I.13	
NSC32	5	2	6	1	2	3	2	5	1	2	2	2	2	2	4	3	5	3	
NSC33	6	6	5	5	5	4	2	5	5	4	4	4	3	4	5	2	2	1	
NSC34	4	3	4	3	4	3	3	4	4	3	3	3	3	4	4	4	3		
NSC35	5	6	6	6	4	3	2	2	4	6	6	4	3	2	4	4	4	5	
NSC36	4	4	5	4	2	2	2	3	2	4	4	3	2	4	3	3	4	4	
NSC37	5	1	2	4	4	1	2	4	4	2	4	4	4	3	4	4	5	4	
NSC38	5	5	4	5	3	3	2	4	2	3	2	4	3	2	5	4	5	5	
NSC39	3	5	3	5	4	2	4	4	3	5	4	2	4	4	4	4	4	5	
NSC40	4	4	4	4	3	2	4		3	2	2	3	2	2	4	3	4	4	
NSC41	5	5	3	4	5	1	1	5	2	1	2	3	1	3	5	1	1	2	
NSC42	4	4	5	4	3	4	2	4	3	3	2	3	3	2	5	4	4	3	
NSC43	5	1	6	1	1	2	3	5	2	4	3	2	1	1	2	5	6	2	
NSC44	1	5	2	2	2	3	2	4	3	2	3	3	2	2	4	4	4	5	
NSC45	5	4	5	4	3	5	5	5	5	3	6	2	2	3	6	2	5	2	
NSC46	1	6	6	3	1	4	4	4	1	3	4	3	1	4	1	1	1	6	
NSC47	4	4	3	6	1	4	4	2	1	5	2	1	3	2	4	4	4	1	
NSC48	5	5	4	1	3	5	4	1	3	2	2	4	3	2	5	5	4	4	
NSC49	3	4	3	1	3	1	3	1	4	1	3	2	2	3	4	4	4	4	
NSC50	5	4	6	4	4	4	2	1	4	3	3	3	3	4	2	3	3	4	
NSC51	2	4	3	4	4	2	3	3	3	4	4	4	2	2	4	4	5	6	
NSC52	3	4	3	3	4	4	3	3	4	2	4	3	2	2	4	1	4	2	
NSC53	3	4	3	3	3	4	4	4	3	4	4	5	3	3	4	5	4	4	
NSC54	5	5	4	5	3	6	5	2	4	2	4	2	2	2	5	4	5	5	
NSC55	1	5	6	1	3	3	6	1	3	1	1	-	3	3	1	5	5	1	
NSC56	6	6	6	5	5	3	2	1	1	2	3	3	3	2	5	5	3	4	
NSC57	2	3	3	4	3	3	3	5	2	4	2	6	4	4	4	4	4	5	
NSC58	2	1	6	2	1	3	3	3	4	2	1	2	3	1	4	4	6	1	
NSC59	4	4	3	3	4	2	3	4	2	1	3	3	1	2	4	4	3	4	
NSC60	2	2	4	5	3	3	2	4	3	3	2	3	2	4	4	5	4	1	
NSC61	3	3	2	3	4	3	2	4	3	3	4	3	2	2	4	4	4	4	
NSC62	4	4	1	2	2	3	3	5	3	3	4	2	2	2	6	6	6	6	

-Represents missing value

Appendix W1: Experimental Group Rater 1 and Rater2 Pre and Post-tests Scores

Rater- 1											Rater-2									
Stud. Code	ConteRelPreR1	ConteRelPost1	OrgTRPreR1	OrgPostR1	GraPre1	GraPostR1	WordChpreR1	WordChPos1	MechaPreR1	MechapostR1	ConteRelPreR2	ConteRelPoR2	OrgPreR2	OrgPostR2	GraPre2	GraPostR2	WordChpreR2	WordChPos2	MechPretestR2	MechpostR2
NST 01	3.	6.5	2	7	2	6.5	3	6	.0	.0	2	7	3	6.5	2	7	3	5.5	.0	.0
NST 02	3	8.5	5	7.5	7.25	8.5	6	8.5	1	1	7.5	9	6.5	8	8	9	6.5	9	2.25	1.25
NST 03	8.5	8.75	9.5	8.5	10	8.5	5.5	7.5	1.75	2	4.5	9	6.5	9	3.5	9	5	9	2.5	2
NST 04	2.25	11.25	1	10.25	1	9.25	1.25	9.25	.0	1.25	3	10.5	1.5	9.5	1.5	9	1	9	.75	1.5
NST 05	15	9.25	9	9.25	9	9.25	10	9.25	2	2	10	6.5	6	6.5	6	6	7	5	1	2
NST 06	2	14	1.75	8.25	1	7.5	.75	9.5	.25	1.5	.5	14	.5	9	.5	7.5	1	8.5	.5	.5
NST 07	.50	12.5	.0	13.5	.0	13.5	.0	7	.0	3.75	1	10	.5	8.5	.5	7	.5	6.	.5	3.5
NST 08	6.5	14.5	4.75	9.75	6	11.75	4.75	12.75	1	2.25	7.5	17	6	12.	7.5	14	6	12.5	2.5	2.5
NST 09	8	12.5	5.25	8.75	5.75	9.75	4	7.75	1	1	5.5	14	5.5	9	5.5	11	4.	8.5	.5	1.
NST 10	7.5	14	5.5	13.5	5.5	12.75	4.75	11.5	.75	1.25	8	16	6	14	5.5	14	6	13	1.5	1.75
NST 11	5.25	16.75	2.5	14.25	4	15.75	3.25	9.5	.25	1	4	17	2.5	15	4	16.5	2.5	10.5	1.5	1
NST 12	17.25	22.5	12.25	15.25	6.75	12.	10.25	10	2	1.5	11.5	20.5	13.	15	10	11.5	11.	9.5	1	1.75
NST 13	7.75	17.5	7.5	13.25	7	16.75	6	13.25	2.5	1.5	7	17.5	5.25	13	6.5	16	5.75	13	1.25	1.75
NST 14	4.5	17	5.5	14	4	11.5	4.5	12.5	1.75	2.0	5	13	3	12.5	4.5	13	4.75	11.5	1	2.5
NST 15	6.25	17	3.5	16	4.75	11.5	3	13.5	.5	1.25	3.25	18.5	4	17	2.5	12.5	1.75	15.5	.50	1.25
NST 16	5.75	18.75	3.75	15.75	6	13	4.5	13.5	1.5	1.75	5	19	5.5	16	6	18.5	4	11	2	2
NST 17	13.75	22.5	10	14.75	14.25	19.5	10.75	15.25	2.5	2.5	15.5	22	13.5	13.5	12	18	11.5	14	3.5	2.5
NST 18	7.5	9.75	5	14	5.5	17.25	5	14.5	1	2.5	5	19.5	5	14	4.5	17.5	4.5	15	1.0	2.5
NST 19	9.75	20.5	5.25	15.5	8.75	18.25	6.25	15	1.25	1.75	11	21	7	16	7	19	5.5	15	1.75	2.5
NST 20	5	23	4.5	17	5.5	15.25	4	16.5	1.25	2	6.5	22.5	4.5	18.5	5	14.5	3.0	16	1	2.25
NST 21	9	25.5	7.5	16.5	6.25	18.25	5.5	14.75	1.5	1.5	7.5	24.5	6.5	16	5	18	4	13.5	2	1.25
NST 22	9.75	18.75	4.75	15.5	5.5	14.25	5.75	13.5	1.5	1.5	5.25	19.5	3.75	15	4.5	18	3.75	14	1	1.25
NST 23	12.25	20.75	8	15	8.75	18.25	8.75	15.5	2.75	1.25	9	19.5	8.5	13	9.5	16.5	8	14	1.5	1.5
NST 24	7	21.75	6	16	9	19.25	7.5	16.5	2.5	1.25	9	22.5	6	16	6.	19.5	5.5	17	1	1.5
NST 25	9	23.5	8.25	17.25	10	19.25	7	16.75	1	2	9.5	23	11	17	9.5	19	5.5	16	3	2

NST 26	12.5	23.50	7.25	17.25	11	19.75	7.5	16.75	2.5	1.75	9	23	6.5	17	8.5	19	7.5	16	2	2
NST 27	4.25	24.5	6	16.5	7.5	22.5	5.75	16.5	2.5	2.25	5	24.5	4.25	15	7	22	6.	16.5	1	2.5
NST 28	9.25	24.5	9.50	16.5	12.5	22.5	8	16.5	3	1.25	13.5	24.5	8	15	10.5	22	7	16.5	3.5	1.75
NST 29	4.5	20.5	3.25	19	3.75	20	2.75	20	.75	1.5	6.5	20.5	5	19	5.5	23	3.5	18	1.5	1.25
NST 30	9	24.25	11.5	18.75	13	21.5	9.25	18.75	3	1.5	12	27	10	16	11	24	7	17.5	2.5	1.25
NST 31	12.75	25.5	9.75	17.25	10.5	22.75	8.5	17.5	3	1.25	12.5	26	7.5	18.5	10.5	23	9.75	18.	3	1.5

Appendix X1: Experimental Group Rater 1 and Rater2 Pre and Post-tests Scores

Stud. Code	Rater- 1										Rater-2									
	ConteRelPre R1	ConteRelPost I1	OrgTRPreR I1	OrgPostR1	GraPreI	GraPostR1	WordChpreR I1	WordChPosI	MechaPreI	MechapostR I1	ConteRelPre R2	ConteRelPoR I2	OrgPreR2	OrgPostR2	GraPreI2	GraPostR2	WordChpreR I2	WordChPosI2	MechPretest R2	MechpostR2
NS T01	3.	6.5	2	7	2	6.5	3	6	.0	.0	2	7	3	6.5	2	7	3	5.5	.0	.0
NS T02	3	8.5	5	7.5	7.25	8.5	6	8.5	1	1	7.5	9	6.5	8	8	9	6.5	9	2.25	1.25
NS T03	8.5	8.75	9.5	8.5	10	8.5	5.5	7.5	1.75	2	4.5	9	6.5	9	3.5	9	5	9	2.5	2
NS T04	2.25	11.25	1	10.25	1	9.25	1.25	9.25	.0	1.25	3	10.5	1.5	9.5	1.5	9	1	9	.75	1.5
NS T05	15	9.25	9	9.25	9	9.25	10	9.25	2	2	10	6.5	6	6.5	6	6	7	5	1	2
NS T06	2	14	1.75	8.25	1	7.5	.75	9.5	.25	1.5	.5	14	.5	9	.5	7.5	1	8.5	.5	.5
NS T07	.50	12.5	.0	13.5	.0	13.5	.0	7	.0	3.75	1	10	.5	8.5	.5	7	.5	6.	.5	3.5
NS T08	6.5	14.5	4.75	9.75	6	11.75	4.75	12.75	1	2.25	7.5	17	6	12	7.5	14	6	12.5	2.5	2.5
NS T09	8	12.5	5.25	8.75	5.75	9.75	4	7.75	1	1	5.5	14	5.5	9	5.5	11	4.	8.5	.5	1.
NS T10	7.5	14	5.5	13.5	5.5	12.75	4.75	11.5	.75	1.25	8	16	6	14	5.5	14	6	13	1.5	1.75
NS T11	5.25	16.75	2.5	14.25	4	15.75	3.25	9.5	.25	1	4	17	2.5	15	4	16.5	2.5	10.5	1.5	1
NS T12	17.25	22.5	12.25	15.25	6.75	12.	10.25	10	2	1.5	11.5	20.5	13.	15	10	11.5	11.	9.5	1	1.75
NS T13	7.75	17.5	7.5	13.25	7	16.75	6	13.25	2.5	1.5	7	17.5	5.25	13	6.5	16	5.75	13	1.25	1.75
NS T14	4.5	17	5.5	14	4	11.5	4.5	12.5	1.75	2.00	5	13	3	12.5	4.5	13	4.75	11.5	1	2.5
NS T15	6.25	17	3.5	16	4.75	11.5	3	13.5	.5	1.25	3.25	18.5	4	17	2.5	12.5	1.75	15.5	.50	1.25
NS T16	5.75	18.75	3.75	15.75	6	13	4.5	13.5	1.5	1.75	5	19	5.5	16	6	18.5	4	11	2	2
NS T17	13.75	22.5	10	14.75	14.25	19.5	10.75	15.25	2.5	2.5	15.5	22	13.5	13.5	12	18	11.5	14	3.5	2.5
NS T18	7.5	9.75	5	14	5.5	17.25	5	14.5	1	2.5	5	19.5	5	14	4.5	17.5	4.5	15	1.0	2.5
NS T19	9.75	20.5	5.25	15.5	8.75	18.25	6.25	15	1.25	1.75	11	21	7	16	7	19	5.5	15	1.75	2.5
NS T20	5	23	4.5	17	5.5	15.25	4	16.5	1.25	2	6.5	22.5	4.5	18.5	5	14.5	3.0	16	1	2.25

NS T21	9	25.5	7.5	16.5	6.25	18.25	5.5	14.75	1.5	1.5	7.5	24.5	6.5	16	5	18	4	13.5	2	1.25
NS T22	9.75	18.75	4.75	15.5	5.5	14.25	5.75	13.5	1.5	1.5	5.25	19.5	3.75	15	4.5	18	3.75	14	1	1.25
NS T23	12.25	20.75	8	15	8.75	18.25	8.75	15.5	2.75	1.25	9	19.5	8.5	13	9.5	16.5	8	14	1.5	1.5
NS T24	7	21.75	6	16	9	19.25	7.5	16.5	2.5	1.25	9	22.5	6	16	6	19.5	5.5	17	1	1.5
NS T25	9	23.5	8.25	17.25	10	19.25	7	16.75	1	2	9.5	23	11	17	9.5	19	5.5	16	3	2
NS T26	12.5	23.50	7.25	17.25	11	19.75	7.5	16.75	2.5	1.75	9	23	6.5	17	8.5	19	7.5	16	2	2
NS T27	4.25	24.5	6	16.5	7.5	22.5	5.75	16.5	2.5	2.25	5	24.5	4.25	15	7	22	6	16.5	1	2.5
NS T28	9.25	24.5	9.50	16.5	12.5	22.5	8	16.5	3	1.25	13.5	24.5	8	15	10.5	22	7	16.5	3.5	1.75
NS T29	4.5	20.5	3.25	19	3.75	20	2.75	20	.75	1.5	6.5	20.5	5	19	5.5	23	3.5	18	1.5	1.25
NS T30	9	24.25	11.5	18.75	13	21.5	9.25	18.75	3	1.5	12	27	10	16	11	24	7	17.5	2.5	1.25
NS T31	12.75	25.5	9.75	17.25	10.5	22.75	8.5	17.5	3	1.25	12.5	26	7.5	18.5	10.5	23	9.75	18	3	1.5

Appendix Y1: Experimental Group Average Test Score (Pre- and Post-mediation)

Stu code	MeanConReSR1R2Pre	MeanOrasSR1R2pre	MeanGramSR1R2pre	MeanWoChSR1R2Pre	MeanofMechascorepre	MeanConReSR1R2Post	MeanOrgasSR1R2post	MeanGramSR1R2post	MeanWoChSR1R2po	MeanofMechascorepo
NST01	2.50	2.50	2.00	3.00	.00	6.75	7.00	6.75	5.75	.00
NST02	5.25	5.75	7.63	6.25	1.63	8.75	8.25	8.75	8.75	1.13
NST03	6.50	8.00	6.75	5.25	2.13	8.88	8.75	8.75	8.25	2.00
NST04	2.63	1.25	1.25	1.13	.38	10.88	10.38	9.13	9.13	1.38
NST05	12.50	7.50	7.50	8.50	1.50	7.88	7.88	7.63	7.13	2.00
NST06	1.25	1.13	.75	.88	.38	14.00	11.13	7.50	9.00	1.00
NST07	.75	.25	.25	.25	.25	11.25	11.75	10.25	6.50	3.63
NST08	7.00	5.38	6.75	5.38	1.75	15.75	13.38	12.88	12.63	2.38
NST09	6.75	5.38	5.63	4.00	.75	13.25	11.38	10.38	8.13	1.00
NST10	7.75	5.75	5.50	5.38	1.13	15.00	14.75	13.38	12.25	1.50
NST11	4.63	2.50	4.00	2.88	.88	16.88	15.63	16.13	10.00	1.00
NST12	14.38	12.63	8.38	10.63	1.50	21.50	17.88	11.75	9.75	1.63
NST13	7.38	6.38	6.75	5.88	1.88	17.50	15.38	16.38	13.13	1.63
NST14	4.75	4.25	4.25	4.63	1.38	15.00	13.50	12.25	12.00	2.25
NST15	4.75	3.75	3.63	2.38	.50	17.75	17.25	12.00	14.50	1.25
NST16	5.38	4.63	6.00	4.25	1.75	18.88	17.38	15.75	12.25	1.88
NST17	14.63	11.75	13.13	11.13	3.00	22.25	18.38	18.75	14.63	2.50
NST18	6.25	5.00	5.00	4.75	1.00	14.63	16.75	17.38	14.75	2.50
NST19	10.38	6.13	7.88	5.88	1.50	20.75	18.25	18.63	15.00	2.13
NST20	5.75	4.50	5.25	3.50	1.13	22.75	19.75	14.88	16.25	2.13
NST21	8.25	7.00	5.63	4.75	1.75	25.00	20.50	18.13	14.13	1.38
NST22	7.50	4.25	5.00	4.75	1.25	19.13	17.50	16.13	13.75	1.38
NST23	10.63	8.25	9.13	8.38	2.13	20.13	17.25	17.38	14.75	1.38
NST24	8.00	6.00	7.50	6.50	1.75	22.13	19.25	19.38	16.75	1.38
NST25	9.25	9.63	9.75	6.25	2.00	23.25	20.13	19.13	16.38	2.00
NST26	10.75	6.88	9.75	7.50	2.25	23.25	20.13	19.38	16.38	1.88
NST27	4.63	5.13	7.25	5.88	1.75	24.50	20.50	22.25	16.50	2.38
NST28	11.38	8.75	11.50	7.50	3.25	24.50	20.50	22.25	16.50	1.50

NST29	5.50	4.13	4.63	3.13	1.13	20.50	19.75	21.50	19.00	1.38
NST30	10.50	10.75	12.00	8.13	2.75	25.63	22.88	22.75	18.13	1.38
NST31	12.63	8.63	10.50	9.13	3.00	25.75	21.63	22.88	17.75	1.38
Mean	7.42	5.93	6.48	5.41	1.53	17.87	15.96	15.18	12.90	1.69

Appendix Z1: Experimental Group Post-mediation Students' Ratings on the Importance and Mediator's Use of MLE Principles

Stud Code	Importance of Mediation criteria											Mediator's Use of MLE Principles												
	Intention	Meaning	Transcendence	Commitment	Control	Goal	challenge	Self-	Optimis	Sharing	individu	Belongi	Intention	Meaning	Transcendence	Commitment	Control	Goal	challenge	Self-	Optimis	Sharing	individu	Belongi
NST01	4	4	3	2	3	3	4	1	3	3	3	4	2	4	4	3	4	3	5	1	5	5	3	4
NST02	3	4	3	4		3	2	2	2	5	4	4	5	2	3	4	3	3	3	3	4	3	2	2
NST03	4	2	5	2	4	2	4	1	3	4	2	1	5	3	4	4	1	1	2	3	3	2	4	4
NST04	4	3	3	4	2	4	5	2	2	4	3	2	3	3	5	3	4	3	2	4	4	3	3	2
NST05	4	3	2	2	3	3	2	3	3	4	3	4	5	3	4	3	4	2	4	3	4	3	3	4
NST06	5	5	4	5	2	2	4	5	4	4	3	3	5	5	4	5	2	3	3	3	3	4	3	3
NST07	4	4	4	4	3	4	4	3	3	3	4	3	4	4	5	3	3	4	3	3	4	4	3	4
NST08	5	5	3	3	2	3	4	3	3	2	2	2	4	3	4	3	2	5	4	3	2	4	4	3
NST09	3	3	2	3	3	3	3	4	4	5	3	3	4	2	4	3	3	3	4	3	3	3	4	3
NST10	3	3	4	3	3	3	3	3	3	2	2	3	3	3	4	3	2	2	3	4	2	4	5	4
NST11	3	5	4	4	4	5	4	2	4	2	4	3	4	2	4	4	3	4	4	4	4	4	4	3
NST12	4	3	3	2	5	3	3	3	4	4	3	4	4	4	3	4	3	4	3	4	3	4	3	3
NST13	5	5	3	4	4	4	3		2	4	2	2	3	4	3	2	3	3	4	4	3	4	4	3
NST14	3	2	2	3	3	3	2	3	4	2	2	3	5	4	3	4	3	3	2	2	4	3	4	2
NST15	4	5	2	4	3	1	1	3	3	2	2	4	4	3	4	4	3	4	2	5	2	2	4	3
NST16	2	3	5	3	1	3	3	3	3	2	4	1	3	4	3	2	4	2	5	4	3	2	3	2
NST17	5	3	4	5	3	1	2	2	3	3	2	4	5	3	2	5	3	4	3	4	1	1	3	5
NST18	3	4	3	4	3	4	3	3	4	4	3	3	3	3	4	3	4	3	3	3	3	4	4	4
NST19	3	4	4	4	4	5	3		4	5	4	5	5	4	4	4	5	3	5	4	5	4	5	5
NST20	5	5	4	4	2	4	1	3	4	3	3	5	4	3	5	2	4	4	3	1	4	4	3	4
NST21	4	4	3	3	4	3	3	3	5	3	5	3	4	4	3	3	4	3	4	3	3	3	4	3
NST22	4	4	4	2	2	3	2	4	4	4	3	3	3	3	3	3	3	3	4	4	4	4	2	4
NST23	4	4	3	2	3	4	3	2	5	4	5	3	4	4	3	3	2	1	3	3	4	3	5	
NST24	4	3	3	3	2	4	4	3	2	2	4	5	5	4	3	2	4	5	3	3	4	2	4	4
NST25	2	3	3	2	2	3	3	5	4	4	4	4	5	4	4	4	3	3	2	5	3	3	3	4
NST26	2	4	2	3	2	3	2	5	4	4	2	3	5	3	2	5	3	3	4	3	3	2	2	4
NST27	5	2		4	4	3	3	5	2	2	3	5	1	4	4	4	3	3	2	4	2	3	4	3
NST28	3	4	2	3	4	5	4	4	4	4	4	4	4	3	3	2	2	4	4	3	1	4	4	2
NST29	4	3	2	3	3	2	3	4	3	2	3	1	4	3	2	3	3	2	3	4	3	2	4	
NST30	4	3	3	3	3	4	3	2	2	2	3	2	2	3	3	3	3	3	3	2	2	3	3	1
NST31	4	3	3	4	4	4	4	4	3	3	5	5	4	4	5	5	4	4	4	3	4	4	5	5

**Appendix A2: Control Group Students' Pre-Mediation Ratings on Memory, Cognitive,
and Compensation Strategies**

Stu. Code	Memory Strategy				Cognitive Strategy													Compensation Strategy					
	I1	I2	I3	I4	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I1	I2	I3	I4	I5	I6
NSC32	5	5	4	5	2	4	3	2	4	2	4	2	2	1	2	3	2	2	2	2	2	4	1
NSC33	2	3	2	1	2	4	3	2	4	3	3	2	4	2	1	3	2	2	1	4	2	3	2
NSC34	1	3	3	3	4	3	4	2	3	2	2	3	2	1	3	3	3	4	4	5	3	3	2
NSC35	1	5	3	3	3	3	2	4	3	3	3	2	3	3	4	3	4	2	3	2	4	3	4
NSC36	3	3	1	1	4	3	2	2	4	3	3	3	3	3	2	2	2	3	3	3	3	4	3
NSC37	5	2	2	3	4	4	3	2	3	2	4	3	1	3	2	2	1	3	3	2	2	3	4
NSC38	1	2	3	3	4	3	2	1	3	3	3	4	4	2	3	3	4	4	3	3	3	3	3
NSC39	5	2	4	3	4	3	3	1	3	3	4	5	3	3	3	2	2	5	4	3	3	3	3
NSC40	1	2	3	2	2	4	4	2	3	2	2	2	2	3	4	2	3	4	3	3	3	4	4
NSC41	4	3	2	2	3	3	1	4	3	3	4	3	3	4	3	2	4	3	3	4	2	2	3
NSC42	3	2	2	4	4	3	4	4	4	3	2	3	4	3	4	4	4	4	4	4	4	3	3
NSC43	2	2	3	3	4	3	3	3	4	3	3	3	4	3	3	3	2	3	3	3	3	4	3
NSC44	5	3	2	1	5	2	3	2	3	4	2	2	3	3	5	3	1	3	4	4	3	2	1
NSC45	4	3	2	2	5	3	3	2	3	3	3	3	2	3	3	4	3	2	2	4	3	3	1
NSC46	1	3	2	5	4	3	4	2	3	4	4	1	2	4	5	2	3	2	3	3	2	1	4
NSC47	2	3	3	4	5	3	3	3	4	4	5	3	2	2	2	2	2	3	2	3	2	3	3
NSC48	4	3	3	1	3	3	3	3	2	4	1	2	2	2	3	3	4	5	3	2	2	2	3
NSC49	5	3	2	2	2	3	4	2	3	4	3	2	5	4	3	3	2	3	2	3	2	3	4
NSC50	5	3	3	2	3	5	4	3	2	3	4	5	4	2	3	4	3	3	5	3	5	3	3
NSC51	3	3	3	2	3	4	4	3	3	2	5	4	4	3	3	4	3	1	3	5	4	3	3
NSC52	4	3	4	3	3	2	3	3	2	3	4	4	3	3	5	4	4	3	4	3	2	2	4
NSC53	3	4	3	2	3	3	2	2	2	3	5	2	3	2	2	1	2	2	4	4	3	4	3
NSC54	3	4	5	3	3	5	5	3	4	1	1	4	2	1	2	2	2	5	2	2	4	5	2
NSC55	2	3	4	3	2	4	4	3	2	2	3	4	4	3	2	2	3	1	4	3	2	2	1
NSC56	2	3	2	3	2	3	3	4	3	3	2	3	3	4	2	2	3	2	3	4	2	3	5
NSC57	3	3	2	5	4	3	5	3	3	4	5	2	3	2	3	5	2	2	2	3	3	3	3
NSC58	1	2	2	1	2	2	2	2	1	2	1	2	2	2	2	2	2	4	2	4	1	3	2
NSC59	2	2	3	3	2	3	3	3	3	2	3	2	4	3	2	2	4	3	4	2	2	4	4
NSC60	1	2	3	3	3	2	3	3	3	3	5	3	3	3	2	2	1	2	2	2	3	3	5
NSC61	3	2	3	2	2	3	3	4	3	3	3	2	4	3	2	2	2	2	1	2	2	4	3
NSC62	4	3	3	1	2	2	2	3	3	4	5	5	3	2	1	2	2	2	2	3	2	3	5

**Appendix B2: Control Group Students' Pre-Mediation Ratings on Metacognitive,
Affective and Social Strategies use**

St.Cod e	Metacognitive Strategy														Affective strategy				Social Strategy				
	I 1	I 2	I 3	I 4	I 5	I 6	I 7	I 8	I 9	I 10	I 11	I 12	I 13	I 14	I 1	I 2	I 3	I 4	I 1	I 2	I 3	I 4	I 5
NSC32	2	3	2	5	4	3	4	3	4	2	2	2	2	3	2	4	3	4	2	3	2	3	4
NSC33	5	4	2	2	3	3	5	3	4	4	1	3	4	1	2	3	2	2	2	5	3	2	2
NSC34	2	3	4	3	3	2	3	3	3	3	2	2	3	3	3	4	3	3	3	1	3	3	1
NSC35	4	2	3	3	3	3	4	3	3	3	2	4	2	3	3	2	1	4	3	3	2	1	3
NSC36	3	4	4	2	1	1	2	3	4	2	2	3	1	2	1	1	3	4	2	1	2	3	2
NSC37	2	3	4	3	4	1	4	2	3	5	4	3	4	3	4	3	2	2	3	4	3	2	3
NSC38	3	3	4	5	3	3	2	5	3	3	2	4	3	3	3	3	2	4	1	3	4	3	3
NSC39	5	4	3	2	3	3	3	4	3	3	3	1	3	4	3	3	4	1	3	3	4	3	2
NSC40	3	4	3	4	4	3	4	2	3	4	2	3	3	3	3	2	4	2	1	3	3	2	3
NSC41	3	2	1	3	3	4	4	3	4	1	2	3	3	4	3	3	3	3	4	3	2	3	4
NSC42	2	3	3	2	2	3	4	2	4	3	3	4	3	2	4	3	3	2	4	4	4	3	3
NSC43	3	3	4	3	4	3	3	3	4	4	1	3	4	1	1	3	3	3	3	4	3	2	2
NSC44	3	3	1	2	3	2	4	4	3	2	1	3	4	5	1	3	4	3	3	2	3	4	1
NSC45	5	3	4	3	2	3	4	3	3	2	1	4	2	4	4	3	2	2	2	3	3	3	2
NSC46	3	3	3	4	4	2	3	2	4	2	1	3	4	3	2	5	3	3	3	5	3	2	4
NSC47	2	3	3	3	4	2	4	2	4	3	2	3	3	3	3	4	3	2	2	3	3	4	4
NSC48	3	4	2	2	3	5	4	2	3	2	3	3	5	3	3	3	3	2	2	3	3	1	5
NSC49	5	4	2	4	4	4	1	3	3	1	3	3	3	1	3	4	3	1	2	3	3	1	5
NSC50	3	3	3	3	2	3	3	3	4	3	2	3	3	3	3	2	3	2	3	3	2	3	4
NSC51	5	4	2	3	3	3	2	3	1	3	3	2	5	3	4	3	2	2	3	4	3	2	3
NSC52	5	2	3	3	1	3	2	2	3	3	2	4	2	3	3	2	2	5	3	3	2	1	4
NSC53	2	4	4	3	3	2	2	2	4	4	3	2	3	2	2	2	3	2	4	2	2	3	4
NSC54	5	3	2	3	5	3	2	3	2	3	2	1	3	3	3	2	2	3	5	4	3	2	2
NSC55	3	4	3	2	1	2	3	3	3	4	2	3	3	2	3	3	2	4	2	1	3	4	3
NSC56	3	3	4	3	3	3	4	3	2	1	3	3	3	3	3	2	2	3	3	3	1	3	3
NSC57	3	3	3	3	3	3	1	3	5	3	5	4	3	3	3	3	2	3	3	2	2	3	3
NSC58	1	2	1	3	4	3	3	1	1	1	1	1	1	1	2	1	1	2	4	1	2	2	1
NSC59	3	3	3	3	3	3	3	3	3	3	2	3	2	2	2	1	2	2	2	2	3	3	4
NSC60	2	3	3	3	3	4	4	3	3	1	1	1	2	2	2	2	2	3	3	1	2	2	2
NSC61	3	3	3	3	3	3	3	2	2	2	2	3	3	3	2	2	2	2	2	2	3	3	2
NSC62	2	3	3	3	3	3	5	2	2	3	3	3	5	3	2	2	2	3	3	3	3	2	3

Appendix C2: Control Group Students' Post-Mediation Ratings on Memory, Cognitive, and Compensation Strategies

Stu. Code	Memory Strategy				Cognitive Strategy														Compensation Strategy					
	I1	I2	I3	I4	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I1	I2	I3	I4	I5	I6
NSC32	2	5	4	5	2	3	3	2	1	3	3	3	4	2	4	2	2	1	2	3	2	4	1	
NSC33	2	2	2	2	3	3	4	2	3	3	4	2	4	3	2	2	2	1	2	2	2	3	3	
NSC34	2	2	1	1	3	3	-	2	2	1	5	4	3	3	3	3	2	4	4	5	3	3	2	
NSC35	3	4	4	4	2	3	1	3	3	1	3	4	1	2	1	2	3	3	3	3	4	3	3	
NSC36	3	3	2	1	3	2	2	1	4	3	3	2	3	2	3	3	3	3	2	3	4	4	3	
NSC37	4	3	3	3	5	3	3	3	2	1	3	4	1	3	1	3	3	3	3	2	2	2	5	
NSC38	2	3	3	4	3	4	3	3	4	3	3	4	4	4	2	4	3	4	4	3	3	3	3	
NSC39	4	3	3	3	4	5	5	4	5	4	3	4	3	3	3	3	3	4	4	4	3	3	3	
NSC40	2	3	2	2	1	3	5	3	3	3	3	3	2	3	3	3	3	3	4	4	3	3	3	
NSC41	4	3	3	3	4	3	2	3	2	5	3	2	5	3	3	2	1	2	3	1	2	2	3	
NSC42	4	3	3	4	4	4	4	3	3	4	3	4	3	3	3	3	4	3	3	3	3	3	3	
NSC43	3	2	4	3	3	2	4	3	4	3	3	3	3	2	3	3	3	3	4	3	2	4	2	
NSC44	4	4	2	2	3	2	4	2	2	3	3	3	3	3	3	2	2	3	4	4	3	2	2	
NSC45	4	3	2	2	4	3	3	3	3	4	3	4	2	3	3	3	3	3	3	4	3	4	2	
NSC46	2	2	3	5	4	3	4	2	2	2	4	2	4	3	2	3	3	3	1	3	3	2	3	
NSC47	3	2	1	3	4	3	3	2	4	3	4	3	1	3	3	2	2	3	3	3	3	3	3	
NSC48	2	3	3	2	3	4	3	3	3	3	2	3	3	2	1	3	3	2	3	3	3	3	3	
NSC49	2	4	3	3	3	3	3	3	2	3	4	4	2	3	1	3	3	2	3	3	2	2	3	
NSC50	5	4	3	3	4	4	4	4	3	3	4	3	4	4	3	3	5	4	2	4	2	2	5	
NSC51	4	3	3	3	3	4	4	3	4	3	5	4	5	3	2	3	4	2	3	4	2	4	4	
NSC52	4	4	3	3	3	3	3	2	3	3	5	1	3	3	3	3	5	3	5	4	2	3	3	
NSC53	3	3	3	3	3	4	2	3	3	3	3	2	3	3	2	2	2	3	4	4	4	4	3	
NSC54	2	4	2	4	4	4	2	2	2	2	2	3	3	2	3	2	3	4	2	2	5	5	3	
NSC55	3	3	2	2	3	2	3	3	1	2	3	2	3	2	3	3	2	2	3	1	2	3	3	
NSC56	3	2	3	3	3	3	3	4	3	3	3	3	3	3	3	2	2	3	3	5	2	4	5	
NSC57	4	3	3	2	4	4	3	3	4	4	4	3	3	2	2	3	2	3	3	3	3	3	3	
NSC58	1	2	2	1	2	3	1	1	1	1	1	1	2	1	1	3	1	4	2	4	2	4	2	
NSC59	3	3	2	1	4	2	4	3	2	2	4	2	4	3	2	3	4	4	4	3	2	4	4	
NSC60	2	2	3	2	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	5	
NSC61	3	3	3	2	3	3	4	3	3	3	3	3	4	3	3	3	3	3	2	3	3	4	3	
NSC62	4	3	3	2	3	4	3	4	4	5	5	4	4	2	3	3	3	3	3	3	3	3	5	

Appendix D2: Control Group Students' Post-Mediation Ratings on Metacognitive, Affective and Social Strategies Use

St. Code	Metacognitive Strategy														Affective strategy				Social Strategy				
	I 1	I 2	I 3	I 4	I 5	I 6	I 7	I 8	I 9	I 10	I 11	I 12	I 13	I 14	I 1	I 2	I 3	I 4	I 1	I 2	I 3	I 4	I 5
NSC32	3	3	2	2	4	3	1	3	2	2	2	2	1	3	2	3	1	2	2	1	2	3	4
NSC33	4	2	2	2	3	3	3	3	2	3	1	3	4	2	2	2	1	1	2	3	3	2	2
NSC34	2	3	4	3	3	3	3	3	2	2	2	2	3	3	4	4	3	3	3	3	3	4	3
NSC35	4	4	4	4	3	4	4	4	4	3	1	3	4	3	4	3	3	4	1	3	3	1	3
NSC36	4	3	4	2	2	2	3	3	5	2	2	3	3	2	2	2	3	4	1	2	2	2	3
NSC37	3	3	4	3	3	2	3	3	4	4	2	3	3	3	4	3	3	2	4	4	3	1	3
NSC38	4	4	4	5	3	4	4	3	3	3	3	4	4	3	3	3	4	3	2	3	3	4	4
NSC39	4	4	3	2	3	4	3	4	4	3	3	2	3	2	3	3	4	2	3	4	3	2	2
NSC40	3	3	3	3	3	3	4	2	3	4	2	3	3	3	3	2	4	3	2	4	3	2	3
NSC41	3	3	2	2	3	2	4	2	3	2	2	3	3	3	3	3	3	4	3	3	3	2	2
NSC42	3	3	3	2	3	2	3	3	4	4	3	3	4	3	4	3	3	2	3	4	4	3	3
NSC43	3	3	3	3	3	3	3	2	4	2	2	4	2	2	1	4	3	2	3	3	3	3	2
NSC44	4	3	2	2	4	2	3	4	3	3	3	3	3	3	3	3	4	3	3	3	4	3	2
NSC45	4	3	4	3	3	3	4	3	3	2	2	4	3	3	4	3	2	2	2	2	3	3	3
NSC46	4	3	3	4	3	4	3	3	4	4	2	2	4	3	2	5	2	3	3	4	2	3	1
NSC47	2	4	3	3	3	2	4	2	2	3	2	3	4	3	3	3	4	1	2	3	4	4	3
NSC48	2	3	3	3	3	3	2	2	3	3	3	4	3	3	3	3	3	1	2	3	2	2	4
NSC49	3	3	2	3	3	3	2	1	3	2	2	3	2	3	3	4	3	2	3	3	2	2	4
NSC50	4	4	3	4	3	3	3	4	4	4	3	4	4	4	3	3	4	3	5	3	2	4	4
NSC51	4	4	3	3	4	3	3	3	2	2	3	3	2	3	2	2	3	3	2	2	3	4	4
NSC52	4	3	2	3	2	3	2	2	3	3	2	3	3	3	3	2	1	5	3	3	2	3	4
NSC53	2	4	4	3	2	3	3	3	2	3	3	-	3	2	2	2	3	2	3	2	2	2	3
NSC54	4	3	3	4	4	3	2	3	3	2	3	2	4	3	3	2	2	3	4	3	3	2	3
NSC55	3	4	2	3	2	3	3	3	3	4	2	3	2	2	5	3	2	3	2	1	4	3	3
NSC56	3	3	3	3	3	3	5	3	2	2	1	3	3	3	3	3	2	3	4	3	2	3	4
NSC57	4	3	3	3	3	3	2	4	4	3	4	4	4	3	3	2	2	4	3	3	2	3	3
NSC58	1	2	2	3	2	3	2	1	2	1	1	1	2	1	2	2	1	2	4	1	2	2	1
NSC59	3	4	2	3	4	3	4	3	3	3	2	3	2	2	2	2	2	2	4	3	4	3	2
NSC60	3	3	3	4	3	3	4	4	3	2	2	2	3	3	1	3	3	3	3	2	3	3	3
NSC61	3	3	3	3	3	3	3	2	2	3	2	2	3	3	2	1	2	3	3	3	3	3	3
NSC62	2	3	3	3	4	4	5	3	3	4	3	5	4	4	2	2	2	4	4	4	3	4	4

Appendix E2: Control Group Rater 1 and Rater2 Pre and Post-tests Scores

Rater- 1											Rater-2									
Stud. Code	ConteRIPrR1	ConteRelPotI	OrgTRPreR1	OrgPostR1	GraPret1	GraPostR1	WordChprR1	WordChPos1	MechaPreR1	MechapostR1	ConteRelPre2	ConteRelPo2	OrgPreR2	OrgPostR2	GraPret2	GraPostR2	WordChpre2	WordChPos2	MechPretest2	MechpostR2
NSC32	11	11.5	7.25	8.75	10.	11.5	7.5	8.25	2	3.5	11.	11	9.5	9	11.5	11.5	8.5	9	3.25	3.25
NSC33	16.75	17.25	13.75	13	13.5	13.75	10.25	13.25	4.5	3	18	17	15.5	13.5	14.5	12.5	12.5	12.5	5.00	3.00
NSC34	2	.0	1.75	.0	1.5	.0	1.5	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
NSC35	13.75	13.5	7.75	10.5	11.25	12.5	8.75	11	2.5	3	14	13.5	10.5	11	12.5	14	10.5	11	4	3
NSC36	7.75	6.75	6.75	5	5.5	5.5	7.25	5.50	.5	2	4.0	7	5	4.5	4	5	5	6.5	.25	1.50
NSC37	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.00	.0	.0	.0	.0	.0	.0
NSC38	11.25	13.25	6	4.75	10	9.25	6	6.25	1.25	1.5	10	14	6.5	6	8.5	9.25	6	5	1	1.25
NSC39	10.5	13.75	13	12	15.75	11.75	12.5	9.75	3	2	13	12.5	11.5	13.5	12.5	12	10	8.5	2.75	2
NSC40	4	6.25	4	5.25	4	5.25	3	3.25	.0	.5	3	6	4	5.5	4	5.75	4	4.5	.0	.75
NSC41	13.75	14.75	10.75	11.25	11.5	11.25	7.75	9.5	2.	1.5	13.5	14.5	12.5	12.	12.5	11	9.5	10	1.75	2
NSC42	19.25	19.25	13.	13.75	15.25	16	13	14	3.25	2.5	7	20	4	13.	4	16.5	5	14	2.25	5.00
NSC43	6.75	5.75	4.50	5	5.5	5	4.25	4	1	1	5.5	7	4	5.5	4.5	5.5	4.5	4.5	.75	1
NSC44	6.25	11	4.5	7.25	5.75	6.75	4.25	5.5	1.75	2	4	9	1	7	4	7.5	2	6.5	1.5	2
NSC45	.0	3.5	.0	2.75	.0	2.5	.0	1.75	.0	.75	.0	4	.0	3.	.0	2.5	.0	2.5	.0	1.0
NSC46	.0	4.5	.0	4	.0	1.75	.0	1.25	.0	.25	.0	3.5	.00	3	.0	2	.0	2	.0	.5
NSC47	5.5	6.25	4.75	5.5	6.25	7.5	5	5.25	1.25	2.75	6	8.5	5.5	6.5	6.	10	6.5	8.5	2.75	3
NSC48	11.5	14.75	9.50	11.25	11.75	11.75	8.5	9.25	1.75	2.75	12.5	12	11.25	10	12.5	10	9	8	2.5	3
NSC49	6.75	3.75	3.75	3.25	4.5	2.5	4	1.75	.25	.5	5	5	3.5	3.5	3	3.5	3.5	2.5	.25	1
NSC50	11.	12.75	3.75	4.5	8.75	7.75	5.25	7.25	.75	1.75	10	12	5.5	5	6.5	5.5	4	7	1	2
NSC51	7.5	5.25	7.5	4.25	4.25	4.75	2.25	5.25	.5	1.5	3.75	6	2.5	5.	2	5	2.25	6	1	2
NSC52	8	6.5	7.5	5.5	7.25	6	7.5	7	1.5	1.5	4.5	6.5	5.5	6.	4.75	5	5.25	6	2	2.5
NSC53	.5	3	.0	1.75	.0	1.5	.0	1.25	.0	.5	1	2.5	.00	2.	.0	2	.0	2	.0	.5
NSC54	6.75	10.25	7.5	10.25	6.5	8.5	5.25	7.5	1.75	1.5	5.5	12.	6.5	10.5	5	8.5	4	8	1.5	1.75
NSC55	3.5	2.75	2	2.75	2.5	3	1.75	2.25	1	.5	2	2	1.25	3	1.5	3	1.5	2	.5	.5
NSC56	13	17.5	11.25	12.25	13.75	13.75	10.75	12	3.25	2.5	13	14	9.	11.5	11.	12	8	16.0	3.25	2
NSC57	8.75	12.5	5.75	7	8	8	6.25	6.5	1	1.5	10	14	4	7.5	6	7.5	5	4	1	1
NSC58	1	1	.0	.5	1	.5	1.5	1	.0	.0	1.5	2	2	.0	.0	1.5	2	3	.0	.5
NSC59	7.75	11.25	6.25	9	8.5	8.5	6	7.25	3.25	1.5	11	12	8.5	8	7.5	7.5	7.5	6	2.5	1.5
NSC60	4.5	4.5	2.25	2.5	3.5	3.25	3	3.25	.25	2.5	6	7	4.5	4.5	4	3.5	2.5	3	1.5	.75
NSC61	8	9.5	11.75	9.5	9	9.25	7	7.5	2	1.5	10.5	10	10	10	8.5	9	8	8	2.75	2
NSC62	7.5	9	5.25	5.75	8	8	5.75	6	1.25	2.75	7.25	7.5	6.5	6.5	7.25	7.75	6.	7	2	1.75

Appendix F2: Control Group Average Test Score (Pre- and Post-mediation)

Stu code	MeanConR eSR1R2Pr	MeanOrOra SR1R2pre	MeanGram SR1R2pre	MeanWoC hSR1R2Pr	MeanofMe chascorpr	MeanConR eSR1R2Po st	MeanOrga SR1R2post	MeanGram SR1R2post	MeanWoC hSR1R2po st	MeanofMe chascorpo sR1R2
NSC32	11.00	8.38	10.75	8.00	2.63	11.25	9.88	11.5	8.63	3.38
NSC33	17.38	14.63	14.00	11.38	4.75	17.13	15.00	13.13	12.88	3
NSC34	.50	.38	.25	.25	.00	.00	.00	0	0	0
NSC35	13.88	9.13	11.88	9.63	3.25	13.50	12.00	13.25	11	3
NSC36	5.38	4.75	4.88	5.63	.38	6.88	6.00	5.25	6	1.75
NSC37	.00	.00	.00	.00	.00	.00	.00	0	0	0
NSC38	10.63	6.25	9.25	6.00	1.13	13.63	9.38	9.25	5.63	1.38
NSC39	11.75	12.25	14.13	11.25	2.88	13.13	12.25	11.88	9.13	2
NSC40	3.50	4.00	4.00	3.50	.00	6.13	5.63	5.5	3.88	0.63
NSC41	13.63	11.63	12.00	8.63	1.88	14.63	12.88	11.13	9.75	1.75
NSC42	13.13	8.50	9.63	9.00	2.75	19.63	16.88	16.25	14	3.75
NSC43	6.13	4.25	5.00	4.38	.88	6.38	6.00	5.25	4.25	1
NSC44	5.13	2.75	4.88	3.13	1.63	10.00	8.13	7.13	6	2
NSC45	.00	.00	.00	.00	.00	3.75	3.38	2.5	2.13	0.88
NSC46	.00	.00	.00	.00	.00	4.00	3.75	1.88	1.63	0.38
NSC47	5.75	5.13	6.13	5.75	2.00	7.38	7.00	8.75	6.88	2.88
NSC48	12.00	10.38	12.13	8.75	2.13	13.38	11.63	10.88	8.63	2.88
NSC49	5.88	3.63	3.75	3.75	.25	4.38	4.13	3	2.13	0.75
NSC50	10.50	4.63	7.63	4.63	.88	12.38	8.25	6.63	7.13	1.88
NSC51	4.13	3.00	2.63	2.25	.75	5.63	5.13	4.88	5.63	1.75
NSC52	5.75	6.00	6.00	5.88	1.75	6.50	6.00	5.5	6.5	2
NSC53	.75	.00	.00	.00	.00	2.75	2.13	1.75	1.63	0.5
NSC54	6.13	7.00	5.75	4.63	1.63	11.13	11.13	8.5	7.75	1.63
NSC55	2.75	1.63	2.00	1.63	.75	2.38	2.38	3	2.13	0.5
NSC56	13.00	10.13	12.38	9.38	3.25	15.75	13.13	12.88	14	2.25
NSC57	9.38	4.88	7.00	5.63	1.00	13.25	10.50	7.75	5.25	1.25
NSC58	1.25	1.00	.50	1.75	.00	1.50	1.25	1	2	0.25
NSC59	9.38	7.38	8.00	6.75	2.88	11.63	10.50	8	6.63	1.5
NSC60	5.25	3.38	3.75	2.75	.88	5.75	4.75	3.38	3.13	1.63
NSC61	9.25	10.88	8.75	7.50	2.38	9.75	9.75	9.13	7.75	1.75
NSC62	7.38	5.88	7.63	5.88	1.63	8.25	6.63	7.88	6.5	2.25
Mean	7.11	5.54	6.28	5.09	1.43	8.77	7.59	6.99	6.08	1.63

Appendix G2. Students' Interview Transcriptions (Sample)

The Experimental Group Pre-Mediation Interview Transcription

Respondent: 1, Code: NST20Pre, Recording: 20220618_151926

Inter: I want to thank you in advance for agreeing to come here and conduct this interview with me. This interview's major goal is to learn more about how teacher mediation affects

university students' writing performance, self-efficacy, and usage of strategies. Therefore, I need you to share with me your prior knowledge of learning how to write essays and paragraphs. Only I will be granted access to the data. You refer to a teacher who taught you 9,10,11,12 grades. How teachers were teaching you by preparing the lesson intentionally and creating interaction with you? How had you been learning writing when you were in high school?

NST20Pre: The teaching and learning process was more or less good. But regarding my writing skills, it was not good. That means ee... we rarely learned essays and paragraphs as assignments and homework. They did not teach us deep writing skills so that we could develop effective writing skills that an individual needs to get.

Inter: Would you mention what the teachers' intentional preparation of the writing activities and creating interaction with you looks like?

NST20Pre: Okay, it was not much. But concerning writing skills this intentional preparation and creating interaction was not realized by the teachers. That means they mainly focused on helping 10th and 12th-grade students to pass entrance exams. They did activities on worksheets, grammatical issues, vocabulary and others. So there was no effort in paragraph and essay writing.

Inter: Mediation for meaning. Did they tell you the meaning of the writing activities?

NST20Pre: They did not focus on telling the meaning of writing tasks.

Inter: Mediation for transcendence: could you explain to me about the teachers' attempts to show you that the paragraph and essay writing activities you did in the classroom benefit you in other places and times?

NST20Pre: Yes, there was to some extent. Yes, there was to some extent. However, it was not much. They told us to some extent ...about the advantages of writing when we join university it will be very vital. The addressing of its transcendence was not to the level of its advantages. So it was not sufficient.

Inter: What can you say about the teachers' attempt to make you competent enough?

NST20Pre: In this respect, the teacher's support to make us competent with other students was not sufficient. Not much or not satisfactory.

Inter: Mediation for self-regulation. Would you explain about the teachers supporting you to have skills of self-directing your writing skills?

NST20Pre: Most of the time the titles and activities were designed and provided to us by the teachers. We did not use it by creating by ourselves. Even though they gave us titles to write paragraphs or essays, we usually took information from the internet and other sources. So we didn't generate and use ideas from our minds.

Inter: What about sharing with others in groups, pairs or other ways what you have written? Or exchanging with each other what you have written.

NST20Pre: Sometimes there were group discussions. But sharing what we have written was rarely done.

Inter: Mediation for individual and psychological differentiation: what would you say about your teachers' efforts in addressing individuals according to their psychological differentiation?

NST20Pre: Here also the teachers' effort was not adequate. The writing lesson the teachers designed and presented was not inclusive.

Inter: Mediation for goal setting and goal achieving. This is about planning and it extends from starting and stretches to finish. So how do you describe your teachers' assistance in doing so?

NST20Pre: As for me I haven't seen it yet. I don't know perhaps the education system might be low in our locality. I didn't get such kinds of support from my teachers. They mainly focused on the 12th and 10th-grade exams.

Inter: Mediation for challenge. Did they provide you with challenging topics to write about so that you practice challenging activities?

NST20Pre: Occasionally. They did this sometimes. Most students did not write on their own, but they copied from the internet. Copied and pasted from the internet. They did not notice that students copied from the internet.

Inter: Mediation for human beings as changing entities. How do you think your teachers belief human beings as changing entities?

NST20Pre: Yes, very much some teachers think some students are not able to be changed.

Inter: Mediation for bringing about the students' optimistic view of writing skills.

NST20Pre: Yes, as teachers even though there was a difference from one teacher to the other, there were teachers who had stronghold pessimistic outlooks.

Inter: How did your teacher help you to develop an optimistic outlook?

NST20Pre: There were not many attempts to help us bring changes from pessimistic to optimistic

Inter: Mediation for belongingness. Would you describe your teachers' efforts?

NST20Pre: The objective was to involve all students and create belongingness. However, only a few students had been involved and developed a sense of belongingness. The teachers also focused on a limited number of students.

Inter: Do you mean that students in the class feel belongingness about the writing activities?

NST20Pre: No, they didn't feel belongingness.

Inter: Memory strategy. Did your teacher support you in using memory strategies?

NST20Pre: Yes, they did to some extent. Might be, for example, by repeating what we have learned yesterday for today.

Inter: The other is cognitive strategies. Expanding what they know, extending their thinking horizon.

NST20Pre: He presented this strategy to some extent. That means using new words in different ways.

Inter: What was the teachers' effort to support you in using learning writing strategies?

NST20Pre: I didn't see the techniques of using compensation strategies while I was in high school and preparatory. It was not usual there.

Inter: Would you tell me about metacognitive strategies activities that your teacher showed you to enhance your writing skills?

NST20Pre: There were no such kinds of strategy instruction. There might be some strategies the teachers showed us. But they were not such enough. We were given an assignment and required to write. There were no detailed explanations of metacognitive strategies. There were no discussions on the metacognitive strategies used.

Inter: The other is social strategy. It is about sharing ideas with others and giving to others. Would you explain your teachers' attempts to do so?

NST20Pre: There was also not much attempt to emphasize the uses of social strategies. We wrote paragraphs or essays as we were to do so and finally, we submitted it to the teachers. So there was no sharing of ideas.

Inter: What do you feel if you are required to write an essay and a paragraph?

NST20Pre: Ee... since I like the English language I feel happy. I want to attempt. Even though it is challenging.

Inter: What do you feel when you first see the paragraph and essay writing task?

NST20Pre: I have normal feelings. It doesn't terrify me.

Inter: What about making an association with the results you would get?

NST20Pre: I fell a little bit nervous. But it is not an exaggerated or terrified feeling.

Inter: Can you explain to me the extent to which you have self-efficacy belief in writing paragraphs and essays?

NST20Pre: If I rate out of 10 I am confident 5 or 6 level.

Inter: What do you think that the source of your self-efficacy belief for the level of self-efficacy belief you already mentioned?

NST20Pre: As to me it is because I have special attention or interest in the English language. I think the English language is simple.

Inter: Would you describe the contribution of your mastery experience to the current level of your self-efficacy belief level?

NST20Pre: Even though it is not much, it helped me to develop my self-efficacy belief. The essay and paragraph writing tasks that were given sometimes helped me. I also write essays taking the initiative. This also helped me a lot.

Inter: What about the support of looking from others' work/ vicarious experience to your self-efficacy development?

NST20Pre: Here there was no competitive environment.

Inter: What about social persuasion or getting appreciation or criticism forwarded for your writing works?

NST20Pre: It is fifty-fifty. Some appreciated me while others didn't care about my writing.

Inter: Which is greater?

NST20Pre: I think those who appreciate me outweigh those who criticize.

Inter: To what extent does your psychological state of mind enhance or debilities your self-efficacy belief?

NST20Pre: This supports me greatly because most things are in our minds.

Inter: Would you explain the conditions when irrelevant content is mixed into your writing (paragraph and essay)?

NST20Pre: Yes, I write irrelevant content to some extent.

Inter: To solve this problem what kinds of support your teachers provided you?

NST20Pre: There were no support and comments. It was only submitting the tasks without getting support.

Inter: The other is organization. Do you face difficulty in organizing paragraphs or essays?

NST20Pre: Yes, to some extent. When I encountered difficult words or topics. When I fail to describe ideas. I face challenges during those times.

Inter: How was the teachers' approach in supporting these problems?

NST20Pre: It was little.

Inter: Describe your word usage. Do you think words flow as you need when you write paragraphs or essays?

NST20Pre: No, there were limitations. Words flow to some extent. That means it is difficult to find words for certain topics. It is difficult at our level.

Inter: What do you think are the contributions of teachers in helping you to solve the problem?

NST20Pre: If we asked them in person, they would help us other than in class. But there is no support at all to improve our word usage.

Inter: Another issue related to performance is grammar usage.

NST20Pre: Yes, sometimes I face difficulty to describe. So perhaps I made mistakes. We normally learn grammar not related or contextualized with writing tasks. They don't tell us to focus on how to use grammar in our writing.

Inter: The other is mechanics which includes punctuation and capitalization. How do you mention the teachers' help in this respect?

NST20Pre: Punctuation was not focused. Here also they didn't give much attention to these contents. Even we found lessons on it very rarely. There was no other than this.

Inter: Thank you very much

NST20Pre: No problem.

Experimental Group Post-Mediation Interview Transcription

Respondent 1

Code: NST20POS, Recording: 20220806_161913

Inter: This study aims to investigate the impact of teacher mediation on first-year university students' essay and paragraph writing skills, self-efficacy beliefs, and learning writing skills strategy use. The focus is on the teacher's support for these skills, with a focus on reciprocity and intentionality. The first question seeks to understand how the teachers used intentionality and reciprocity in teaching the writing lesson effectively.

NST20POS: He prepares and teaches us in a very good way. He also arranges groups to discuss certain points. He brings up writing issues from different sources. So I think he prepares what he teaches intentionally. He thinks well and intentionally before he comes to class.

Inter: Mediation for the meaning of the writing activity. Explain how he created writing meanings of writing activities so that you understand.

NST20POS: It is good. Even though it varies according to the student's level of understanding, he played the roles expected of him.

Inter: Mediation for transcendence. Explain to you how to create your understanding of the knowledge transcendence from now to other times and places.

NST20POS: Yes, there is to some extent. His main focus was only on the lesson he delivered. His focus on its benefits is not much. There were efforts he made to show us its uses in other times and places.

Inter: Now we will move to another mediation issue. It is about mediation to be competent. Would you explain the teacher's mediation to be competent in writing skills?

NST20POS: He is very good in this respect. He treats every student by calling names and inviting them to participate.

Inter: Mediation for self-regulation. This means having the ability to write paragraphs and essays independently.

NST20POS: Yes, there was such kind of mediation he gave us writing topics and invited us to write. But we had a time shortage to do it more.

Inter: Mediation for sharing behaviour. Sharing information about your writing from different knowledgeable individuals (friends, teachers, and family members)

NST20POS: Yes, there were many activities and the teacher's attempts to share information from different sources. For example, he arranged for us to sit in groups and give us writing activities that were done by group members' participation and share the ideas

we had on the point given to be discussed. He also helps us in exchanging ideas with other groups as well. So in this respect what he has done was a very good job.

Inter: Did he invite you to ask something not clear?

NST20POS: Yes, he did.

Inter: Did he allow you to ask for information from other friends?

NST20POS: Yes, he did so. He required us to go to other groups share information and cross-check among and between groups.

Inter: The other is mediation for individual and psychological differentiation. Would you explain how your teacher treats students according to their psychological and individual differences?

NST20POS: Okay, yes, all students are different. I think he approached it in a good way. It is difficult for the teacher to understand and address all students. But he tried as much as possible.

Inter: Mediation for goal-seeking and goal-achieving. How do you explain the teacher's mediation acts in terms of helping you to set your paragraph and essay writing goals and achieve the goal you already set?

NST20POS: Yes, it was very good. He helped us with writing skills goal setting and achieving.

Inter: Had he told you the goal at the beginning of the class?

NST20POS: Yes, to some extent even if it was not much.

Inter: What about at the end of the class? Do you think that you achieved the goal you set at the beginning of the class?

NST20POS: Yes, I think.

Inter: How do you explain mediation for a challenge?

NST20POS: Yes, in this respect he helped us more. He teaches us by asking each student to call names. He provoked each student to do the writing task. In addition to that his approach is simple. This opened the way that students approached him easily. So he is better.

Inter: Have you ever faced a challenging title?

NST20POS: No, I haven't.

Inter: Can you write in any title adequately?

NST20POS: No I can't. Some issues presented in class become difficult. I tried as much as possible.

Inter: Mediation for awareness of human beings as a changing entity. What can you say about the teacher's treatment of all students as changing entities? Does he have views/sentiments they can change?

NST20POS: Yes, he believes that students can be changed if they get appropriate instruction. Even he doesn't focus on high achievers. Instead, he concentrates on low achievers. He wants to do more with low achievers. Even when he forms groups he doesn't have students who perform well. But he mixes with low achievers so that best performer students help them. So in this respect, he is very good.

Inter: The other is mediation for optimistic behaviour. What were practical activities that helped you to develop an optimistic view about your paragraph and essay writings?

NST20POS: I don't know. I haven't seen it.

Inter: Mediation for belongingness.

NST20POS: He is very good in this respect. He helped us to do activities that belonged to us. He gave us awareness in this respect.

Inter: Next we are going to talk about learning writing strategies. How do you explain your teachers' support to enhance your memory strategy use when you write paragraphs and essays?

NST20POS: He explained to us to some extent by giving titles. He gave us, for example, to write about social media. We wrote by memorizing what we have already known. So there were attempts to support us by using memory strategies in this way.

Inter: There are also cognitive strategies. Would you tell me about how your teacher assists you in developing your cognitive strategies when you compose paragraphs and essays? For example, concentration is one of the cognitive strategies used in writing.

NST20POS: Yes, he assisted us in a good manner. He gave us time to focus on something we wrote. He gave us adequate time.

Inter: The other type of strategy used is metacognitive- focus on planning your writing. Please, describe the support you get from your teacher about the strategies used.

NST20POS: Yes, he has shown us each of the steps we need to proceed to produce a paragraph and an essay. He has shown us the ways to select a topic and collect ideas. He has shown us all the preparation steps we go when we plan to write.

Inter: The next one is social strategy use. Explain to me how your teacher enhances the social strategy used in developing your writing skills.

NST20POS: Yes, there were social strategies used that enhanced activities run by the teachers.

Inter: Do you ask for information from others?

NST20POS: Yes, I ask.

Inter: Who do you ask?

NST20POS: I ask students, the teacher himself, I ask all the people.

Inter: Are there activities that require you to share ideas with others?

NST20POS: Actually, they are not activities but normal questions.

Inter: Now you will explain to me about the teacher's support of managing your affective /feelings. What do you feel if you are given paragraph and essay writing tasks?

NST20POS: I feel a little bit excited and a little bit nervous. But I think it is good for me.

Inter: How did your teacher try to minimize the nervousness you face when you write?

NST20POS: It is because we feel that we have gaps in terms of composing essays and paragraphs. It will be minimized or declined as we have more knowledge about them. And the teacher helped to some extent with composing essays and paragraphs to get a better understanding. I improved now more than before.

Inter: Next, we move to the self-efficacy belief level. It is about the extent to which you are confident in your ability to write essays and paragraphs. What were the teachers' supporting tasks that helped your enhancement of self-efficacy belief?

NST20POS: It was very good. His support helped to improve what we had before.

Inter: Were there things you added to increase your level of self-efficacy belief?

NST20POS: Yes.

Inter: For example, what did you lack before and get now?

NST20POS: For example, formerly I didn't know the difference between an essay and a paragraph. We hadn't learned when we were in grades 11 and 12. It is when I came

here I knew better about it than before. So the teacher I found here helped me to be more confident.

Inter: Have you seen a well-written paragraph and essay after you came here?

NST20POS: Yes, I have seen when we share each other works.

Inter: What did you understand when you compare yours and others?

NST20POS: It is difficult to do that. But we are nearly similar.

Inter: Do you think that observing these works adds or declines your self-efficacy belief?

NST20POS: No, decline.

Inter: Has it contributed to your self-efficacy belief?

NST20POS: Yes, it contributes to my self-efficacy belief enhancement.

Inter: Social persuasion. Tell me about the social persuasion that positively or negatively affects your self-efficacy belief.

NST20POS: No, nobody said good or bad. I didn't show it to people.

Inter: The other question is, what is the negative and positive contribution of physiological mood (being anxious, terrified, frightened or being happy, feeling free) to the development or decline of your self-efficacy belief?

NST20POS: To me, there is no difference between the two. That means I won't be nervous that much.

Inter: In the next part, I will ask you about writing skills performance with its respective constructs. What do you think about writing content relevance? Did you face problems with some irrelevant content intermingled with your paragraphs and essays?

NST20POS: Now I am better than at the beginning of this course. This is because the teacher supported us in categorizing similar ideas together.

Inter: The other performance indicator is text organization. What do you say about your former and the present text or idea organization skills?

NST20POS: Now I am good at organizing paragraphs and essays. I think I improved from the former.

Inter: In which aspects for, example?

NST20POS: For example, I formerly struggled with the introduction part. I have problems with how to write an introduction. It became clear how to write it. Similarly, I

acquired knowledge about writing the body part of essays or paragraphs. My level of understanding has improved.

Inter: What about word usage? When you start writing do you think that words flow easily?

NST20POS: Yes, now I can write what I want to write than before. So I do not struggle much in searching for words when I write now.

Inter: Grammar usage. The use of grammar differs from text to text.

NST20POS: It was very nice. I think we improved our grammar usage.

Inter: The last is mechanics usage. How do you describe your improvements in using mechanics? Particularly, punctuation marks and capitalization.

NST20POS: We didn't focus much on punctuation.

Inter: Finally, what would you suggest the teacher needs to do so that students have effective paragraph and essay writing skills?

NST20POS: The approach he used was good. I think he needs to keep it up. I also recommend focusing more on punctuation marks and capitalization.

Inter: Thank you

NST20POS: Okay

The control group's pre-mediation interview transcription

Respondent: 1, Code: NSC33Pre, Recording: 20220617_131602

Inter: I want to thank you in advance for agreeing to come here and conduct this interview with me. This interview's major goal is to learn more about how teachers support university students' writing performance, self-efficacy, and usage of strategies. Therefore, I need you to share with me your prior knowledge of learning how to write essays and paragraphs. Only I will be granted access to the data. You refer to teachers who taught you in grades 9, 10, 11, and 12. Explain to me how the teachers were teaching you the writing skills. How had you been learning writing when you were in high school?

NSC33Pre: Okay. Thank you. First, we learned writing skills when we were in high school. First, with the help of the teacher. Second, they were practical. The teacher helped us more to participate in doing things. Particularly, we were required to write a paragraph. Since we were to take the entrance exam and since paragraphs have different types we studied them. Again he provided us with worksheets, homework, and assignments. We have been enhancing through these ways. If we see the practical one in paragraph and

essay writing, the teachers told us information or things that explain paragraphs and he taught that advantages to students and he brought from different sources. He has been telling us one by one. I think that this also helped us in working on exams. Specifically, when we learned through plasma that shows the types of paragraphs. Again he told us by using different ways such as testing.

Inter: What were the activities that you learned in the classroom to enhance your writing skills more?

NSC33Pre: What the teachers first did in the classroom was to give activities or questions in the form of classwork that were found in the text. If the instruction allows us, we write paragraphs. Again he saw paragraphs and their respective types from what we have written. Again he required/asked us to write different paragraph types. Furthermore, he explained to us the paragraph types in the language. At this time we had more understanding, and using the language helped us. In addition to that, we wrote these paragraphs by using the teacher-student interactions found in the classroom and arranged them in different ways and writing so that it helps for our future time. Because he knew it would help us. He helped us to develop experience.

Teacher: Have you practically written a paragraph or essay?

NSC33Pre: Yes, I have written.

Inter: How often did you write?

NSC33Pre: When I was in grades 9-12 I wrote many times. Since the question is in text. Even if I do not remember the number, I wrote much.

Inter: When they taught you writing what kinds of strategies did they use?

NSC33Pre: One of the strategies he used to teach us was before we write he showed us by writing himself. That helped me to enhance my writing. Especially, if there were words in the textbook or if there were instructions that required us to write. Particularly, they taught us to use digital materials like computers. In that way, for example, plasma information is drawn from different sources that talk about paragraphs, like video.

Inter: How did your teacher help you in using learning writing strategies, for instance, memory strategy?

NSC33Pre: I doubt it in this respect. We tried to use memory strategies by ourselves. The teacher only showed us the main points from paragraph-type issues so that we could remember them. The teachers did not help us much in this respect.

Inter: What were the focuses of the teacher when he taught you writing?

NSC33Pre: When he taught us paragraphs he first focused on the types, secondly, they showed us the type of a given paragraph and how to identify its type by looking at it and using words in the paragraph. In addition to that, we simply orally analysed a given paragraph.

Inter: I mean did they show you the elements that paragraph writing entails? Meaning what paragraph is?

NSC33Pre: Topic sentence... like that, he told us the way to identify a topic sentence before writing. I remembered that any paragraph has a concluding sentence. The topic can be further written into sentences.

Inter: Was there something your teacher gave you about cognitive strategies?

NSC33Pre: No, he did not. I did not remember it.

Inter: How did your teacher show compensation strategy? For example, it is about guessing the meaning of words by giving approximate meaning in the place of unknown words.

NSC33Pre: If it is that they did not tell us that. But we try by ourselves. For example, when we faced writing in an exam we tried to use compensation. There was nothing the teacher showed us about compensation strategies.

Inter: What about metacognitive learning writing strategies? They may not say this word. Did they tell you where to start and finish a paragraph or essay? What did the teacher look like in showing planning exactly, showing each step of writing a paragraph and essay?

NSC33Pre: In this respect, in terms of the teachers keeping steps in planning. If a teacher gave an activity to a student to write a paragraph, he wrote in his own way. The teachers would see it later on. When a student wrote in his method, he wrote would differently. Students differ in terms of the knowledge they have. If I started from my own experience, I tried to put the steps in order. But I tried not only what the teacher said but also to add paragraph writing types that I got from books. I tried to use the steps in that order at any time. I write in this way. But he doesn't tell us each step.

Inter: The other is social strategies for learning writing. It is about working with the teacher, and students, showing your work together and looking at others' work, in the way of giving and taking feedback from others. Did the teachers attempt, or were there such kinds of interactions? How were they teaching in this way?

NSC33Pre: In terms of teaching in this way, there were activities given to be done in group work. There were group works on paragraph writing. But for students, for example, when I write a paragraph and present it, a student may or may not ask questions. Or there might be something I need to explain to the teacher and the students. Unless otherwise, students do not ask one another. But some words require help from me.

Inter: Did the teacher organize this?

NSC33Pre: Yes, the teacher gives us in groups.

Inter: Did he check that you are exchanging?

NSC33Pre: Yes.

Inter: You need to think of teachers there.

NSC33Pre: Yes, of course.

Inter: You need to think of teachers who taught you 9,10,11,12 grades.

Inter: Do you think that all teachers did these

Respondent: No, it differs from teacher to teacher.

Inter: How many teachers did so? Which teachers and in which grade level helped you more?

NSC33Pre: Particularly, teachers who taught us in grades 11 and 12.

Inter: Particularly, which grade level teacher?

NSC1Pr: Grade12.

Inter: What do you feel when you are required to write a paragraph or essay?

NSC33Pre: Paragraph writing, if a topic is given or I create a topic...paragraph writing in itself is an anxious task. It makes me terrified. But once I get the idea or prepare a topic, paragraph writing is a terrible act by itself. But once I get a topic sentence, I may not be terrible and continue to write feeling happy. And I got terrible at first/beginning until I started a topic sentence-designing a topic sentence. The terrible/feeling of anxiety is in writing a topic sentence and identifying the type of paragraph.

Inter: Do you reward yourself after you write?

NSC33Pre: Reward... yes, I rewarded myself.

Inter: Do you think about pass-fail?

NSC33Pre: Yes, I felt terrible

Inter: What do you think about your self-efficacy belief about writing a paragraph or essay?

NSC33Pre: About 80%

Inter: What gives you such kinds of self-efficacy belief?

NSC33Pre: It is my background—first the teachers who taught me before. Second, my effort to write paragraphs and essays was what made me have good self-efficacy beliefs. The experience I brought from high school.

Inter: What do other people say about your writing skills?

NSC33Pre: Some of my friends like what I write and need to write in the same way. Some friends have negative thinking and criticize the paragraph I wrote. Or they criticize that this paragraph doesn't go with what is given.

Inter: What are the effects of their criticism on your writing?

NSC33Pre: It makes me sad. Because criticizing one task is not comfortable. The reaction they give might be my gaps. I thought that I had gaps and thought about these gaps. I try to fill that gap. It has no impact on my job since I decided what I think well.

Inter: Have you seen others' performances?

NSC33Pre: Yes, I have seen many students and my friends' performances. When I see theirs, first some students work well. Secondly, there are some students' works that do not have a topic or concluding sentence. I know that most of my friends face challenges in writing paragraphs.

Inter: Did you develop your self-efficacy belief by looking at/observing their writing skills performance?

NSC33Pre: Perhaps, what increases my self-efficacy belief from their performance is the teachers' appreciation. This gives me confidence. That increases my self-efficacy belief. What feeling negative is my friends' failure to write?

Inter: What do feel when you get social appreciation or criticism from family or friends about your writing? Does your work well done or poorly done have a positive or negative effect?

NSC33Pre: My family, perhaps my handwriting looks good and supports me. And they said keep it up. The same is to my friends. This might be because of my handwriting, or my writing performance. Of course, the majority support me. They support me.

Inter: Psychological. For example, if the title is not inviting is there a feeling of terribleness or anxiety?

NSC33Pre: Yes. It is obligatory.

Inter: What kind of title makes you terrible or anxious?

NSC33Pre: No, there weren't such kinds of attempts, to talk about the environment or if they are difficult for me and there might be difficult to define words. If they are difficult to define. When there are difficult words. When I face such kinds of titles, it makes me very much anxious or terrible. And I get terrible when I face these kinds of titles. But if the topics are easy, it doesn't have problems. But if I face difficult titles, I feel terrible. If I am asked to write about these difficult titles and terms, I feel very terrible.

Inter: So do you mean that this has an effect on your writing self-efficacy belief?

NSC33Pre: Yes, it has effects.

Inter: What kinds of effects do you think it has?

NSC33Pre: The effect is ...first of all, it challenges/affects my effective paragraph writing in keeping its arrangement. Second, it hinders my expression of the paragraph in the way I would like to describe it. It becomes an obstacle to write sentences in the way I would like to and write the sentences in the way I prefer to write. I am also unable to use words appropriately by arranging them systematically. It affects the acceptance of my writing by others.

Inter: Now we are going to proceed to performance-related issues. When you write a paragraph or essay do you think that you unknowingly mix irrelevant ideas into your paragraph and essay writing?

NSC33Pre: Yes, of course, there were irrelevant ideas that came to my writing when I attempted to develop paragraphs and essays. There were irrelevant points intermingled in my writings.

Inter: How do you describe organizing content skills in your writing?

NSC33Pre: In terms of keeping the structure of the message, first I become confused. The message structure of the paragraph confuses me. There was something that confused

me. Perhaps I don't know it might be the education level I am. It confuses me. I usually can't keep the order of the paragraph's ideas. It confused me. Some points confused me, inter in the irrelevant place in my writing. In some conditions, ideas that need to come at the end of the paragraph come at the middle. This comment is given by my teachers. I can't keep the order of the structure of the paragraph up to the end of the paragraph. If I rate my self-efficacy belief in this respect, I will be at only 20%.

Inter: How are you in using transitional words helpful to organize ideas?

NSC33Pre: When I write a paragraph I effectively use transitional words in sentences because they need to be connected.

Inter: Do you use all transitional words?

NSC33Pre: Even though I don't use all I use I prefer to use them one by one.

Inter: How do you describe your appropriate word usage?

NSC33Pre: Regarding word usage, I usually use simple words. First, I use these simple words in a way I can understand their meaning and I can explain what wrote to others. I may use simple words but I may not keep their order. I may not keep the arrangement or rules of the words. Sometimes they jumbled. Or there might be tenses that are incorrectly placed. I simply use words in a way that I can understand easily and others can understand easily.

Inter: What do you think about your usage of appropriate words in your title?

NSC33Pre: I see this according to the paragraph and essay type. It depends on the topic of the paragraph and essay.

Inter: Can you generate appropriate words as you need in your writing?

NSC33Pre: This is difficult for me. Generating appropriate words when I need them is very terrible. Words can't come easily. But if I am writing about things I know well, I can generate appropriate words for the topic.

Inter: If so, what are the problems that hinder your ability to generate appropriate word usage for a given topic?

NSC33Pre: I think... the problem is that formerly teachers didn't teach us appropriate word usage in paragraph and essay writing in detail. The teachers were teaching us using words we already knew.

Inter: How do you explain the teachers' support for writing relevant content?

NSC33Pre: It is up to the level of teaching of our teachers. But sometimes since we are students we write irrelevant content in our writing.

Inter: How do you describe your teachers' help adequacy in organizing ideas?

NSC33Pre: I don't think that it is exactly enough. It only might help us to understand and be confident in the way to write paragraphs and essays. But they didn't help us with where to start and finish a paragraph and essay.

NSC33Pre: Are there developments?

Inter: I started writing when I was in grade 9.

NSC33Pre: No, as the teaching skills of teachers' progress my skill also progressed in the same way. The skills I have now and the skills I had when I was in grade 9 were not the same. There were changes in terms of contents. For example, when we were promoted from grade 9 to 10 there were contents about paragraph writing. In grade 10 there might be how to write a paragraph and how to organize it. In the lower grades, they simply teach about the meaning. In the upper grade, they taught us what is in detail in each type, how to write, and what kinds of words we use, how to organize paragraphs.

Inter: How are you in terms of grammar usage? How is your teacher in terms of helping you use grammar in your writing?

NSC33Pre: I am in the middle position regarding grammar usage. I am in the fifty-fifty position. But the teacher corrects me if I make errors. The teacher helped me in the cases of I made errors in word usage and grammar. Again it differs from class to class. For example, when we were promoted to grades 11 and 12 the teacher we got in grade 11 taught us how to write particularly, about tenses and how to arrange our writing. They adequately showed us how to arrange our writing.

Inter: So if they taught you adequately why do you think your grammar skills become fifty-fifty?

NSC33Pre: I want to say my grammar usage level.

Inter: I want to ask whether it was sufficient or not since you are saying that your current usage is fifty-fifty.

NSC33Pre: He was not helping us use his maximum potential. But I am at a medium level.

Inter: The other question is about mechanics, particularly, punctuation marks and capitalization. What is your current level of usage in paragraph and essay writing?

NSC33Pre: In my view, now I am at a good level. Even though I faced difficulty in this respect, I managed to use it for I learned it from the very beginning. And the teachers taught us from the lower. They do not compromise about it. So I am at a good level of using it.

Inter: From the teachers' point of view do you think that their support is sufficient?

NSC33Pre: I don't think that it is sufficient. They helped us to some extent in using the mechanics. But it is not sufficient.

Inter: What do you think about your level of understanding of mechanics usage in highly sophisticated writings?

NSC33Pre: I do not reach this level of understanding of mechanics

Control group post-test interview transcription

Respondent 1, Code: NSC33POS, Recording: 20220806_122440

Inter: This research aims to collect data on the impact of teacher support on first-year university students' writing skills performance, self-efficacy belief, and strategy use. The focus is on paragraph and essay writing skills, with the data used for research purposes only. How the teacher did present the writing lessons?

NSC33POS: Okay. First of all, I would like to thank you very much. The teacher I found here comes here by preparing himself. Most of the time he focused on the grammar part. And he had gaps in focusing on teaching writing skills like essays and paragraphs. Now we mostly focused on the grammar part and there are there such as passive and active voices. Regarding writing, he attached us worksheet. But we had less practice time in the classroom. He told us that there are some written works for your teaching works. Other than this the teacher did not intentionally teach us writing taking his initiation. We did not do writing activities prepared by the teacher's interest like for the exam. So his teaching lacked these issues.

Inter: Since writing is difficult, does he bring different activities and help you to write in group work, pair works, and the like outside the school?

NSC33POS: He did less in this respect. If we look at it in terms of practising writing skills, it is very low. It can be said we haven't learnt it as compared to others. As I mentioned

earlier most of our work focuses on grammar. We have not introduced ever writing skills. We have done some writing activities just meant for an attempt. Except this, we have not widely engaged in other types of writing activities.

Inter: Can you tell me about his efforts to explain the meanings of the writing tasks so that you can do them by having adequate understanding?

NSC33POS: Yes, of course, he tried to tell us the meaning. However, students have gaps in engaging in practice. Students did not practice well. We only know the theory. So far we have done one for your research purpose. Other than this we have not done each in detail. It is also less in this respect.

Inter: How do you describe your teacher concerning explaining to you the use of learning paragraphs and essay writing from one classroom to another times and places?

NSC33POS: In this regard also it depends in terms of students' level of understanding/acquisition. Of course, he told us the advantages. But the students' realization and putting it to practice differs. Some are careless and say it doesn't concern us. But others needed to know. But the teacher told us what he needed to tell us. I support him in this respect. However, there is a limitation in students' side level of understanding.

Inter: How do you describe the teachers' help in supporting you in developing self-regulating behaviour?

NSC33POS: Of course, this can be checked if students are engaged in writing. The teacher can see the extent to which students advance or lag. He tried to push us forward. However, the way students put it into practice differs. In this respect, students lagged. Students are not doing as they expected from them.

Inter: What were the teachers' supports to enhance your sharing behaviours? That means sharing information with friends and other students, teachers and other knowledgeable individuals in sharing in group work, in pair work. In addition to that, designing activities helpful for sharing ideas.

NSC33POS: I would like to mention that in this respect our teacher is good/did well. He usually does these kinds of things. But the main gap here on the teachers' side is checking what students did. He did not check students' work or give feedback. But he

was giving us group work daily. However, he was not in a position to evaluate and check students' work.

Inter: Students' individual and psychological differentiation: What does he look like in treating students' according to their behaviour? This entails addressing each student.

NSC33POS: In this respect, the teachers' attempt to address students' individual and psychological differentiation was less. He only saw the works of students sitting in the front seat and he assumed do well. He didn't consider students who sit behind and are less achievers. There were fewer efforts on the teacher's side in this respect. I don't know why. It might be due to a shortage of time.

Inter: How do you explain your teachers' support to set a writing goal and achieve the goal? Where to start and finish a paragraph and essay? Showing each process of writing.

NSC33POS: He taught us this in detail. Especially, where to start a paragraph and essay and finish. He taught us coherence, unity... But what was left was making practices. Engaging students to practice the writing activities.

Inter: Would you explain how the teacher helped you to overcome challenging writing activities?

NSC33POS: We didn't face such kinds of situations. The teacher did not give us such kinds of challenging tasks. In this respect, his support is less or it can be said zero. He usually gives us what we know well. So far we haven't faced unknown topics.

Inter: How do you describe the teachers supporting students by holding the belief of human being as changing entity situation or does he follows only high achievers and ignore the struggling students?

NSC33POS: In this respect, our English teacher does the opposite. Even he supported not the high achievers, but rather the low achievers. In our class, some students didn't want to do the writing tasks. When he teaches, he faced, he faces such kinds of students.

Inter: Would you mind telling me about the teacher's support in developing an optimistic view of writing skills?

NSC33POS: Nothing he did concerning this. Even if the teacher wanted to do so, the conduct students might not allow him for students' behaviour is not good. Students were careless. He is teaching us by saying yes, there are changes here. However, the students' views and levels of acquisition are different. So students did not change their

pessimistic views, even though the teacher attempts a lot. He also did not follow a different way to change their pessimistic outlook. He runs the usual ways. Business as usual.

Inter: How do you describe the teacher's support to make sense of belongingness?

NSC33POS: The teacher is good concerning this. For example, he gave us worksheets and helped us to do them in groups. He pushed students to feel and accept the activities belonging to them. But still, the problem is with students.

Inter: How do you describe your teacher in supporting you in using memory strategy?

NSC33POS: The teacher did not support us much in this respect. It is we who try to remember what we know already and use it in our writing. He did not focus on advising on using memory strategy when we write. There was no support in this respect. Perhaps it is a student who attempted to use memory strategy. Even if the students try to write, it is the students who use the strategies.

Inter: Supporting the use of cognitive strategies.

NSC33POS: In this respect, the teacher tries to teach us in practice. He teaches us in the way of description. He is doing what he has to do. He supports us in this.

Inter: His effort in helping you in using compensation strategies.

NSC33POS: We didn't get any support with this strategy.

Inter: Metacognitive strategies related to planning writing. How do you explain your teacher's support?

NSC33POS: Concerning this both the teacher's support and student acquisition were lesser. The teacher's support was little. He tried some points. He supported us to some extent but it was not orderly and systematic. There were problems on both the teacher's and the student's sides.

Inter: The other is what we call social strategy. It is about learning from others. Understanding from others and you ask and learn from others. Taking information from others and giving it to others. It might be from students, family or other knowledgeable individuals. Can you explain to me what the teacher has shown you?

NSC33POS: I can say here that the teacher has great support in this respect. Require us to write in groups.

Inter: The other strategy is the use of affective traits management strategies. What kind of feeling do you have when you are given to write a task and take a writing exam?

NSC33POS: It depends on the type of topic. For example, if the meaning of the topic is hidden, I become terrible. But if the topic is I know well, I do not feel terrible. My feeling condition depends on a given topic.

Inter: What were the supports of the teacher in terms of minimizing your level of terribleness?

NSC33POS: Nothing he helped us to minimize it.

Inter: How do you describe your previous mastery experience to the present level of your paragraph and essay writing self-efficacy belief?

NSC33POS: I say my self-efficacy belief is good. I don't know the other. But mine is good. My previous mastery experience helped me a lot

Inter: To what extent did your previous mastery experience help you?

NSC33POS: It helped me greatly. It helps me to do what we have given practically. The teacher was also at a good level in supporting this.

Inter: How do you describe your self-efficacy belief enhancement by looking at others' effective writing? Exchanging information from others and learning from these individuals.

NSC33POS: There was no support concerning this.

Inter: How do you explain your self-efficacy belief due to social persuasion?

NSC33POS: Yeah, people criticize your work in two ways. Some criticize purposely to help you to do more. Others to attack you. But in both situations, it does not affect my self-efficacy belief. It doesn't matter if I do it well whether they criticize or not. But if there are errors in my work I correct it.

Inter: Do you mean that comments given by people have no effects?

NSC33POS: Yes, no effects on me for I faced it before.

Inter: Psychologically becoming anxious, shivering, and sweating can add to or minimize your paragraph and essay writing skills self-efficacy belief.

NSC33POS: Yes, there is such a kind of Physiological and emotional state status I faced as I mentioned due to the low level of familiarity of the title to me. There were writing titles that made me happy and made me terrible. If the title is hidden it is clear that my

self-efficacy will be minimized. But if we know it well and if I have somebody who can support us, I may not have problems. My working potential will increase.

Inter: Do you face problems of mixing irrelevant idea that comes to your writing works?

NSC33POS: Yes, right. Yes, I have problems writing there are irrelevant ideas. Ideas which are out of the topic.

Inter: How do you describe the teacher's effort in supporting this?

NSC33POS: He is gentle in this respect. He knows the problem well.

Inter: What about the organization of your writing?

NSC33POS: Concerning my work yes, I faced organizing problems. Sometimes there were situations where I became out of the given topic. There are conditions I become less organized in my writing tasks. In this respect also the teacher sees and supports us.

Inter: For example, what issues did he correct and help you?

NSC33POS: If the organization is missing or if there is an error in it, he reads what we have written. Then he corrects it.

Inter: What looks like the teachers' grammar usage support?

NSC33POS: Yeah, it was less in this respect. It was not much. He did not support us.

Inter: What about the usage of mechanics? Particularly, punctuation and capitalization.

NSC33POS: The teacher did not say something about mechanics.

Inter: Is there something he says to improve this and that?

NSC33POS: No, nothing.

Inter: Generally, what you would say about the teacher's efforts to make you an effective writer?

NSC33POS: In this respect, I would suggest that it is better if the teacher makes it practical and helps them to like the writing tasks. Accept it and believe that they can write paragraphs and essays

Inter: What kinds of support do you suggest, for example?

NSC33POS: For example, first helping students practice repeatedly. Second, bring sample written paragraphs and essays and share them with students. And attaching different documents on telegram and other platforms. Giving time to students to demonstrate what they have written in front of students to develop their confidence. Developing students sharing behaviour.

Appendix H2: Mediator's Interview Transcriptions

Mediators Interview Transcription

Researcher: Thank you very much for coming here to give me this interview. The purpose of the interview is to collect data on my research entitled, "Effects of Teacher's Mediation on Students' Writing Skills Belief, Strategy Use and Performance". So I am very grateful to take this interview from you.

Main Mediator: Thank you for having me. I am also willing to respond to your interview.

Researcher: Thank you very much and let me go to the first question. How do you describe the current students' writing skills performances?

Mediator: Ee... concerning writing e... students' have e... you can say greater problems; we are facing difficulties and challenges about the writing. So they are, I can say they are weak in writing. This is...

Researcher: So you are saying that there is a problem in writing skills performance. So how would you support them to be proficient enough?

Mediator: Actually, concerning giving support to our students we can just do to the level e... level we need to provide even if they have constraints. Time constricts, we are rushing to cover the portions and at the same time, the module itself is very bulky to cover. So we try to give critical aspects in the lecture method. We give some model examples given in the text and then leave for the students to practice outside. That is how we help them. More than this one even e... we couldn't start from zero and they should fit the level in which they are. So when we at least give them support, we give them the support they need. At this time some of them are very weak and below the level even, in relation with even they can't identify spelling of words. They can't write words properly, punctuation and the basics are very emblematic. So we just give them highlights of how we can develop e... paragraphs or when we are teaching essays. We tell them how they can just put their ideas together and make a meaningful paragraph or essay. And then based on that we give e... or at least discuss and show e... some model examples given in the text and we move on, that is it and since we don't have time to do more than this.

Researcher: Okay thank you very much. As you mentioned earlier there are problems when students' writing skills performances are seen. What do you think that the sources of

students' writing skills problems? Especially in terms of performance, perception and strategy use.

Mediator: Ee... the problems the students have the source ... they don't have prior knowledge when they come... join the university. They don't have prior knowledge. I think they do not learn writing at the school level. They do not practice it. This is what I think. They don't have the basics when they join university. The source might be the background knowledge they have. They haven't learnt there and that could be the basic thing and that could lead to e...in different to writing. They are not interested in at least focusing on this one and they only need the grade not on the skill and the knowledge about writing. And even if they do not think, they don't have time to think about the value of writing in the future. They do not connect writing to everything after they graduate. Writing goes with other issues. But writing is more important than other courses I think. So the problem is their performance is very weak. The sources they haven't gathered information before they join university. The perception... is it regarded by the students?

Researcher: Yeha. One of the perception parts is self-efficacy belief. A self-efficacy belief is their belief in doing things on their own. For example, a perception "I can write effective paragraph" Do they believe in their skill in writing paragraphs or essays?

Mediator: They became dependent at the high school level. And when they come e... they do not feel as that they are confident enough at least to change themselves and they think that they e... the skill they have could not fit e... the university level English regarding the writing skills. So they are not motivated to do that with the reason why I said they are not interested and they are different totally. And even they do not think they can improve. That is the problem they have. Even if you try to motivate them, e... in some way or another they e... they do not do if you give them an activity to be done outside of the class, they make other people do that on behalf of them and bring it. This shows that their self-efficacy is not this much e...not good. So they are dependent. They don't want to be autonomous learners. Actually, a problem might be e...a building block that started from the lower level and built to this level. It is difficult to break this one unless special things are done e... to change their attitude and to make

the students e...try to work by themselves on their writing skills. If I get your questions.

Researcher: Yeah, my question is to what extent do they believe in their skills? Or to what extent they believe in writing essays and paragraphs. You said before that you helped them by doing different activities. So do you think that the support you provided them enhances their writing strategy use? To remind you of the strategies- there are memory strategy, cognitive strategy, compensations strategy, and metacognitive strategy, affective and social strategies. Do you think that the support you offered them enhances their use of these strategies?

Researcher: That is what you said before self-efficacy is very important. You may solve a few students' problems in this limited time. Ee...when we provide them when we support them when we try to support them, very few students at least use the support at least enhance their writing skills. Very few students. The majority still couldn't, because even they didn't understand what the teacher said. Let alone doing by motivating what I say. They don't understand what I say. Because they don't have even English let alone the grammar they couldn't understand. Some of them were promoted to higher institutions without at least understanding English. So even if you motivate them, they have a shortage of e...e... English language skills. In fact, there are very few students who can use the cognitive strategy. For example, some students might use some very limited students might use their prior knowledge. Because there are limited students who remember and use what they know and who have at least that mentality to memories and use the prior knowledge to at least develop tasks or a bit of writing we give them the support. Concerning cognitive strategy, students can try some students not the majority. This is the reason why teachers are disinterested after they invest their time after they try to make necessary support with limited time because you do not do this one always. After all, we rush to cover the portion. Ee... students might use their cognitive e... and also cognitive strategy and some might some very some students use the affective strategy at the support. They might be writing to practice at least writing their own. More than these when they do social strategy- with social strategy. Actually, even if we don't have time at least to check the progress, they don't do this one. We just enter the class and teach them, give them limited activities from the module and

then we leave them to study the remaining one. So even if we assign them in groups we expect the product. Not the process. So the product. One student might do. They might ask each other and they might do. In the end, we ask students to respond to our questions based on the activity given to them and then they react and we proceed. That is the way which we do.

Researcher: Are there changes in terms of their self-efficacy beliefs? When they begin you can see there might be changes at the beginning and the end. Are there students' changes in self-efficacy beliefs? Or having a belief in writing paragraphs or writing essays? Do they develop some sort of self-efficacy belief?

Mediator: Actually, this needs research by itself. But when you think of activities for the students for students at the very beginning socialization might be there first when they...at the... for two, three or for two months students might be new to the university, for the culture, the environment. So they might be shy. And around the second half of the semester, you might be familiar with each other. They might be interested that might not. We don't know if it is self-efficacy or not. Do understand? Do you get me?

Researcher: Yeah

Mediator: So we haven't traced that one. We just give them lectures and some practice.

Researcher: I am asking if is there progress on their skill from the very beginning of the class to the end change. Are they in the same place?

Mediator: I...I can't say this, but I can't boldly say there is progress. There might be students who brought progress. There are students there, but this needs an investigation.

Researcher: But I need your observation.

Mediator: In my observation, very few students might show progress. Otherwise, you can see the continuous assessment. Very few students might show progress from the assessment we can observe and class participation but the majority of them are where they are even if you just try to at least motivate them with the time you have. As I told you we don't have time to at least address all students within the limited time given to us.

Researcher: How do you describe your support and your students' current performance?

Mediator: English is actually a social course. Because students need to work together and share experiences. And we give activities for them. After that, as I told you before, they report what they have done. Questions are answered after they do the activity. After the lecture. So since we don't have time, culturally what we do is we give chance to students to address and report what they have done there. Most of the time those who are active, those who are knowledgeable, and those who have acquired the knowledge needed before they join this one participate actively. And we haven't tried to address every student that, the relationship might be what you give them and from the note, a lecture from the activity for them, there from the support given to them there are changes. This is undeniable. There are changes. However, the extent of the changes is not known.

Researcher: In which areas do you observe changes? Which parts or areas?

Mediator: Sometimes, look when they write.

Researcher: For example, let me give you some issues related to this. For example, word choice, mechanics, organization, content relevance, and grammar. In which one do they show some modification or progress?

Mediator: E... spelling is not this much to be addressed in this semester. It needs a high investigation. Concerning content, they show progress because we give them what ideas should be included in a piece of writing. Take, for example, paragraph writing we have to focus on one main idea, content relevance, e... might be just very important that students can change. Grammar and mechanics look the course itself has got its problems. Because it doesn't focus on mechanics. There is no area to address punctuation. There is no area to address capitalization. But they are learning paragraph development and essays. To include this one we don't have time. But while they are reacting or while they doing that when we see the problem, we might address only that specific area. But before they start writing paragraphs, or pieces of writing at least they have to be reminded of... basics. That is also the problem. So I see the... progress they make on content relevance.

Researcher: What about organization?

Mediator: The organization also tries to use cohesive devices, appropriate cohesive devices. Because when we give them to develop, after that we collect and see. I collect and see

students' work. In some cases, I see devices, cohesive devices that are not relevant to connecting two sentences. Sometimes they use contrast conjunctions which is not important to connect two ideas of different sentences. At that time, I tell them to at least correct and I show them the relationship between the two ideas in the two sentences. And that can at least for some students they can understand and try to improve. This is what we do in class. And some extent they also improve. How do they organize and use cohesive device connectors?

Researcher: The next one is word choice. How do they use word choice? Do they use appropriate words for appropriate topics?

Mediator: There are challenges concerning change.

Researcher: Are there changes?

Mediator: Lately. Actually, some students use the lecture given from the teacher support. Some students. Little can students adjust themselves to the content and use appropriate diction for the appropriate content. So in some cases, you can find some students who are trying. Actually, I don't think that these students have got the knowledge from the university. Hopefully, they have acquired it from high school. And when we click them for additional information they can update themselves. At least start using appropriate words for the appropriate content.

Researcher: In terms of ability what do students lack now? What do they need to have?

Mediator: They... look I can't say they lack a bit. But they lack many things. For example, they... if you take as an example if you ask them to develop a narrative paragraph, they use simple present tense. But for narrative, past tense should be used. Because in narrative it is not the present and the future that is narrated. But the past. We narrate the past. Because the tense, the tense they use indicates they are narrating the present. But still, they use past indicating time adverb. So they are mixing. They lack grammar use. They lack the basics of punctuation. They don't know where to capitalize letters. So they just started capitalization at the university level. So they lack how to organize their ideas and word choice and to some extent, they might be good at that level when I compare with the other elements. So they lack many things which need big investment. Not within a semester, but for years. So that they can be fruitful or effective writers.

Unless special treatment or investment is given to them, it could be very difficult to see our students writing well.

Post-mediation interview

Researcher: Very nice, now I am going to ask you about the while-mediation time activities.

E... Thank you very much and I am going to proceed to the while mediation activities. While mediation or post-mediation activities. So how do you describe the current students' writing skills performance?

Mediator: Yeah our students need great support. The teacher should be committed and at least invest his time with the students to see the progress of students. What I have seen is this one. So they need support. Students and their performance are going to be good I think. They need great support. At least to bring out from where they are to writing skills.

Researcher: What is mediation to you? How do you describe it?

Mediator: Mediation is very interesting in which teachers or other knowledgeable persons interfere between the material and the students to facilitate instruction. It helps to change students' knowledge, improve their skills and also to develop, e...things they need to. Help to develop self-efficacy belief. So mediation is a very good thing which I have seen by mediating students. So I see that one as a part of what needs to be implemented.

Researcher: How do you describe the change you have observed in terms of writing paragraphs and essays? How do you describe your mediation or support?

Mediator: One thing that I want to express is that students have to some extent developed self-efficacy belief. When I say this one they started e... motivated to do the activities. They started practically interested and doing the activities. And also planning what they do. And also decide to improve the problems they have. They are also trying to fill the gap they have in writing skills. These are the things that I have seen in my students during mediation.

Researcher: Thank you very much and then I will go to the next question. As you know you have mediated your students so that they can develop their writing skills. How do you describe their progress after the enhancement or mediation activities in terms of for

example, do they use memory strategy, cognitive strategy, affective strategy, compensation strategy, metacognitive strategy and social strategies? In terms of these writing skills strategies used. So while you mediate what did you observe?

Ma Mediator: In relation with,... if I start with the first one, they started using these strategies to some extent. I ask why I do this one when I mediate the students, I put the objectives. And also gave them a short information briefing on the importance of writing.

Researcher: Very good. What is the information you gave them? **Mediation for meaning**

Mediator: Look to develop to at least improve their writing skills.

Researcher: I am stressing here because you are raising a very important point.

Mediator: I first gave them why they write why they practice. The way it is included in this course. So the purpose of writing skills should be addressed. Then they have to know this is what I taught and did for them when I started the writing skills portion. After that the purpose outside of getting a job after graduation everything is done through writing. So if the CV can be developed, letters can be written, and they do not feel ashamed wherever they go they can develop a piece of writing if they know the skill. If they know the knowledge. So you have to save first you have to plan, you have to have a purpose, you have to have vision. And then the purpose or goal of teaching writing should be there. From goals they have to have objectives, from objectives they have to plan. From the plan, they have to implement and practice that go into action. When they do action they have to evaluate. After evaluation, they have to again plan. And also practice. That is how they can at least improve their writing skills. I gave them this one and motivated my students and they had to say “I can do”, “I can write with”, and “I can change my status of writing.” When I just checked this one when I told this friendly, fatherly students started to be motivated. Before they say the classroom was authoritarian. Because we inter-class and we preach or teach and lecture and we leave the class. Now I started to treat the students. And they started feeling confident, feeling friendly.

Researcher: What were your strategies to treat them? This is a very interesting issue because if you treat them, they try to write without frustration. They write with motivation. So they have a kind of interest to write. I need to tell you the techniques

you used to approach them. Because I came to your class while you were teaching and observed that you approached them positively and made them laugh. They were lounging they were interested in writing.

Mediator: Look you gave me a soft coy on the issue of mediation and orientation premeditation discussion. Then I started joining the class. I started reading the material and grasped knowledge and now I decided to intervene in the way in which students can be benefited. It helped me not only for you but also for me. After all, I have understood the way I teach the students, and how I just make my students improve. Not only for writing skills but also. Approach matters. Students may fear because they thought they might be fired from the university. And they focus on the product, not on the process. I changed the product in the process. Because if they do the process well, they can do the product. But without the process, the product never be expected unless through cheating. So I convinced the students and started the operation. They know when one just do in the class when I teach, when I give them activity, I just move around and stroke the students and pat the student's shoulder. Ask them and look at their work. And looked at their work and also commented and gave feedback to them so that they could usually show me a smiley face. And they asked me without feeling anything. Because my approach made a difference. So that is how I conducted my lesson.

Researcher: How often you did these issues?

Mediator: E... Whenever given at least cover the portion which is needed. I used make-up classes for two of the groups. For the treatment, I used the mediation approach and I just whenever I gave activities to my students I just moved around and checked. Ask the students and also give them feedback. And also commented on what they did. Even I saw students' writing for about 3 or 4 times. I gave them titles, then they started writing; after they finished when they felt discomfort with the writing what they did, they tore/crossed it and threw it and started writing another one. That was what I witnessed. That encouraged me to support them more. Do you understand? When they get motivated, I also get motivated. We two –students and I got motivated to at least do the activity. And students benefited from that and acquired the knowledge.

Researcher: Do you think that they are profited, they have got the profit?

Mediator: Without any doubt. Not only students. Even I got. Because got mental satisfaction in the improvement they have made.

Researcher: How do you see their efficiency in your perception in terms of writing paragraphs and essays?

Mediator: Nothing is stagnant or constant. They started doing things on their own and their self-efficacy improved. And even when I gave them an activity, they did it just outside the class and also they showed the class to the students. They were encouraged to do things and some of the students started doing their activities in their way. So their self-efficacy belief I can say improved.

Researcher: So you are saying that they improved in terms of the three pillars. For example, performance, strategy use, and self-efficacy belief.

Mediator: Yeah of course. I think the strategy brought the difference. Strategy improvement leads to performance improvement. And the performance improvement resulted in the self-efficacy belief. So there are changes in the three of the strategies. Three things are important in the pieces of writing.

Researcher: Okay. Do you think that your classroom mediation supports students' performance? In which areas do you think students brought change?

Mediator: E...the changes or the improvements made highly on the organization of, idea, content relevance, word choice and also grammar because I gave them many activities when I teach. When I taught the treatment students, first introduced the topic, and gave them sample examples. After that e... we discuss the sample example. Then I give them titles which is relevant to the relevant example on the topic given there. Then we did this one in the classroom accompanied by my support. I also oriented them about capital letters, and where to use capital letters properly. This is because they are limited to around 13 to 20 points that could be discussed concerning capital letters. Also, in punctuation, where to use because conjunctions and when we use conjunctions like therefore, like however, we need to use commas after that we have to bring sentence. Such and such orientations, I taught them so that they could clearly understand the basics and at least feel confident to develop their writing skills. So with the makeup, as I said before with makeup classes I just tell them this outside the normal class. I give them contents or areas of writing which are not included in the

module. So ih... they improve in many aspects even though not at an equal level for all.

Researcher: Okay. Thank you very much. Now let's take a very small time and discuss classroom activities based on the twelve principles of mediation. I will give you short questions. Making the intention of the lesson. Do you intentionally prepare for the lesson and make them involved in the lesson?

Mediator: Yeah, of course, I did it intentionally. I made the lesson very clear. I made the lesson very clear to the students and moved on to the activity. So if you do not do that, it could be a problem from the experience I have. Intentionally you have to tell to the students the things clearly so that they can move.

Researcher: Do you tell the students the meanings of the lesson particularly writing to activities for example, sometimes they may be vague or sometimes may be unclear about what they are learning or writing starting from the topic. How do you describe this? Do you tell them the meaning of the lesson?

Mediator: Before we moved to the activity, I made everything clear to them. So the student should first understand and then it could be easier for the students to do their job properly. So I give meanings of the lesson. And I explain why they learn clearly so that they can be motivated there. And they can be energetic to do activities given to them.

Researcher: Did you make the lesson clear and why writing skills are helpful to them?

Mediator: Yeah, of course. Even as I told you at the beginning I tell them the purpose. I tell them that writing is not for grade. I told them the purpose of writing. Knowing the purpose leads the students doing purposeful what they do. So I told them the purpose of writing skills is not for grades only. So they can use it. It helps them outside of the course. So I told them the purpose.

Researcher: What about developing a sense of confidence?

Mediator: That is also the important element that could at least make the students strive. I showed them the knowledge the competency they have. Then I focused also on this. The things they lack come later on. I let them feel competent enough to do the activity.

Researcher: What about being aware of their skills and their strategies to control their writing behaviour?

Mediator: Also I try to aware them of the all skills and strategies they need to implement. Because if they don't know the strategies, it could be very difficult for them. And students should plan. There is a pre-writing activity. There are post-writing and while-writing activities. And they have to brainstorm and jot down the outline of the procedure. If they could do this once, it would be easier for them to develop. So strategy is very important. And I award them.

Researcher: How do you describe your helping to design realistic goals? That means a goal that they can perform or do.

Mediator: Yeah, being over-ambitious is not important. So I made the students start from what they had and I made them plan. Because the topic I gave them is not critical, not complex. I let them start from what they have. So being realistic is very important. If they become over-ambitious, they might be affected. This is because they have to do what they can achieve. So I encourage my students to do this way. And I just give them with example. They can at least set a realistic goal and plan and achieve what they are planning.

Researcher: Do you think that the writing task you give them is sufficiently difficult? Or how do you see the difficulty level of the writing task?

Mediator: If you give them simple, students may not be interested in doing things. So it should not be too difficult. That is I get to my students the challenging activity. Do you understand? If it is too difficult, they will lose hope. They will be disinterested in doing things, pieces of writing. But if it is challenging, they can at least try to solve or overcome the challenges by practicing, by doing the level. So I gave them challenging topics or challenging ideas.

Researcher: In terms of developing the ability to recognize, monitor and assess changes in their writing skills. This is their independent skill.

Mediator: Look I sometimes did this one. I gave activities for them to do individually. After that, I gave chances for students to read it again and identify their problems. And after that if they couldn't find I just gave that particular work to another student at least to identify that idea. Also, the person when just at least make or comment on that piece

of work and observe. So first I give them. In some cases, I gave a topic to my students. And then they did it. Finally, I wrote the criteria on the blackboard. And then I made them evaluate according to the criteria. Genuinely, I told them this one is to help them, to be out of the situation in which they are and to improve their writing skills. So they couldn't feel shame. They didn't feel frustrated about the mark given. So based on the criteria identify the problems created during writing. They showed me. Then what I did is based on the problems they identified, I asked them to write again, to write again by correcting or to write again by correcting their mistakes. And then after that, I collected from my students and I just saw the progress in their pieces of writing.

Researcher: The next issue is in terms of developing students' beliefs I can do this, I can write effective paragraphs, and I can write effective essays. What do you think about your support or your mediation? How do you describe your mediation in terms of this idea? Was it helpful to students? Was it helpful to provide a belief in doing paragraphs and essays?

Mediator: Look e... with their constraints. There are changes. Do you understand? Because writing couldn't come overnight. Perfect writing or effective writing. However, students started leading their writing skills on themselves. I believe that they have developed self-efficacy belief and after this, I believe that they will practice writing skills even in the absence of the teacher, in the absence of course. Because I believe that students have the same of improving the purpose of writing skills.

Researcher: What about sharing behaviour? Sharing behaviour means as you said before sharing one own ideas, Sharing one own knowledge with other students and taking ideas from other students. Through your mediation have they developed sharing?

Mediator: One thing about our culture is that we do not share ideas with others and we do not want to take from others. Because we think that people, consider us as weak. Now look at this university, it is the grading not. No need to research. So if students learn to share ideas no problem. They do not compute each other with the criteria. So I told them to know this one. So if they share ideas, they learn from each other they could benefit each other. No more no less. So based on this students started sharing, asking what they don't know including me. Even some times, they came to my office and

asked me. They brought pieces of writing they developed outside the topic I gave them. Based on their interest they write the piece of paper. Based on the topic they developed they brought so that I evaluate their work. So they have an interest in sharing ideas. They also take ideas. So I am very interested in improving them. And they started doing this one.

Researcher: Your efforts of encouraging your students to write their opinions individually, emphasizing and have a right to their uniqueness. Do you encourage your students to write their own opinions? Whatever it is? Whatever the issue is?

Mediator: Exactly, this is important and the key element for expressing their ideas. You know what is right and what is wrong. If it is out of the mind. So I let them write what they feel and how they feel it concerning the piece of writing. I gave them a topic. They develop. After that, we saw their writing together; I called them too. What is needed is writing not my idea. The needed one is how they put the idea on the piece of paper by organizing them. My attitude is not important here. I just encourage them. Outside this, it is not important.

Researcher: The last question is designing writing activities that foster a sense of belongingness in a classroom. Do they develop belongingness things in class?

Mediator: Exactly when I design writing activities I center my students, their culture, their religion, and their background. So they feel belongingness. I do not give them odd ideas. Even if there are odd titles, in the module. I replace that one with another title and bring it to class which is very new and important to my students.

Researcher: In general, how do you describe your mediation strategies in your classroom?

Mediator: Mediating in the class was a very interesting thing I had. Because even it changed my attitude. The way I teach and also the perception I have regarding the students' weak knowledge concerning the course covered in English. Now the mediation brought me another innovation. Because of how I have to see my students and my teaching, my approach, and my support. So it is very interesting. In general, I can tell you. What matters is the approach. Students can do anything. Whatever the level could be if you approach them well and if you encourage them, they can change themselves, they can improve their skill. They can enhance their knowledge. Very few students might know what they learn. But the majority of students do not know. If you invest in them

properly give time for them and also approach them properly, they can be motivated and improve their writing skills. This is what I learned from the mediation.

Researcher: Thank you very much!

Mediator: You are well come

Appendix H2: Shapiro-Wilk data distribution normality test result of pre-test score

Performance indicators	Shapiro-Wilk					
	Experimental			Control		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean of content relevance 1R2	0.974	31	0.643	0.955	31	0.216
Mean of organization R1R2	0.981	31	0.826	0.957	31	0.239
Mean of grammar use R1R2	0.983	31	0.891	0.944	31	0.108
Mean of word use R1R2	0.984	31	0.907	0.955	31	0.215
Mean of mechanics R1R2	0.973	31	0.604	0.920	31	0.044
Overall R1R2	0.984	31	0.906	0.955	31	0.216

In all cases sig > 0.05. Hence we accept the null hypothesis that presumed data is normally distributed

Appendix I2: A Shapiro-Wilk normality test result of post-test score

Performance indicators	Shapiro-Wilk					
	Experimental			Control		
	Statistic	df	Sig.	Statistic	df	Sig.
Mean of content relevance 1R2	0.944	31	0.105	0.972	31	0.579
Mean of organization R1R2	0.930	31	0.043	0.980	31	0.799
Mean of grammar use R1R2	0.947	31	0.126	0.955	31	0.208
Mean of word use R1R2	0.948	31	0.141	0.955	31	0.208
Mean of mechanics R1R2	0.936	31	0.065	0.964	31	0.376
Overall R1R2	0.939	31	0.076	0.971	31	0.558

In all cases sig > 0.05. Hence we accept the null hypothesis that presumed data is normally distributed