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ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES LANGUAGES, JOURNALISM
AND COMMUNICATION**

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

EXPLORING THE EFFECT OF GRAMMAR-FOCUSED WRITING INSTRUCTIONS ON
STUDENTS' ESSAY WRITING PERFORMANCE: GRADE 12 IN FOCUS

BY:

ABSIRA MISTRU

MAY 2023

Addis Ababa, Ethiopia



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BY: ABSIRA MISTRU

ADVISOR: DR. ITALO BERISO

A Thesis Submitted to Department of Foreign Languages and Literature in Fulfillment of the
requirements for the Degree of Master's in English Language Teaching(ELT)

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Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
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List of Abbreviations and Acronyms

EFL	English as a Foreign Language
ESL	English as a Second Language
CG	Control Group
EG	Experimental Group
Cont.	Content
Org.	Organization
Voc.	Vocabulary
Gra.	Grammar
Sp.	Spelling
SD	Standard Deviation
DF	Degree of Freedom
MD	Mean Difference
Ctrl.	Control
Exper.	Experiment
R1	rater 1
R2	rater 2
SPSS	Statistical Package for Social Science

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ABSTRACT

The study was an attempt to investigate the effect of grammar-focused writing instructions on students' essay writing performance at W/ro Kelemework Tiruneh Grade 12 Secondary and Preparatory School in Addis Ababa. In order to achieve the objectives and test the hypothesis, this research project was experimental in design. The study involved two sections of grade 12 one experimental and one control group using random sampling technique, which was lottery casting. The participants taken out in this study were 25 students for control group and 25 students for experimental groups. Pre-test and post-test measures were analyzed using a t-test statistical procedure. The results before the intervention showed that students of the control group a mean pre-test essay score of 21.34 and a mean pre-test score of experimental group 21.44, a mean difference of -.094. This indicates that students' essay writing performance of the two groups was similar in the pre-test stage. Teaching material which consisted grammar-focused lessons was prepared and used in the experiment. After four weeks of the experiment, the control group with conventional treatment scored 21.34 mean and the experimental group scored 24.32 mean, showing a mean difference of -2.980. The result of post-test showed that there was a significant difference between control and experimental groups in overall essay writing performance regarding the various features of writing. ($P < 0.05$). Thus, grammar-focused writing instruction as a supportive device that can provide a fertile ground for students to improve essay writing with regard to the features of writing. On the basis of the findings of the study, it was inferred that grammar-focused writing instruction in the context of writing could have a great value in improving students' essay writing performance. Based on this, conclusions and recommendations were made.

CHAPTER 1. INTRODUCTION

This chapter discusses Background of the Study, Statement of the Problem, Objectives of the Study, Research Hypothesis, Scope of the Study, Significance of the Study, Limitation of the Study, Definition of Key Terms.

1.1. Background of the Study

According to Nunan (2003) as cited in Yolanda, (2014), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader. Writing skill needs special attention to be successful academically at all level of education. In other words, the more students are efficient in essay writing, the better they perform academically in preparatory level.

Writing is such a cogent tool for communication, learning and self-expression. Due to this reason, those who no longer have the required writing abilities are unsuccessful and face restrained opportunities for both education and employment. Therefore, learners need regular follow-up even at an intermediate level to produce better essays.

Currently, due to the fact of recent developments the relationship between grammar and writing in English language teaching have been raised and one of the major important of grammar is that it aids students increase an understanding of grammar notions: conceptions, subordination and organization; concepts of stating time connections over the use of grammar forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases. Students can comprehend grammar concepts with basic expressions, with a slightest of metalinguistic and grammatical structures. The conceptual nature of teaching grammar-focused instruction is a central component of writing skills; however, it is often ignored in the deliberations of the values of grammar teaching. Students' performance to use English as best they could, essentially, because of their deficiency of an understanding of what language is and lack of concepts (not rules, but concepts) of grammar (Azar, 2007).

Wilkinson (1971) also proved that grammar is crucial descriptive and analytical instrument. However, Wilkinson's study revealed that teaching grammar with no context that is unrelated to pupil's other language likely to do more discouraging than initiating. So, working on technical words in grammar more often than not confuse instead of inspiring students. This implies that having good grammar knowledge is not an end by itself; instead both teachers and students are responsible for using it in the context of writing to produce better essay.

Wyse (2001) put the same conclusion with Wilkinson's justification; the teaching of grammar (using a range of models) has nothing to do with the positive effect of improving pupil's writing. But, grammar-focused writing instruction needs to be framed in meaning contexts like supporting students effectively, involving them in learning experiences that embrace whole class instruction. Researchers such as (Holden (1994) and El- Banna (1994) tried to investigate how best to improve students' knowledge of grammar. But, both Holden and El- Banna have not common consensus on the place of grammar-focused instruction in the teaching of English; however, the finding of the studies still missed the integration of form and meaning in broader sense.

Alamirew (2005) clearly indicated that learners are not well proficient using the language to convey their academic activities successfully and this is clearly proved on tests, examinations, class works and home take assignments. This is also supported by Geremew (1999). He stated that there is a gap between students' writing performance in English and the quality and level of writing that lessons require. He underlined that writing failure of students in preparatory program more likely results in educational failure, because having a delinquent to communicate their knowledge; students find it difficult to answer properly the tasks they are given even in preparatory program.

However, many teachers in Ethiopia avoid the teaching of writing until students reach the higher levels of proficiency (Tamene and Yemanebirehan, 2014). This implies that students are not exposed to develop their essay writing incorporating with grammar-focused writing instruction even in high school and preparatory program. (Tamene and Yemanebirehan) also concluded that

even though there is a connection between the overall quality of writing and knowledge of grammar, writing, as a basic skill, is not suitably taught in Ethiopian preparatory schools and the grammar items established in the textbooks are not as such contextualized.

Hence, students' current essay writing performance is below the standard as the researcher has observed. This has led to their failure of grade 12 entrance examination as many essay-based questions are included.

1.2. Statement of the Problem

Writing comprises vital features like content, grammar, organization and mechanics. One of the biggest difficulties in teaching writing is that students are incapable of expressing their idea in grammatically correct sentences considering features of writing and students at the preparatory level are often required to write an essay giving specific attention to writing features, these features play a great role in the production of good essays. However, until now researches associated with the effectiveness of grammar instruction on writing has resulted in mixed consequences: some disclose positive effects like (El-Banna, 1994; Frantzen, 1995; Haregewain, 2008) whereas others expose negative outcomes (Krashen, 1984; Holden, 1994;). This study was designed in order to determine whether grammar focused writing instruction would affect grade 12 students in their essay writing performance.

Holden (1994) argued that grammar instruction is not effective in improving the quality of students' writing. He concluded that other elements can change students' writing performance instead of relying on grammar. Krashen (1984) supported Holden's justification as writing performance arises only from huge amounts of self-motivated reading and writing frequency relates to writing performance that grammar focused study does not subsidize meaningfully to writing, and that good and poor writers have different writing procedures and focuses. It shows that the role of grammar instruction has almost negligible to practice essay writing. Therefore, it results in negative impact on students' writing performance development.

Robinson (2016) conducted a research on the effect of direct grammar instruction on student writing skills. And on the findings of this study, direct grammar instruction was administered to

address common errors found in students writing. The students receive of direct grammar instruction each week for about four months. After two months of direct grammar instruction, half of the students who were engaged in the study revealed significant increases in their overall writing scores. This shows that students' essay writing performance can be enhanced when research based strategies such as explicit grammar instruction is employed during writing lessons.

According to Chin (2000), the main objective of grammar-focused writing instruction is enabling students to accomplish their communication purpose either verbally or in written form. Its effectiveness is measured by assessing what students already know about grammar and this helps them to apply in their essay writing practice. So, every grammar based instruction needs to be framed in meaningful contexts especially in the revising and editing process which makes learners apply immediately all the knowledge they have. It will also help students realize the advantage of grammar in their own essay writing.

Tamiru (2020), conducted his study in an Investigation of EFL Students' Essay Writing: Problems and Suggestions in Ambo University First Year Students. His findings revealed that students encounter various problems. This implies that little attention has been given to enhance students' essay writing in preparatory level and it has led them encounter various problems in Higher Education institutions and students in preparatory level are expected to write an essay.

Haregewain (2008), also conducted her research on The Effect of Communicative Grammar on the Grammatical Accuracy of Students' Academic Writing. On the basis of the findings of the study, it was concluded that communicative grammar in the context of writing could have a great value in improving students' grammatical accuracy in their writing.

In all, a few Ethiopian researchers tried to uncover grammar focused instruction influences, either positively or negatively, students' writing abilities, however many students in preparatory schools still show poor performance specially in essay writing. So this study was conducted in preparatory school to investigate the effect of grammar focused writing instruction on students'

essay writing performance. Even though Haregewain (2008) conducted her study in preparatory schools, this study was different from her study. She conducted her research on The Effect of Communicative Grammar on the Grammatical Accuracy of Students' Academic Writing. Whereas this present study was conducted on the effect of grammar focused writing instruction on grade 12 students' essay writing performance.

1.3. Objectives of the Study

1.3.1. General objective of the study

The general objective of this study was to investigate the effect of grammar- focused writing instructions on the essay writing performance of grade 12 students.

1.3.2. Specific objectives of the study

More specifically, this study intended to:

- I. Examine the effect of grammar-focused writing instruction on the content of students' essays writing.
- II. See the effect of grammar-focused writing instruction on the grammar of students' essay writing.
- III. Find out the effect of grammar-focused writing instruction on the organization of students' essay writing.
- IV. see the effect of grammar-focused writing instruction on the vocabulary of students' essay writing
- V. Examine the effect of grammar-focused writing instruction on students' essay writing performance with respect to mechanics (spelling and punctuation).

1.4. Research Hypothesis

H1: Grammar-focused writing instruction has a significant effect on students' essay writing performance concerning the entire writing features.

H0: Grammar-focused writing instruction has no effect on students' essay writing performance concerning the entire writing features.

1.5. Scope of the Study

The study focused on exploring the effect of grammar-focused writing instruction on students' essay writing performance. The subjects of this study were grade 12 students of W/ro Kelemework Tiruneh secondary and preparatory school in Addis Ababa. This study was Experimental. Two groups were chosen: one section for the control group and another for the experimental group. Teaching materials were prepared for the experimental group whereas the control group used the English textbook that is currently in use. The experiment was undertaken for four weeks in the second semester of the 2023G.C academic year.

1.6. Significance of the Study

The researcher believes that the findings of this study will:

Add value to teachers' awareness and that can provide appropriate learning approaches of writing that would significantly improve students' essay writing performance.

Provide alternative concepts and critical recommendations to text-book writers and teachers of writing who want to improve students' essay writing performance.

Initiate other researcher to give focus on grammar in the context of writing and its effects on students' essay writing performance.

1.7. Limitations of the Study

In conducting this study, as it is customary in any other research, the researcher has encountered various constraints. The first one is related to carelessness of some students to attend the training and write an essay properly. Some essays were written with scribbled hand writing.

The second problem was lack of local works on the subject. The researcher faces difficulty while finding local literature review. However, all necessary actions were taken to solve these problems and to make this study complete.

1.8. Definition of Key Terms

Grammar: is defined as a system of rules that govern the order and pattern in which words are arranged into meaningful context. It is also viewed as a tool that students use part of the outcome of the writing process (Haregewain Abate, 2008).

Writing skill: is a process in which students actively practice writing for effective communication through brain storming, planning, drafting, revising, proofreading and publishing what is written in the final form to the publisher or the instructor as the case may be (Haregewain Abate, 2008).

Writing performance: the ability of students in writing or producing effective written texts example, paragraphs and essays (Hedge, 1988).

Essay- is a piece of writing which discuss ideas and concepts in a clear order or it is a particular genre of writing that is at the heart of academic writing today (Eunson B., 2012)

Grammar Focused Instruction - Grammar instruction can be defined as instructional techniques used to help learners pay attention to grammatical features such as learning aids, exercises and a kind of language used by the teacher for instruction in the classroom referred to as ‘teacher talk’ (Nalunga, L., 2017)

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter gives descriptions on the effect of grammar-focused writing instruction on students' essay writing performance and the outcomes of most related studies conducted before. Under this chapter the following points are reviewed: what is writing? Writing practices, Essay writing and Types of Essays, Steps of Essay Writing, Outline plan for an essay, Approaches to Teaching Writing, Grammar- focused writing instruction, Grammar Teaching Approach, Integrating Grammar Instruction and Writing Skill, Text Organization, and Local Research Findings. The focus of the discussion is about the relationship between grammar and effective use of the language that change students' performance of essay writing.

2.1. What is writing?

According to Maria (2018:23) cited in (Zekarias, 2019:5). Writing is a process of communication with others in which a writer sends his/her ideas and thoughts in written forms to readers. For Byrne (1988) Writing is a process of encoding (setting messages into words) with a reader in mind. This is taken as principally message oriented, so a communicative view of language is an essential substance. This scholar showed that writing is a meaning-laden process that should be addressed to readers. Writing is indispensable resources of investigation and discovery, and today, more than ever, being able to write well is a crucial skill: people all over the world exchange information, and conduct commercial process directly across internet or other means (Kelly and Lawton, 1998). These are some of the reasons we want to master the skill of writing and help learners to master it. However, its mastery is not as easy as we might think because of its nature and different factors affecting it.

2.2. Writing practices

Harmer (1987) explained that grammar practices are often done through writing. Students are regularly given homework, exercises which let them practice detailed language substances. According to Harmer's suggestion, writing activities to practice in the teaching of grammar items like word order, sentence writing, equivalent writing and the like are well known written grammar activities which can be practiced in writing lesson. It means that grammar improves students' essays and enhances the quality of language learning.

2.3. Essay Writing

Writing is realized to be an interactive process between the perceived reader audience and the writer, an act of communication which occurs by way of the text (Olshtain, 2001). In line with this, essays are documents on definite topics that encompass a combination of fact and opinion, laid out in logical arrangements and engaging suitable strategies of expression. An essay includes both content (what is said) form (the way in which it is said). Well-organized thesis statement can help clear up the writers' approach and paragraphing, topic sentences, linking words and headings. They are also effective means of presenting and structuring an argument. Moreover, using clear style and making clear statements of argument can also help to develop better essay (Eunson, B., 2012). It implies that the way the writer put his/her meaningful idea can be measured or understood based on the logical integration of grammatical structures and the content what is written either short or long form.

2.4. Types of Essays

For the purpose of the present study, the four major essay types, the focus being on students' essay writing performance, are reviewed below. The essay is a particular genre of writing that is at the soul of academic writing nowadays. Good essay writing depends upon remarkable a balance between fact and opinion, and evading discrepancy and bias. Essays are structured in three parts: introduction, body and conclusion (Eunson, B, 2012). It is a short piece of writing, which is often from the writer's point of view which consists of a number of elements, including literary criticism, political manifestos and arguments, observations of daily life, recollections, and reflections of the author. Essays can be organized in the form of argumentative/persuasive, descriptive, narrative and expository essays.

2.4.1. Argumentative/Persuasive Essay

The main purpose of an argumentative essay is to prove that the author's opinions about a particular subject are correct or more truthful than other opinions on the subject. It has unique features which presents like: a well-defined, controversial issue, a counter argument, a clear position taken by the writer, a persuasive argument as to why the writers stance is correct, support the thesis using facts, data, quotes, rhetorical questions and a reasonable, confident tone/lack of bias (Spangler, 1986).

2.4.2. Descriptive Essay

An essay rarely consists of just descriptions. It is usually within another type of essay. Description conveys the qualities of a subject/person, place, or object-by focusing on concrete sensory details of sight, sound, touch, taste, and smell. Features of a descriptive essay include: a specific subject, descriptive details and a clear pattern of organization, adjectives and adverbs that help to describe the subject (Baker, et al, 2013).

2.4.3. Narrative Essay

Narrative essays are typically about detailed experiences that the writer has faced in life. It is a story that is meaningful to the author, which can be either real or imaginary. It describes how a certain event changed a major part of the writer's life and how he or she reacted to this event. Features of a narrative essay include: an introduction that clearly indicates the topic (an event or recurring activity, a personal experience, or an observation), personal stories and a great amount of detail, generally in first person, descriptive terms to help the reader visualize the story/events and the writing should be personalized, reflecting the unique writing style and personality of the writer (Spangler, 1986).

2.4.4. Expository Essay

The purpose of an expository essay is to present, completely and fairly, the views of others. It can also report about an event or a situation. Expository writing presents a subject in detail apart from criticism, argument, or development. Features of an expository essay include: a clear, concise and well-defined thesis statement (the last sentence of the introductory paragraph containing the main idea of an essay), clear and logical transitions between paragraphs, body paragraphs with evidential support, evidence that is presented with creativity, a conclusion that restates the thesis and highlights the evidence presented to support it subject (Baker, et al, 2013).

2.5. Steps of Essay Writing

Step 1: Brainstorm ideas Make notes of some ideas to include in your essay. In this case you already have the mind map you completed in the previous exercise.

Step 2: Select your points

- It is generally better to make a few good points (say, two or three) and to support each one in some way by expanding it, explaining it or giving an example. So, your next step

should be to decide which of the points in your list you are going to include and how you are going to support each one.

- You may need to research some information in the library or on the Internet.

Step 3: Make a plan

- Use an essay outline.
- Begin by listing the main points and supporting points that you are going to make.
- Think about how you are going to introduce the topic of your essay. You need a sentence or two about the situation today. Try to begin in an interesting way, for example with a question.

Step 4: Write your essay once you have written your plan, you can write your first draft. Don't forget to give your essay a title.

Step 5: Check and edit your essay When you have finished, check your first draft thoroughly for ideas, accuracy, and length.

Step 6: Ask someone else to read your essay critically Make any changes they suggest, if you agree with them.

Step 7: Write a neat, final version of your essay

Make sure:

- you leave a margin of about two centimeters on the left of your page, if one is not already drawn on your paper
- your paragraphs are clearly separated by indenting the first line of each paragraph or by leaving a clear line between paragraphs.
- Now think about how you are going to conclude your essay. You should restate your main points and possibly make a point about the future of ICT in education

(Ministry of Education (2011). *Students text book for Grade 12*. Addis Ababa: Ministry of Education.) (pp. 40-41)

2.6. Outline Plan for an Essay

Title: _____

Introduction: _____

Main points:

Mainpoint1: _____

Supporting points

a _____

b _____

c _____

Mainpoint2: _____

Supporting points

a _____

b _____

c _____

Mainpoint3: _____

Supporting points

a _____

b _____

c _____

(Ministry of Education (2011). *Students text book for Grade 12*. Addis Ababa: Ministry of Education.) (pp.41)

2.7. Approaches to Teaching Writing

In teaching writing skills in EFL classes, there is no exactly hard and fast consensus among the previous researchers. It could vary on the basis of the attitude of the teacher, his/her style, the type of learners, the purposes, the target group, the context in which the skill is taught. In order to be effective in teaching writing in EFL classes, teachers need an understanding of what is involved in second/foreign language writing. They also need coherent perspectives, model tools for thinking, analyzing and evaluating and competing theories of second/foreign language skills in general and the teaching of writing skills as a second/foreign language in particular (Murphy 1986). In connection to this, according to Zohreh (2012), cited in Zekarias (2019: 13) there are different approaches and techniques for teaching writing in English as a second or foreign language.

2.7.1. Product approach

The Product Approach nourishes the learners' words through teaching vocabulary. The learners then purely justify their condition using the same type of words and phrases. According to Jackson's (2006) justification, there is no benefit for the students to be innovative in their writing since the product content is more significant than the process of learning to write. The product approach of writing focuses on the finished product of the written text rather than the process of writing (Molla, 2009) cited in Zekarias, (2019: 14). According to this approach, learners are expected to imitate written model text.

2.7.2. Process approach

According to Muncie (2002:180) and Allen (2003) cited in Haregewain (2008:59), the process approach is considered as the best authentic approach to teach writing at all grade levels, and it focuses on the process of writing, starting from generating ideas to the end product.

As Hedge (1988), cited in Zekarias, (2019) the main advantage of the process approach is to help students gain greater control over the cognitive strategies involved during composing. So the implication of the process approach is to assist students who have difficulty writing in English as a second or foreign language. Harris (1993) suggested that in process writing there are three stages: pre-writing, writing, and re-writing. In addition to these, fostering the skills with which writers drive their own mechanisms to solve the Problems they set themselves, with which they form their raw materials into a coherent message, and with which they work towards an adequate and applicable form for conveying the idea is the goal of the process approach (Arndt, 1995).

2.7.3. The genre approach

According to (Eman, 2014) cited in Zekarias, the writing process is not abstract, internal and cognitive, rather it is socially situated activity. In other word writing is not individualized activity based on this approach. So, the genre approach views writing as a tool that achieves social purposes in a particular context. According to Flowerdew (1993) cited in Solomon (2001:34), Zekarias (2019:15) genre approach is an alternative writing pedagogy that has put forward the idea that writing is differently structured depending on the purpose and audience

2.8. Grammar-Focused Writing Instruction

2.8.1. What is Grammar?

Teaching grammar demands on supporting students to internalize rules and patterns so that learners can apply more generally in their language use. After the revolution of communicative approach in language teaching, grammar has become a major tool or resource and used in the comprehension and formation of written discourse rather than something to be learned as an end by itself. In a decontextualized language expression, grammar is not crucial to students in order to present their convincing ideas in written form (Murcia, 1991).

Weaver (1998) added that what all students require is showing directions to learn and use those views of grammar that are vital to writing. There are five grammatical concepts that make students good at sentence revision, style and editing; teaching sentence concept through the use of syntactic elements, teaching concepts on subject, verb, sentence, clause, phrase and related concepts for editing. The most important thing is that making students develop their command of grammar in writing to use students' writing as it is the basis for discussing grammatical concepts. Students' actual essay writing performance can be positively affected by teachers' effort embedding grammar instruction. Form -focused concepts are endorsed to learn and practice grammar for effective written communication purpose. Incorporating grammar terms naturally in the process of writing for effective grammar convention to promote student's writing is teachers' task in the classroom practices (Chin, A., 2000).

The ineffectiveness of much grammar instruction is because of inappropriate usage of sufficient knowledge of formal grammar to their writing. However, teachers and students should use both grammar instruction and writing activity in an integrated manner to learn the most important terms and the most frequently made errors. Style is also just as global as organization and content that teaching grammar and mechanics can guide students to enhance their style. Moreover, correctness should be under consideration (ReiNogouchi, 1991).

2.8.2. Grammar teaching approaches

Petrovitz (1997) suggests that the issue about how grammar should be taught is still controversial. The source of such argument is the absence of one best grammar teaching

approach used for teaching all grammatical rules. Therefore, different alternatives teaching grammar approaches are discussed such as explicit grammar instruction, implicit grammar instruction and integrated grammar teaching approach.

2.8.2.1. *Explicit grammar teaching*

Harmer (1987) discussed explicit grammar teaching as: the teacher actively delivers the students with grammatical rules and clarifications the information is openly presented. So, with over teaching we are explicit and open about the grammar of the language.

The principal emphasis of explicit approach is on the form aspect of the language and as a result the meaning aspect of the form is somewhat ignored. Explicit grammar teaching in most cases is more of accuracy- focused. Krashen (1982) argued that in order to monitor certain language performance, explicit knowledge of grammar plays a great role. Girma (2005) also explained that explicit knowledge of grammar aids learners to notice certain linguistic items in the later language acquisition process. It helps students to establish meaning- form relationship which in turn is very important to understand meaning.

2.8.2.2. *Implicit grammar approach*

Harmer (1987) stated that implicit grammar approach as: even though students are learning the language, grammatical facts are hidden from the students. It means that student's attention will not be drawn to the text and not to the grammar even if they are asked to do an information gap activity or read the text where new grammar is practiced or introduced. Therefore, students' attentions are drawn to the meaning or the message conveyed through that specific text, not to the grammatical feature. In general, from the discussion we had so far Lock (1996) and others suggested that either approach is suitable as long as we can use them according to the given situation as well as according to the kind of linguistic item presented. So, we cannot take side that inductive grammar teaching is relatively effective and beneficial than deductive and vice versa.

2.8.2.3. *Integrated- grammar approach*

Sysoyev (1999) stated that integrative grammar approach can aid as a possible solution by combining form based with meaning- based instruction. On the one hand, student use grammar for communication and so they need learn to it through meaning- focused instruction. On the

other hand, students serve grammar as they are tested on at school and thus form- based grammar teaching is required.

Hence, the teaching of grammar should consider not only the meaning making prospective of grammar but also the rules that inspire grammatically and ungrammatically of form and structures of the language. According to Dickens and Woods (1988), in order to produce grammatically acceptable sentences, learner needs to have a language. Similarly, it is essential to encourage the ability to communicate using the form accurately. These justifications clearly indicate that our key point is not only to discuss the rules, but also the meaning influence it has on what we speak, read, listen and write. To sum up, in many Ethiopian high and preparatory schools the structural approach to grammar teaching is still dominant (Girma, 2005). Therefore, students' writing learning needs to be motivated not only on the forms of the language, but also on the meaning these form convey.

2.9. Integrating Grammar Instruction and Writing Skill

A functional approach helps the designation of the peculiar arrangement of grammatical structures that are appropriate and meaningful for performing specific writing tasks, connecting relevant domains with the syntactic expression of meaning and offering information about the contribution of the choices of different grammatical structures to the general effect of a piece of writing (Schleppegrell, 1998). This approach helps to identify the grammatical structures that create particular kinds of meanings in particular context, bringing together a focus on social structure and linguistic structure. Therefore, functional grammar gives emphasis in terms of language usage that enables people to do and to mean.

Integrating grammar instruction to writing is expected especially in revising, editing and proof-reading stage of the writing process. Students should be initiated by teachers to understand grammatical errors in their own writing and teachers should not make anxiety by overemphasizing on grammatically related or jargon words and sophisticated grammar rules to the loss of students' ability to memorize and use the concept (Chin, 2000).

A theorized view of grammar teaching in the context of writing which builds on the understandings which focuses on the teaching of writing rather than the teaching of grammar, integrates the following Myhill's principle. Firstly, grammar is a meaning-making resource: writing is a communicative performance assisting writers in accepting the social purposes and onlookers of texts and how language generates meanings and effects; secondly, supporting writers in making applicable linguistic choices which benefit them to shape and expertise text to fulfill their verbal intentions (Myhill, 2010).

Murcia (1991) indicated that reasonable accuracy and coherence in second language or foreign language needs effort and commitment. It implies that learners' readiness to practice what they are told by their teachers is undeniably as important as teachers' devotion delivering the lesson either in class room or out of the class room. Connors (1986) put his conclusion that grammar is related to composition while speech-making requires attractiveness and strength. This shows that neither grammatically corrects sentences nor attention to rhetoric views of writing alone is effective for the production of piece of writing.

On the contrary Hillocks (1986) revealed that parts of speech and forming structurally excellent sentences have no positive effect on students' effective writing development and its quality. Grammar and mechanics instruction discourage students in their idea organization. This is clearly viewed as overemphasis on forms and usage by making every grammar error painting in red pen which degrade learners' inspiration and losses in over quality of the text.

Williams (2005) suggested that the issue of splitting instruction mainly focuses on linguistic form or meaning. Meaning focused instruction targets on communication of meaning over writing so that the classroom should convey meaning as tools of delivering ideas. Form-focused instruction can be defined as any kind of arranged or subsidiary instructional task that is proposed to persuade language learners to give good emphasis to linguistic forms. Moreover, form focused instruction is related to grammatical syllabi and traditional grammar teaching models and it systematically deals with grammar features. This is clearly understood that teachers present a structure that is consequently practiced by learners. Therefore, form focused

instruction is not only for grammar traditional methods of grammar teaching but also gives attention to form in more meaning- oriented language in writing classroom in particular.

2.10. Text Organization

Having good awareness of patterns of organization helps reading comprehension and improves the quality of students' essay writing in terms of content, grammar, organization, etc. Transitional words and phrases (linking words and phrases) are crucial for joining sentences, phrases and paragraphs in context to develop well organized essay. They give clues while reading about the arrangement of organization used in context. However, grammar can be seen as knowledge and ability. The emphasis is on forms and structural rules when viewed as knowledge; the target is on how grammar is used as a resource in the formation of written essays. Students who comprehend the instruments of writing, the acquaintance of language form and who keeps students' confidence that associate with this understanding will write better than students those whose expressions for thinking about language in a mindful way (Strong, 1986).

Hillocks (1986) suggested that features of sentence structure to make the style and meaning of texts plays crucial role to let students engage in sentence combining activities. The effectiveness of essay organization is measured by the effects of sentence varieties at the beginnings, length of texts and complexities in their own writing. Structured sentence combining activities allow students to generate new ideas and form new sentences, but students need to create meaningful and logical sentences.

Holden (1994) concluded that formal grammar instruction is not effective in the improvement of students writing skill and their grammar knowledge. To make students produce better writing grammar-focused instruction is not effective. It can be understood that students should not exert unnecessary effort forming correct structure so that they could not organize their idea freely.

On the contrary, Frantzen (1995) revealed the effectiveness of grammar focuses on writing instruction in organizing students' writing abilities. This study determined the effect of grammar supplementation on written accuracy. Meanwhile, students relatively do well on grammar knowledge may fail to maintain accuracy in real-time writing activities like essay writing

configurations (Ahangari & Barghi, 2012). Therefore, the content of essay does not take much to lose a readers' attention and evenness is overriding here. If a reader comes across factual discrepancies, in all its forms gives resources about the validity and authority of writing.

2.11. Local Research Findings

Research findings conducted locally in grammar and writing are surveyed here as follows:

Zekarias (2019) found that most of the time, teachers taught the writing skill at word and sentence level, as result, this did not help students to write paragraphs and essays of their own in English.

Tamene and Yemanebirehan, (2014) also concluded that there is a connection between the overall quality of writing and knowledge of grammar. Writing, as a basic skill, is not suitably taught in Ethiopian preparatory schools and the grammar items established in the textbooks are not as such contextualized.

Haregewain (2008) conducted her research on The Effect of Communicative Grammar on the Grammatical Accuracy of Students' Academic Writing. On the basis of the findings of the study, it was concluded that communicative grammar in the context of writing could have a great value in improving students' grammatical accuracy in their writing.

Tamiru (2020), also conducted his study in an Investigation of EFL Students' Essay Writing: Problems and Suggestions in Ambo University First Year Students. His findings revealed that students encounter various problems.

So to conclude, the common findings of the above local researchers were even though grammar in the context of writing could have a great role in improving students writing performance, little attention has been given to enhance students' essay writing performance, and this has led to their failure of essay writing after they join higher institutions.

Thus, the present study was hoped to come with its own findings and contributions by investigating the effects of grammar focused writing instruction on students' essay writing performance: the case of W/ro Kelemework Tiruneh secondary and preparatory school.

CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research setting, research design, sample size and sampling techniques, data gathering instruments, data gathering procedures, data analysis techniques, and data organization.

3.1. Research Design

In this study, the researcher used experimental research design. According to Aek (2014), Experimental research aims to understand difference between or within groups of learners under manipulated environments. Experimental research design enables the researcher to estimate the effect of an experimental treatment. (Ary et al, 2006). Experimental design focuses on treatment and outcome; hence the data take from pre-test and post-test in order to know whether grammar focused instruction has effect on students' essay writing performance.

3.2. Subjects of the Study

This research was conducted at W/ro Kelemework Tiruneh Secondary and Preparatory School. It is found at Arada Sub-City in Addis Ababa. The school was selected as the research setting it is found near to the researcher's living place and the researcher has a better understanding about the setting of the school. And it would save the time, money and energy in data collection.

The researcher focused on two sections of grade 12, one experimental group and another control group of students and the teacher was assigned to teach in this grade level and both groups. This made the situation convenient for frequent follow up of the experiment.

Grade 12 students were chosen, because they were expected to have better essay writing performance than other students who were learning in high schools and preparatory schools. That means, grade 12 students need a good command and practice in essay writing to be successful in higher institutions after they join to universities. And the researcher further hopes that these students are able to respond to the requirements accordingly.

3.3. Sample Size and Sampling Techniques

The researcher assigned sections, “C” as control group and “D” experimental one using random sampling technique which was casting lottery method. The total number of students in both groups was sixty-six at the outset, but some of students were not present for the pre-test and the post-test. So, the number of the students who took both the pre-test and the post-test and attended all training sessions was 25 for the experimental group and 25 for the control group and it was believed that these sections were manageable. Two English language teachers who had master’s degree in TEFL were assigned to mark the score of the students’ essay in pre-test and post-test stages. And one English language teacher who had a master’s degree in TEFL, and well experienced was assigned to teach both groups.

3.4. Data Gathering Instruments

The researcher used Test as a major data gathering instrument to collect data to achieve the objectives of the study.

3.4.1. Test (pre- test and post -test)

The instruments employed for generating the information were pre-test and post-test that could address the purpose of the study. In order to find out the difference in essay writing performance between the two groups (control and experimental group); students were required to write essays on the topic “**My High School Life**” before and after the training (see Appendix B). The assigned teachers (raters) marked essays produced by students in both groups using Alderson et al. s (1995) analytic scale marking guidelines. This marking scale was considered as it benefits to address how a student accomplishes on the six writing features of the study: content, grammar, organization, vocabulary, spelling and punctuation. Based on analytic marking scale, pre writing test was marked out of 30 and similarly the post test was also weighed 30.

3.4.1.1. The pre- test

The researcher administered the pre-test essay writing before the intervention to find out if there was any significant difference in their essay writing ability between the two groups in their writing performance. The students were given a topic and they were asked to write impromptu essay on their own was about one hour.

3.4.1.2. The post- test

The Post-test writing activities will be conducted after the experimental groups have taken training on grammar-focused writing instructions for four weeks and the end of the experiment, a post-test was given in order to find out if there was any significant difference between the control and the experimental groups in their essay writing performance as a consequence of the experiment. As in the pre-test, the same topic was administered to both groups. And the time allotted for post-test was similar.

3.5. Guidelines for Marking the Pre-test and Post-test

According to Heaton (1990) as cited in Haregewain (2008:76-77), There are three methods of marking. Error- count method, which involves counting the numbers of errors students make, it ignores other problems such as problem in content and organization. The analytic method, is depends on a marking guidelines which have been carefully prepared by the examiner or group of examiners. In this type of marking, there is always flexibility in assessing language items such as grammar, vocabulary, content and organization. And Multi marking method, is valuable for marking a large number of compositions, and in this method, two or three markers are recommended to score each paper and then marks are averaged out to report the students score. The researcher used analytic method to mark the students' written essays. Weir (1990) said that analytic method of marking of texts is very important to increase both the reliability and validity of writing texts due to marking guidelines. Heaton (1990) also added that we should focus on the very important features (content quality, grammar accuracy and organization ability) to mark students' written text. Moreover, the other features (vocabulary, spelling and punctuation) were also marked based on the checklist (see the checklist for marking in Appendix A). In connection with this, the focus of this study was on content quality, grammar accuracy and organization ability of essays. But, the other features: vocabulary, spelling and punctuation were also considered in the study.

3.6. Data collection Procedure

The study aims at investigating the effects of grammar-focused writing instructions on students' essay writing performance of grade 12. The researcher arranged two classes as control and experimental group. Students were given pre-test and post-test. The pre-test was used to establish the students' initial writing level of control and experimental group. The control group didn't

receive any treatment whereas the experimental group consists of the students who were taught writing through selective grammatical structures (like narrative tenses, present perfect tense, passive and the active voice, agreement errors, relative clause, adjectives and adverbs) considering the grade level in EFL context. The experimental group took the training six times a week for forty-five minutes each day. The subjects in both groups were required to write essays. The evaluation was made by two informed teachers (raters).

3.7. Method of Data Analysis

In order to determine the effect of grammar-focused writing instruction on students' essay writing performance, the data were collected from the pre-test and post-test essays written by the experimental and the control groups. The data collected from pre-test and post-test were analyzed quantitatively using inferential statistics SPSS 26. First, the mean scores for the pre-test and post-test essays were computed analytically for each group. Independent t-test was utilized to investigate the significance mean difference between pre-test and post-test for experimental and control groups. When independent samples have been preferred, the means of two populations are compared using the test (Stephens, 2004).

3.8. Validity and Reliability

The notion of reliability and validity is significant when considering a research instrument. In line with this, the researcher attempted to observe both validity and reliability. Tests (pre-test and post-test) were employed as an instrument in order to obtain data for this study. The face and content validity of the pre-and post-tests were checked by getting feedback from the research advisor and colleagues. The comments made were used to improve the pre and post-tests as well as the marking guidelines.

Reliability offers information on the range to which the data collection procedure provokes accurate data; validity provides information on the extent to which the procedure really measures what it is supposed to measure Selinger and Shohamy (1989). Direction was given on how to revise the test items to ensure that the tests are appropriate in EFL context. Furthermore, the items were given to experienced teachers of the selected school especially for second degree holders in TEFL to evaluate the intelligibility of items and if they fit to measure the objective of the study. More importantly, after these processes, unclear instructions were reordered and irrelevant words were deleted. This could also enhance the reliability of the study.

CHAPTER 4. RESULTS AND DISCUSSION

The general objective of this study was to find out whether or not a grammar-focused writing instruction has effects on students' essay writing performance. In this Chapter, the analysis of data and discussion of the results of the main study will be presented.

4.1. Results of Tests

The data obtained from students' essay writing test before and after the intervention (pre-test and post-test) are analyzed as follows:

4.1.1. Status of control vs. experimental groups at the pre-test with respect to aspects of writing

In order to find out if there was a significant difference in essay writing performance between the two groups, a comparison was made using *t*-test. The assumption in *t*-test is that if the *p*-value is less than 0.05, it can be concluded that there is a significant difference between the average score of the groups. The other side of this assumption is that if the *p*-value is greater than 0.05, the difference is non-significant. Moreover, the assumption of homogeneity of variance is another important step using independent-samples *t*-test in a statistical analysis, where the null hypothesis assumes no difference between the two groups variances ($H_0=H_1$). The Levenes test uses the level of significance set a priori for the *t* test analysis (e.g., $p= .05$) to test the assumption of homogeneity of variance.

Based on the assumption, in this study, students' essay writing performance was analyzed after both control and experimental groups produced essays at the beginning of the study. In order to reveal a general picture of control and experimental group under investigation, inferential statistics comprised the application of a two-tailed test of significance (i.e., a *t*-test). The summary of the results of both groups is given in the following Table.

Table 4. 1: Status of Control vs. Experimental Groups at the Pre-test with Respect to Aspects of Writing

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
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Pre-test	Control	25	21.34	.956	-.094	48	-.360	.720
	Experimental	25	21.44	.878				

Significant at a $p < 0.05$ level

The two groups' overall essay writing performance is the sum total of writing features. Independent T-test was computed on the SPSS version 26 to test if the two groups had similar essay writing performance, and the computation showed that they had similar performance as the mean score of control group is 21.34, and that of experimental group is 21.44 in their essay writing performance at the pretest stage. Moreover, ($t = -.360$), $df = 48$, $p = .720$), was found to be statistically not significant at 0.05 level of significance. Therefore, the two groups were at similar level of essay writing performance with respect to the features of writing before the intervention.

4.1.2. The effect of Grammar-focused writing instruction on students' essay writing performance with respect to content

To prove if grammar-focused writing instruction has any bearing on students' essay writing performance with respect to content quality in EFL context, an independent samples t-test was run. With an independent-samples t-test, each case must have scores on two variables, the grouping (independent) variable and the test (dependent) variable. The independent-samples t-test is commonly referred to as a between-groups design, and can also be used to analyze a control and experimental group (see in Table 4.2 below).

Table 4. 2: Students' Essay Writing Performance with Respect to Content at the Pre-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
Pre-test	Control	25	3.45	.346	-1.06	48	-1.038	.304
	Experimental	25	3.55	.375				

Significant at a $p < 0.05$ level

The first research question was related to which group would experience the greater improvement in terms of content quality in students' essay writing. An independent t-test was run to compare the mean scores of the experimental and control groups based on their essay writing at the pre-test stage. Consequently, it is essential to account for the statistical significance

of the difference between the mean scores of the two groups. The result in Table 4.2 indicated that the mean score of essay writing performance of the two groups as ($t = -1.038$, $df = 48$, $p = .304$), was found to be statistically not significant at 0.05 level of significance. On the basis of this analysis, this could be evidenced to claim that the students in two groups were nearly at equal level of essay writing performance with respect to content quality.

Table 4. 3: Students’ Essay Writing Performance with Respect to Content at the Post-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
Posttest	Control	25	3.56	.282	-.430	48	-5.127	.000
	Experimental	25	3.99	.310				

Significant at a $p < 0.05$ level

The scores in Table 4.3 indicated that the experimental group improved their content scores since there was an increase in the means of content component of the essays compared with the control group. Thus, there is a significant difference between the mean scores of the groups ($t = -5.127$; $df = 48$; $p < .05$). It implies that grammar-focused writing instruction made a significant change on students’ essay writing performance with respect to content quality as the mean scores given to the content component of the post-test essays in control group (3.56) and experimental group (3.99). Therefore, it can safely be claimed that there is a significant difference between the two groups and the null hypothesis (H_0) is rejected.

4.1.3. The effect of Grammar-focused writing instruction on students’ essay writing performance with respect to grammar accuracy

The second research question was related to which group would experience the greater improvement in terms of grammatical accuracy in their essay writing. To prove this, means and standard deviations of the essays for the grammar component were determined. After this, a t-test analysis was performed to prove the difference between the means. Table 4.4 shows the scores obtained for the grammar component from the pre-test.

Table 4. 4: Students’ Essay Writing Performance with Respect to Grammar at the Pre-test

Test	Group	Number of	Mean	SD	MD	DF	T	P (sig)
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		students						
Pre-test	Control	25	3.37	.354	-.0800	48	-.825	.413
	Experimental	25	3.45	.330				

Significant at a $p < 0.05$ level

As shown from Table 4. 4 above, the mean score of the control group writing performance is 3.37 with standard deviation .354 and the mean score of experimental group is 3.45 with standard deviation .330 in their pre-writing test. The mean difference of the two groups is -.0800. Furthermore, ($t = -.825$, $df = 48$, $p = .413$), was found to be statistically not significant at 0.05 level of significance. It is possible to conclude that the two groups were at similar level of essay writing performance in terms of grammar accuracy at the beginning of the study.

Table 4. 5: Students' Essay Writing Performance with Respect to Grammar at the Post-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig)
Posttest	Control	25	3.52	.401	-.380	48	-3.156	.003
	Experimental	25	3.87	.382				

Significant at a $p < 0.05$ level

The t test evaluates whether the mean value of the test variable (test performance) for one group (control group) differs significantly from the mean value of the test variable for the second group (experimental group). Thus, the analysis proved that the teaching of grammar-focused writing instruction for writing had significant effect on the essay writing performance with respect to grammar accuracy. It was found out that supporting students with grammar-focused lessons has a significant effect on grammar at ($t = -3.156$, $df = 48$, $p < 0.05$). Then, the posttest mean score of the experimental group (3.87) is significantly greater than the posttest mean score of the control group (3.52 in students' essay writing performance with respect to grammar accuracy. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) proved valid.

4.1.4. The effect of grammar-focused writing instruction on students' essay writing performance with respect to organization

The third research question was related to which group (control or experimental) would experience a greater improvement in terms of organization of their essay writing. To determine this, means and standard deviations of the organization component were analyzed. After this, a t-test analysis was also performed to prove the difference between the means. Table 4.6 shows the scores obtained for the organization component from the pre-test.

Table 4. 6: Students' Essay Writing Performance with Respect to Organization at the Pre-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig)
Pre-test	Control	25	3.61	.389	-.100	48	-.889	.379
	Experimental	25	3.71	.406				

Significant at a $p < 0.05$ level

Table 4.6 presents the scores obtained for the organization component of the essay writings for the pre-test. The mean score of the control group writing performance is 3.61 with standard deviation .389 and the mean score of experimental group is 3.71 with standard deviation .406, in their pre-writing test. The mean difference of the two groups is -.100. The t-test analysis indicated that there was not a significant difference between the means of control and experimental groups as ($t = -889$; $df = 48$; $p > .05$). It implies that the P-value (.379) is greater than 0.05. This also shows that both control and experimental groups had similar essay writing performance in terms of organization ability at the pre-test stage.

Table 4. 7: Students' Essay Writing Performance with Respect to Organization at the Post-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
Posttest	Control	25	3.66	.345	-.260	48	-2.458	.019
	Experimental	25	3.92	.406				

Significant at a $p < 0.05$ level

As indicated in Table 4.7 above, it presents the scores obtained for the organization component of the essay writings for the pre-test. The mean score of control group is 3.66 and the mean score of experimental group is 3.92. The t-test analysis indicated that there was a significant difference between the means of control and experimental groups as ($t = -2.458$; $df = 48$; $p < .05$). As the observed p-value (0.019) is less than 0.05, grammar-focused writing instructions has a significant effect on students' essay writing performance with respect to organization ability. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) proved valid.

4.1.5. The effect of grammar - focused writing instruction on students' essay writing performance with respect to vocabulary

The fourth research question was related to which group would experience the greater improvement in terms of vocabulary, of their essay writing performance. To prove the effect, means and standard deviations of the essay evaluated analytically were determined. After this, a t-test analysis was performed to see the difference between the means. The following tables show that the scores obtained for the vocabulary, components on the pre-test and post-test results.

Table 4. 8: Students' Essay Writing Performance with Respect to Vocabulary at the Pre-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
Pretest	Control	25	3.50	.346	-.100	48	-.101	.920
	Experimental	25	3.51	.357				

Significant at a $p < 0.05$ level

As shown from Table 4. 8 above, the mean score of the control group writing performance is 3.50 with standard deviation .346 and the mean score of experimental group is 3.51 with standard deviation .357 in their pre-writing test. The mean difference of the two groups is -.100. Furthermore, ($t = -.101$, $df = 48$, $p = .920$), was found to be statistically not significant at 0.05 level of significance. It is possible to conclude that the two groups were at similar level of essay writing performance in terms of grammar accuracy at the beginning of the study.

Table 4. 9: Students' Essay Writing Performance with Respect to Vocabulary at the Post-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
Posttest	Control	25	3.78	.363	-.195	48	-2.365	.021
	Experimental	25	3.97	.293				

Significant at a $p < 0.05$ level

The scores in Table 4.9 indicated that the experimental group improved their Vocabulary scores since there was an increase in the means of Vocabulary component of the essays compared with the control group. Thus, there is a significant difference between the mean scores of the groups ($t = -2.365$; $df = 48$; $p < .05$). It implies that grammar-focused writing instruction made a significant change on students' essay writing performance with respect to Vocabulary as the mean scores given to the Vocabulary component of the post-test essays in control group (3.78) and experimental group (3.97). Therefore, it can be argued that there is a significant difference between the two groups and the null hypothesis (H_0) is rejected.

4.1.6. The effect of grammar - focused writing instruction on students' essay writing performance with respect to mechanics (spelling and punctuation)

The last research question was related to which group would experience the greater improvement in terms of Mechanics (spelling, punctuation), of their essay writing performance. To prove the effect, means and standard deviations of the essay evaluated analytically were determined. After this, a t-test analysis was performed to see the difference between the means. The following tables show that the scores obtained for the spelling and punctuation, components on the pre-test and post-test results.

Table 4. 10: Students' Essay Writing Performance with Respect to Spelling at the Pre-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
Pretest	Control	25	3.63	.250	-.120	48	-1.659	.104
	Experimental	25	3.75	.228				

Significant at a $p < 0.05$ level

As shown from above Table, the mean score of the control group writing performance is 3.63 with standard deviation .250 and the mean score of experimental group is 3.75 with standard deviation .228 in their pre-writing test. The mean difference of the two groups is .0970.

Furthermore, ($t = -1.659$, $df = 48$, $p = .104$), was found to be statistically not significant at 0.05 level of significance. It is possible to conclude that the two groups were at similar level of essay writing performance in terms of grammar accuracy at the beginning of the study.

Table 4. 11: Students’ Essay Writing Performance with Respect to Spelling at the Post-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
Posttest	Control	25	3.42	.336	-.510	48	-5.141	.000
	Experimental	25	3.93	.364				

Significant at a $p < 0.05$ level

The scores in Table 4.11 indicated that the experimental group improved their Spelling scores since there was an increase in the means of Spelling component of the essays compared with the control group. Thus, there is a significant difference between the mean scores of the groups ($t = -5.141$; $df = 48$; $p < .05$). It implies that grammar-focused writing instruction made a significant change on students’ essay writing performance with respect to Vocabulary as the mean scores given to the Spelling component of the post-test essays in control group (3.42) and experimental group (3.93). Therefore, it can be claimed that there is a significant difference between the two groups.

Table 4. 12: Students’ Essay Writing Performance with Respect to Punctuation at the Pre-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
Pretest	Control	25	3.53	.384	-.040	48	-.364	.717
	Experimental	25	3.57	.392				

Significant at a $p < 0.05$ level

Table 4.12 presents the scores obtained for the Punctuation component of the essay writings for the pre-test. The mean score of the control group writing performance is 3.53 with standard deviation .384 and the mean score of experimental group is 3.57 with standard deviation .392, in their pre-writing test. The mean difference of the two groups is -.040. The t-test analysis indicated that there was not a significant difference between the means of control and experimental groups as ($t = -.364$; $df = 48$; $p > .05$). It implies that the P-value (.717) is greater than

0.05. This also shows that both control and experimental groups had similar essay writing performance in terms of Punctuation at the pre-test stage.

Table 4. 13: Students’ Essay Writing Performance with Respect to Punctuation at the Post-test

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
Posttest	Control	25	3.38	.331	-.570	48	-6.188	.000
	Experimental	25	3.95	.322				

As it can be seen in Table 4.13 the analyses revealed that grammar-focused writing instructions had a significant effect on students’ essay writing performance on Punctuation ($t=-6.188$, $df = 48$, $p=.000$), On the basis of this analysis Punctuation had significant change after the experimental group received grammar lessons. The result obtained from the analyses of students’ essay writing suggests that grammar lessons attribute the changes in the writing performance to Punctuation. These results further implied that the students in the experimental group made significant statistical gains in essay writing quality between the two groups because of the additional treatment of grammar instructions of their essay writing performance over the students in the control group with respect to Punctuation. Therefore, the null hypothesis (H_0) is rejected.

4.1.7. Status of control vs. Experimental groups at the post-test with respect to aspects of writing

To prove the significant mean score difference, the post-test writing performance mean scores of the control and the experimental groups were compared. Students in both groups produced essays and the output was evaluated analytically after the intervention. The two groups’ overall writing performance is the sum total of writing features. The summary of the results of both groups is given in the following Table.

Table 4.14: Status of Control vs. Experimental Groups at the Post-test with Respect to Aspects of Writing

Test	Group	Number of students	Mean	SD	MD	DF	T	P (sig.)
Posttest	Control	25	21.34	1.096	-2.980	48	-11.644	.000
	Experiment	25	24.32	.659				

Significant at a $p<0.05$ level

According to the output indicated in Table 4.14 the mean score of control group is 21.34 with standard deviation 1.096 and that of experimental group is 24.32 with standard deviation .659. The mean score difference of the two groups in their essay writing performance is -2.980, and there is a statistically significant mean difference of the overall essay writing performance between the two groups. Moreover, ($t=-11.644$, $df = 48$, $p= .000$), was also found to be statistically significant at 0.05 level of significance. Hence, the research questions proved that the teaching of grammar-focused instructions has a significant effect on the students' essay writing performance with respect to writing features. Therefore, the alternative hypothesis (H1) proved valid and null hypothesis (H0) is rejected.

4.2. Discussion

The results and findings of this research were discussed based on the findings of the previous studies and the theoretical foundations underlying the variables or constructs. After receiving grammar-focused lessons in EFL context, the t-test result showed that grammaticality judgment scores of the students in the experimental group significantly improved. This improvement suggests that the instruction helped the students to see the positive impact of grammar points on learners' essay writing performance. This finding is congruent with the results of previous studies on students' essay writing performance, report that learners progressed significantly after receiving grammar or form focused instructions (Dekeyser, 1998). The grammar-focused lessons employed in the instruction are therefore interpreted as having facilitated the students' essay writing performance.

Based on the results of this study, the researcher discussed the questions in terms of content, grammar, organization, vocabulary, mechanics (spelling and punctuation) independently based on the study focus. To support this, Heaton (1990) suggests that in order to mark students' essay we have to identify important features such as organization, grammar, content etc. that we want to focus on. Thus, although, the above mentioned features were discussed separately based on the study focus. Therefore, the research questions were addressed singly in detail followed by the overall discussion with respect to status of CG and EG essay writing performance.

4.2.1. Content quality of students' essay writing

The first research question was related to whether there was a significant difference in the development of students' essay writing performance with respect to content quality between the control and experimental groups. The post-test results indicated that the subjects in experimental group improved their essay writing performance after receiving the selected grammar-focused points. Hence, teaching grammar-focused lessons has a significant effect for learners to produce improved essays in terms of content quality. This is supported by Dean (2013). He proved that students' performance of producing text that is technically correct, structured and lexically proficient is related to content quality of writing. Thus, the quality of students' essay writing with respect to content has direct relation to grammar based lessons. It is believed that EFL students require good grammar knowledge for academic and professional purposes so as to produce an improved essay with respect to content quality in particular.

In relation to this, researchers explain the benefit of grammar-focused instruction for writing. For example, Wang (2014) conducted a research and the results of the study revealed that explicit grammar instruction had extremely positive impact for EFL writing and editing. It implies that content quality in essay writing can be improved based on grammar-based instructions. It was also true in this study that the subjects in the experimental group were at a higher level of proficiency than their peers in the control group with respect to the content quality of essays after the intervention. This happened because of the instruction and researcher effort providing the grammar lessons for experimental group.

4.2.2. Grammatical accuracy of students' essay writing

The second research question was related whether a grammar-focused writing instruction has greater improvement in the grammar component of essay writing. The results indicated that there was no improvement in the grammar component for control group on the posttest. However, the experimental group subjects who took selective grammar lessons had a greater improvement due to the fact that they received grammar-focused lessons.

Harmer (1985) concluded that one of the barriers to students' writing performance with respect to grammar accuracy in EFL learners is that they lack the ability to use appropriate grammar in

their English language writing. In line with this, students are still challenged in applying the grammatical rules of English in order to form grammatically correct sentences, paragraphs and essays. However, they could improve their grammar knowledge and produce better essay after taking grammar lessons. This implies that grammar and writing should be treated in an integrated manner so as to maximize the students' grammar knowledge and the quality of their essays.

In relation to this Haregewain (2008) also carried out a research entitled with "The effect of Communicative Grammar on the Grammatical Accuracy of Students' Academic Writing". The researcher reflected that experimental groups improved grammatical accuracy as a result of integrating communicative grammar with writing. This means that grammar-focused instruction in relation to essay writing proved to be a powerful tool for enhancing students' achievement in grammatical accuracy in their essay writing.

Therefore, grammar-focused writing instructions played an important role in improving grammar accuracy in students' essay writing. It can also be concluded that teaching students focussing on grammar points made them produce highly improved essays after the intervention and it is essential to ensure that the writers intended meaning and to avoid communicative misunderstanding in essay writing.

4.2.3. Organization of students' essay writing

The third research question was related to which group would have greater improvement in the organization component of students' essay writing. The result of this question is in consensus with the analysis of the data unveils the culminating influence of grammar-focused lessons on the development of students' essay writing performance in terms of organization ability.

This study revealed that students' organization ability in essay writing was improved after the grammar-focused lessons were given to the experimental group. In connection to this, Tosuncuoglu (2018) concluded that sentences, paragraphs and essays must be related to each other in a meaningful way. One sentence should lead into the next, one idea should follow another coherently so that the reader is carried forward without confusion, and the clear connection between statements comes first. This means that variety in the usage of connectives and grammar points lead to more effective expression, choosing the right conjunction is essential for conveying meaning accurately. The other point for coherent writing is that the students should write conjunctions and phrases when needed.

Therefore, Grammar-focused writing instruction is a means to produce a well- organized essay to develop learners' organization ability in their essay writing. It can be measured based on their grammar capacity as well as the proper use of grammar points. Then, the researcher in this study understood that writing is not just a mechanical task but also a mental activity. The statistics showed that the intervention group had a significant change of organizing their essays after the training.

4.2.4. Vocabulary on students' essay writing

The fourth research question was related to whether grammar-focused writing instruction has a greater improvement on the vocabulary of students' essay writing. Hence, students who took selective grammar lessons could produce improved essay in terms of vocabulary, as opposed to students who didn't take the grammar based lessons. Therefore, grammar-focused writing instructions played an important role in improving vocabulary usage in students' essay writing. It can also be concluded that teaching students focussing on grammar points made them produce highly improved essays after the intervention, and it is essential to ensure that the writers intended meaning and to avoid communicative misunderstanding in essay writing.

4.2.5. Mechanics (spelling and punctuation) on students' essay writing

The last research question was related to whether grammar-focused writing instruction has an effect and which group would have a greater improvement in the mechanics' component of writing. The results indicated that there was an improvement in the mechanics' component for the experimental groups who took grammar-focused writing class on the post-test. Moreover, the experimental groups had a greater improvement than their peers in the mechanics' component, although the improvement was significant. Hence, students who took selective grammar lessons could produce improved essays in terms of spelling and punctuation, as opposed to students who didn't take the grammar-based lessons.

CHAPTER 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The general objective of this research was to investigate the effect of grammar-focused writing instructions on students' essay writing performance with respect to features of writing. In order to collect data for the study, tests (pre-test and post-test) were used. This chapter presents summary, conclusions and recommendations.

5.1. Summary

The general objective of this study was to find out the effect of grammar focused writing instruction on students' Essay writing performance. In this study, the Test was the major tool used to collect data. Before the students took the test, the researcher advised them to end their essays in one hour. The students' essays have been rated in terms of 6 criteria. These criteria were content, punctuation, grammar, organization, vocabulary and spelling. Each criterion had 5 marks. The researcher photocopied the students' essays and gave to two English language teachers who had master's degree in TEFL for rating based on the criteria.

In order to find out whether there was a significant difference in the development of writing ability between the experimental and control groups, the average scores were compared using T-test and the results revealed that there was no significant difference between the average scores of the control and the experimental groups. They were at the same level of essay writing performance before the intervention.

An experiment was conducted for four weeks in the second semester of 2023G.C in one secondary school. The foremost reason of the experiment was to find out if grammar focused writing instruction in the context of writing could enhance students' essay writing performance. In this study, a pre-test was given before the experiment began for both the control and the experimental groups. After the students in the experimental group were taught for four weeks using the grammar focused lessons and writing tasks (experimental group), and using grammar exercises of the grade Twelve textbook not in the context of writing (control group) again both groups were given a post-test in order to see if there was any significant difference in the features of writing in the writing produced by the control and experimental groups. A t-test was used to

compare the average scores of the two groups. The results showed a significant difference in performance between the experimental and the control groups in writing features as measured by the post-test. The Sample T-test of control and experimental groups in pre and post-tests showed that the post-test mean scores of the control groups made no significant difference over its pre-test results. This also shows that students' who did not receive the training did not improve their essay writing performance. This suggests that the experimental groups improved their Essay writing performance as a result of integrating grammar focused writing instruction with writing. The students in the experimental group could benefit from receiving training on grammar-focused lessons of essay writing because they were made to practice using the designed essay writing tasks inside or outside the class. Grammar focused writing instruction was a powerful tool for improving students' essay writing performance.

5.2. Conclusions

The study attempted to find out if there was a significant difference in essay writing performance between the group treated with grammar-based lessons and the one that was not. Based on the above findings, the following conclusions could be drawn.

In this study, it was concluded that grammar-focused writing instructions had significant effects on the overall improvement of students' essay writing performance with regard to features of writing: producing improved essays in terms of content, grammatical, organization, vocabulary, and mechanics (spelling and punctuation) in the post-test.

The teaching materials are supervised and approved by the department head and the teacher who teach both groups in the school. This helped them to develop their essays in EFL context by engaging themselves in purposeful practices in class or at home.

The Content of students' essay writing was improved after four consecutive weeks training given to experimental group and thus grammar-focused writing instruction was found to be fuels in producing enhanced students' essay writing in terms of content. The selected grammar items in the teaching material were presented for students to practice in meaningful and purposeful activities integrated with writing tasks in this study. As shown in the experiment, grammar-

focused instruction in the context of writing could improve students' essay writing performance with respect to content.

On the basis of these findings, it may be reiterated that students in the experimental group significantly improved their grammar in their essay writing after practicing selected grammar lessons and activities in the context of writing tasks. The grammar activities have to be integrated with writing skills so that students can develop grammar accuracy. It is reasonable to conclude that integrating grammar-focused writing instruction with writing tasks is valuable in improving students' grammar in their essay writing performance.

Grammar-focused writing instruction had a great role mainly for improving organization on students' essay writing. It implies that grammar lessons encourage learners to produce well-organized essays. Thus, the study results show that there is a significant difference between two groups in the post-test with respect to the organization of essays.

The vocabulary usage of students' essay writing was also analyzed in this study. Thus, grammar-focused writing instruction enhances the performance of learners in producing improved essay in terms of vocabulary. This feature was significantly improved in the post test. This implies that grammar-focused items should be presented in context.

The other writing features: mechanics (spelling and punctuation) were also analyzed in this study. Thus, grammar-focused writing instruction enhances the performance of learners in producing improved essay in terms of spelling and punctuation. These entire features were significantly improved after the intervention. This implies that grammar-focused items should be presented in context.

In general, grammar-focused writing instruction can play a significant role in essay writing with regard to aspects of writing. I think the absence of good writing performance can be regarded as one of the most common reasons for students' poor performance to express them using appropriate grammar constructions in EFL context. Furthermore, students have a lot of problems in grammar of their essay writing. Since students are not well-familiarized with the best way to

improve their essay writing. Mostly, many of them cannot understand how to write accurately. As a researcher, I believe that the result of this study might be helpful for teachers and students in terms of becoming familiar with comparatively new instruction which will be helpful in their essay writing performance. Attention to writing and practice in writing considering grammar points had a positive effect on students' essay writing performance.

5.3. Recommendations

This research attempts to investigate the effect of grammar-focused writing instruction on students' essay writing performance. Based on the findings of the study the following recommendations have been forwarded to the concerned bodies.

1. Writing tasks should be introduced in the context of grammar-focused items
2. Students should practice essay writing to improve their performance by taking on more responsibility for their own learning of writing in and outside the classroom.
3. Course syllabus designers should give special attention to essay writing tasks presented in grammar context. It helps the students to develop their essay writing.
4. Studies should be conducted to fill in the research gaps with regard to whether grammar-focused lessons bring significantly different effects on different ability groups, background, gender, age, etc. regarding their writing skills.
5. Secondary school English teachers have a great role in helping students to improve their essay writing abilities. Thus, in order to upgrade their knowledge and skills, teachers in secondary schools should be given different seminars.
6. It is also clear that having students practice writing essays improves their performance to write essay regardless of writing philosophy. The results suggest that such practice supports development of other skills such as reading and grammar usage as well. The results also indicate that more writing practice should be part of preparatory level language classes in the Ethiopian context.

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APPENDICES

Appendix A: Values for the Students' Essay Writing Test components

Content	Marks
Ideas are totally presented clearly.	5
Ideas are well presented with relevant supporting material.	4
Ideas are presented, but it may be difficult for the reader to distinguish main ideas from supporting material.	3
Ideas are presented, but may lack relevance.	2
A meaning comes through occasionally, but it is not relevant.	1
The ideas have no relation to the topic set; totally inadequate ideas.	0
Organization	
Highly organized; clear progression of ideas well linked; like educated native writer.	5
Material well-organized; links could occasionally be clearer but communication not impaired.	4
Some lack of organization; re - reading required for clarification of ideas.	3
Little or no attempt at connectivity, though reader can deduce some organization.	2
Individual ideas can be clear, but very difficult to deduce connection between them.	1
Lack of organization so severe that communication is seriously impaired.	0
Grammar	
All grammatical patterns exactly accurate.	5
Few noticeable errors of grammar or word order.	4
Some errors of grammar or word order. However, these errors do not interfere with comprehension.	3
Errors of grammar or word order related to the use of the narrative tenses.	2
Errors of grammar or word order. These errors are fairly frequent; occasional re-reading is necessary for full comprehension.	1
Errors of grammar or word order. These errors are very frequent; reader often has to rely on interpretation.	0

Vocabulary	
Totally adequate and appropriate in vocabulary for the task set	5
Almost no inadequate and inappropriateness in vocabulary for the task set	4
Frequent adequacy in vocabulary for the task. Perhaps frequent some lexical inappropriateness	3
Frequent inadequate in vocabulary for the task; only rare and circumlocution	2
Vocabulary inadequate even for the most parts of intended communication	1
Totally inadequate and inappropriate vocabulary for the task set	0
Mechanics	
Spelling	
Spelling completely accurate	5
Almost no inaccuracies in spelling	4
Some inaccuracies in spelling	3
Low standard of accuracy in spelling	2
Almost all spellings are inaccurate	1
All spelling in accurate	0
Punctuation	
Punctuation totally accurate	5
Almost no inaccuracy of punctuation	4
Some inaccuracy of punctuation	3
Few in accurate punctuation	2
Low standard of accuracy of punctuation	1
Ignorance of conventional punctuation	0

From: Huges. (1996) and from: Alderson et al. (1995: 109-110)

Appendix B: Pre-Test and Post-Test: Essay Writing for CG and EG

Student's Code Name: _____ **NO.** _____ **Time Allotted = 1hr.**

Direction: you are requested to write an essay about “**My High School Life**”. The essay you produce should have an introduction, body and a conclusion with topic sentence, supporting details and concluding sentences for each paragraph (three paragraphs with 200- 250 words). The purpose of this test is to evaluate your writing performance in terms of features of writing: content, grammar, organization, vocabulary, and mechanics each being assigned **5** points.

Appendix C: Pre-Test Essay Writing Result of Control Group

Code Name	Content			Grammar			Organization			Vocabulary			Mechanics					
	R1	R2	AV	R1	R2	AV	R1	R2	AV	R1	R2	AV	Spelling			Punctuation		
													R1	R2	AV	R1	R2	AV
S1	3	3	3	3	3	3	3.5	3	3.25	3	4	3.5	4	4	4	3	4	3.5
S2	3.5	3.5	3.5	3.5	3	3.25	3	3.5	3.25	3	3	3	3.5	4	3.75	3	3	3
S3	3	4	3.5	3	2.5	2.75	4	4	4	3.5	3	3.25	3	4	3.5	4	3	3.5
S4	3	3	3	3	4	3.5	4.5	4	4.25	4.5	4	4.25	3	4	3.5	3	4	3.5
S5	4	4	4	3	3	3	4	4	4	3	3.5	3.25	3	4	3.5	3	3	3
S6	3	4.5	3.75	3.5	3	3.25	3.5	4	3.75	3	3	3	4	4	4	3	4	3.5
S7	4.5	4	4.25	4	3	3.5	4	3	3.5	4	3.5	3.75	4	4	4	4	4.5	4.25
S8	4	4.5	4.25	3	3	3	4	3	3.5	3.5	4	3.75	4	4	4	3.5	4	3.75
S9	4	3.5	3.75	3.5	3	3.25	3.5	4	3.75	3.5	3	3.25	3.5	3	3.25	4	4	4
S10	4.5	4	4.25	3.5	3.5	3.5	3	4	3.5	3.5	3.5	3.5	4	3	3.5	3	4	3.5
S11	3	4	3.5	3	3	3	3	3	3	3.5	3.5	3.5	4	4	4	4	4	4
S12	3.3	4	3.65	3.5	4	3.75	3	3.5	3.25	4.5	3	3.75	3	4	3.5	3	4	3.5
S13	3	4	3.5	4	3	3.5	3	3.5	3.25	3	3	3	3.5	4	3.75	3	4	3.5
S14	3.5	3.5	3.5	4.5	4	4.25	4	4	4	3.5	3	3.25	4	3	3.5	3.5	3	3.25
S15	3.5	3.5	3.5	4	3.5	3.75	3.5	3.5	3.5	4	3.5	3.75	3	3.5	3.25	3	3	3
S16	3.5	3	3.25	3.5	3.5	3.5	4.5	3.5	4	4.5	4	4.25	4	3	3.5	3	3.5	3.25
S17	3.5	4.5	4	4	3	3.5	3.5	3	3.25	4	3	3.5	4	3	3.5	4	4	4
S18	3	3.5	3.25	4	3.5	3.75	4	3	3.5	3	4	3.5	4	4	4	4	4	4
S19	4	4.5	4.25	4.5	3	3.75	4.5	3	3.75	4	4	4	4	3	3.5	4	4	4
S20	3.5	3.5	3.5	3	3	3	4.5	4	4.25	4	3	3.5	3	4	3.5	3	3	3
S21	3.5	4	3.75	4	3.5	3.75	3	3	3	3.5	3.5	3.5	3.5	4	3.75	3	3.5	3
S22	3	3	3	3	3	3	3.5	4	3.75	3	3	3	3	4	3.5	3	3.5	3.25
S23	3.5	3	3.25	3.5	3	3.25	3	3	3	3.5	3.5	3.5	3	3	3	4	3	3.5
S24	3.5	3	3.25	4	3	3.5	4	4	4	3.5	3.5	3.5	4	3	3.5	4	4	4
S25	3.5	3.5	3.5	3	3	3	4	4	4	4	3	3.5	4	4	4	3	4	3.5

R1: 1st Rater

AV: Average

R2: 2nd Rater

S: Students

Appendix D: Post-Test Essay Writing Result of Control Group

Code Name	Content			Grammar			Organization			Vocabulary			Mechanics					
	R1	R2	AV	R1	R2	AV	R1	R2	AV	R1	R2	AV	Spelling			Punctuation		
													R1	R2	AV	R1	R2	AV
S1	3.5	4	3.75	3.5	4	3.75	3	4	3.5	3	3	3	3.5	3	3.25	3	3	3
S2	4	3	3.5	3	3.5	3.25	3	4	3.5	4	3.5	3.75	3	3	3	3	3.5	3.25
S3	4	3	3.5	4	3.5	3.75	4.5	3.5	4	3	3	3	4	3	3.5	4	4	4
S4	4	3	3.5	4	4	4	4	3	3.5	4.5	4	4.25	4	3	3.5	3	3	3
S5	3	3	3	3	3.5	3.25	4.5	3.5	4	3.5	3.5	3.5	3	4	3.5	3	3.5	3.25
S6	3	4	3.5	3	3.5	3.25	3	3	3	3	3	3	4	3	3.5	3	3	3
S7	4	4	4	3	4	3.5	3	4.5	3.75	3.5	4.5	4	4	3.5	3.75	4	4	4
S8	4	3	3.5	4	4	4	4.5	3	3.75	3.5	4.5	4	4	4	4	3.5	4	3.75
S9	4.5	3	3.75	2.5	3	2.75	4	3.5	3.75	4.5	4	4.25	3	3	3	4	3	3.5
S10	4	4	4	4	4	4	4	3	3.5	4	4	4	4	3	4	3	3	3
S11	3.5	3	3.25	2.5	4	3.25	4	4	4	3.5	4	3.75	3	3	3	3	4	3.5
S12	4	3	3.5	3	3.5	3.25	4	4	4	4.5	3	3.75	4	3	3.5	4	3	3.5
S13	4	4	4	4	4	4	3.5	4	3.75	4.5	4.5	4.5	3	3	4	3	4	3.5
S14	3.5	4	3.75	4	3.5	3.75	4	4.5	4.25	3.5	4.5	4	3.5	3	3.25	3	4	3.5
S15	4	4	4	4	4	4	4	3.5	3.75	4	4	4	4	3	3.5	3	3	3
S16	3.5	3	3.25	3.5	3	3.25	3	4	3.5	3.5	3.5	3.5	4.5	3	3.75	4	3	3.5
S17	3	3	3	3	3	3	4	4.5	4.25	3	4.5	3.75	3.5	3	3.25	4	3	3.5
S18	4	3	3.5	3	3.5	3.25	4	3.5	3.75	3.5	3.5	3.5	3	3	3	3	3	3
S19	3.5	3.5	3.5	3.5	4	3.75	3	4	3.5	4.5	3.5	4	3.5	4	3.75	3	3	3
S20	3	4	3.5	3	3.5	3.25	4	4	4	4	4	4	4	3	3.5	4	3	3.5
S21	4.5	3	3.75	3	3	3	4	3	3.5	4	4	4	3	3	3	3	4	3.5
S22	4	3	3.5	3	3	3	3	3	3	4	4.5	4.25	3	3	3	4	3	3.5
S23	4	3	3.5	4	4	4	3	3	3	4.5	4	4.25	3	4	3.5	4	4	4
S24	3.5	3	3.25	3.5	4	3.75	4	3	3.5	3	4	3.5	3.5	3.5	3.5	3.5	3	3.25
S25	3.5	4	3.75	4	4	4	4	3	3.5	4	3	3.5	3	3	3	3	3	3

R1: 1st Rater AV: Average

R2: 2nd Rater S: Students

Appendix E: Pre Test Essay writing Result of Experimental Group

Code Name	Content			Grammar			Organization			Vocabulary			Mechanics					
	R1	R2	AV	R1	R2	AV	R1	R2	AV	R1	R2	AV	Spelling			Punctuation		
													R1	R2	AV	R1	R2	AV
S1	3.5	3	3.25	4	4	4	3.5	3	3.25	3	4	3.5	3	4	3.5	3	4	3.5
S2	3	3.5	3.25	4	4	4	3	3.5	3.25	3	3	3	4	3.5	3.75	3.5	4	3.75
S3	3.5	4	3.75	4	3	3.5	4	4	4	3.5	3	3.25	3.5	4	3.75	3	3	3
S4	3.5	3	3.25	4	4	4	4.5	4	4.25	4.5	4	4.25	3.5	3.5	3.5	3	3.5	3.25
S5	4	4	4	3	3	3	4	4	4	3	3.5	3.25	4	3	3.5	3	3	3
S6	3.5	4	3.75	3.5	4	3.75	3.5	4	3.75	3	3	3	4	4	4	3	3.5	3.25
S7	4	3	3.5	4	3	3.5	4	4	4	4	4	4	4	4	4	4	4.5	4.25
S8	4	3	3.5	3	3	3	4	3	3.5	3.5	4	3.75	4	4	4	4	4	4
S9	4	3.5	3.75	3.5	3	3.25	3.5	4	3.75	3.5	3	3.25	3.5	4	3.75	4	3	3.5
S10	4	4	4	3	3.5	3.25	4	4	4	3.5	3.5	3.5	4	3	3.5	3	4	3.5
S11	4	4	4	3	3	3	3.5	3	3.25	3.5	3.5	3.5	4	4	4	4	4	4
S12	4	4	4	3	4	3.5	3	3.5	3.25	4.5	3	3.75	3	4	3.5	3.5	4	3.75
S13	3	3.5	3.25	4	3	3.5	4	3.5	3.75	3	3	3	4	4	4	3	3.5	3.25
S14	3	3	3	3	4	3.5	4.5	4	4.25	3.5	3	3.25	4	3	3.5	3.5	3	3.25
S15	3.5	3.5	3.5	4	3.5	3.75	3.5	3.5	3.5	4	3.5	3.75	4	3	3.5	3	3	3
S16	3.5	4	3.75	3.5	3.5	3.5	4.5	3.5	4	4.5	4	4.25	4	3	3.5	4	3.5	3.75
S17	3.5	3	3.25	4	3	3.5	3.5	3	3.25	4	3	3.5	4	3	3.5	4	4	4
S18	3	3.5	3.25	4	3.5	3.75	4	3	3.5	3	4	3.5	4	4	4	4	4	4
S19	4	3	3.5	4	3	3.5	4.5	4	4.25	4	4	4	4	4	4	4	4	4
S20	3.5	3	3.25	3	3	3	4.5	4	4.25	4	3	3.5	3.5	4	3.75	3	3	3
S21	3	4	3.5	4	3.5	3.75	3	3	3	3.5	3.5	3.5	3.5	4	3.75	3	4	3.5
S22	3	3	3	3	3	3	3.5	4	3.75	3	3	3	3	4	3.5	3	3.5	3.25
S23	3	3	3	3.5	3	3.25	3	3	3	3.5	3.5	3.5	4	4	4	4	3	3.5
S24	3	3	3	4	3	3.5	4	4	4	3.5	3.5	3.5	4	4	4	4	4	4
S25	3	3	3	3	3	3	4	4	4	4	3	3.5	4	4	4	4	4	4

R1: 1st Rater AV: Average

R2: 2nd Rater S: Students

Appendix F: Post Test Essay writing Result of Experimental Group

Code Name	Content			Grammar			Organization			Vocabulary			Mechanics					
	R1	R2	AV	R1	R2	AV	R1	R2	AV	R1	R2	AV	Spelling			Punctuation		
	R1	R2	AV	R1	R2	AV	R1	R2	AV	R1	R2	AV	R1	R2	AV	R1	R2	AV
S1	3.5	4.5	4	3.5	4	3.75	4.5	4	4.25	4.5	4.5	4.5	4	4	4	4.5	4	4.25
S2	4.5	4	4.25	4	3.5	3.75	4.5	4	4.25	4	4	4	4.5	4.5	4.5	4	4	4
S3	4	4	4	4	3.5	3.75	4.5	3.5	4	4	3	3.5	4.5	4	4.25	4.5	4	4.25
S4	4	4	4	4	4	4	4	4	4	4.5	4	4.25	4.5	3	3.75	3.5	3	3.25
S5	3	4	3.5	4	4	4	4.5	3.5	4	4	4	4	4.5	4	4.25	4.5	4	4.25
S6	4.5	4	4.25	4	4	4	4	4	4	4	4	4	4.5	4	4.25	4	4	4
S7	4.5	4.5	4.5	4	4.5	4.25	4	4.5	4.25	4	4	4	4.5	4	4.25	4.5	4	4.25
S8	4	4	4	4.5	4	4.25	4.5	4	4.25	4.5	4	4.25	4	4.5	4.25	4	4	4
S9	4.5	4	4.25	4	3	3.5	4	4	4	4	4.5	4.25	4	4.5	4.25	4	4	4
S10	4	4	4	4	4	4	4	4	4	4	4	4	4	4.5	4.25	4.5	4	4.25
S11	4	4.5	4.25	4	4	4	4.5	4.5	4.5	3.5	4	3.75	4.5	4.5	4.5	4	4	4
S12	4	4	4	3.5	3.5	3.5	4.5	4	4.25	3.5	4	3.75	4	4	4	4	4	4
S13	4.5	4.5	4.5	4	4.5	4.25	4.5	4	4.25	3	3.5	3.25	4	4	4	4.5	4	4.25
S14	4	4.5	4.25	4.5	4.5	4.5	4.5	4.5	4.5	4	4	4	4	4.5	4.25	4.5	4.5	4.5
S15	4	4	4	4	4	4	4.5	4	4.25	3.5	4	3.75	4	4.5	4.25	4.5	3.5	4
S16	3.5	4	3.75	4	4	4	3	4	3.5	4	4	4	4.5	3	3.75	4.5	4	4.25
S17	4	3.5	3.75	4	4	4	4	4.5	4.25	4	4	4	4	4	4	4	4.5	4.25
S18	4	3	3.5	4	4	4	4.5	3.5	4	4.5	4.5	4.5	4	4	4	4	4	4
S19	3.5	4	3.75	4	4.5	4.25	4.5	4	4.25	4	4.5	4.25	4.5	4	4.25	3.5	4	3.75
S20	3.5	4.5	4	4	3.5	3.75	4.5	4	4.25	4.5	4.5	4.5	4.5	3.5	4	4.5	3	3.75
S21	4.5	4	4.25	3	4	3.5	4	4	4	4	4	4	4	4	4	4.5	4	4.25
S22	4	3	3.5	3	4.5	3.75	4.5	4	4.25	4	4	4	4	4.5	4.25	4	4	4
S23	4.5	4.5	4.5	4.5	4.5	4.5	4.5	3	3.75	4.5	3	3.75	3.5	4.5	4	4.5	4	4.25
S24	3.5	4	3.75	4	4	4	4	3.5	3.75	4	4	4	4	4	4	4	4	4
S25	3.5	4	3.75	4	4	4	4.5	3	3.75	4.5	4.5	4.5	4	4.5	4.25	4	4	4

R1: 1st Rater AV: Average

R2: 2nd Rater S: Students

Appendix G: Teaching Material for the Treatment Group (Selective Grammar Lessons)

Subject: English

Topic: Grammar - Focused Writing Instruction and Writing Tasks for Grade 12

No	Weeks	Lesson Title	Active Learning Methods	Assessment Methods
1	Week 1	Narrative Tenses (Simple Past, Past continuous Tense, Past Perfect Tense and Past Perfect continuous Tense)	- brainstorming - individual /pair work -group discussion	- completion of activities - write a description of 'a place you have visited'. - feedback - write short essay
		Present Perfect tense and present Perfect Continuous Tense		
2	Week 2	The Active and Passive the Voice	" "	- completion of activities - answer the questions - write an essay - feedback
		Relative Clauses		
3	Week 3	Agreement Errors	" "	- answer to questions - rewriting sentences - feedback
4	Week 4	Adjectives	" "	- answer to questions - write an essay - feedback
		Adverbs		

Appendix H: LESSONS FOR TREATMENT GROUP

In the previous grades especially in grade 9, 10 and 11, you have learnt different grammar items such as tenses (e.g. simple present tense simple past tense), conjunctions, “infinitive”, “gerund”, “used to”, “conditional sentences”, “reported speech” and so on. This teaching material is designed for treatment group to be covered with eight weeks. Students will learn the following grammar items in the context of writing. Thus, in this material the following language items are included based on grade 11 and 12 English text book: **“narrative tenses”, “present perfect tense and present perfect continuous tense”, “the active and passive voices”, “the relative clauses”, “agreement errors”, “adjectives and adverbs.”** Moreover, you would learn how to use the above grammar items in different given essays samples.

Objectives: At the end of this lesson, students’ will be able to:

- Use narrative tenses in writing sentences and essays.
- Use present perfect tense and present perfect continuous tense to develop meaningful sentences and essays connecting past and present.
- Use the passive and the active voices in completing blank spaces and writing essays.
- Use the relative clauses in writing essays.
- Use correct subjects and verbs in developing essays.
- Use adjective and adverbs describing people or other things in writing essays.

LESSON ONE

Narrative Tenses:(Simple past tense, past continuous tense, past perfect and past perfect continuous tense)

A narrative is a description of events in the past. Past verb forms are used when you write a biography, your past journey or what you did in the past.

Simple past tense and Past perfect tense

We use simple past tense to express the first past completed action and past perfect tense for the second past completed action. Dominantly, we use simple past and past perfect tense together to show the logical order of past events.

Example: I went to sleep when my friends had left.

Simple past and past continuous tense

They can be used to describe something in progress when another event of the story happened. Simple past continuous tense is used to explain the longer action and simple past for the shorter one. **Example:** While I **was waiting** for the bus, I **met** two of my friends.

Past continuous tense and past perfect continuous tense

We use it in both dependent and independent clauses to show two actions are going on at the same time. Example: While I **was studying** with my younger brother, my mother **was cooking** in the kitchen. *Note:* **Sequencing words and expressions** are used to indicate the time at which events happened in relation to each other. Let's see some of them and their function.

One event happening after another in a sequence **then, prior to, after that**

One event happening before another **before then, previously**

Events happening at the same time **while, simultaneously**

One event happening very quickly after another **when, as soon as, immediately**

Activity One

Fill in the following blank spaces using the appropriate narrative tenses based on verbs given in brackets)

1. We _____ (be) chatting with our former students before we moved to cinema.

2. The _____ (dance) the whole night when we _____ (enter) in to the party.
3. She _____ (cook) meal for dinner while her little brother _____ (watch) movie.
4. All of the school teachers _____ (invite) to the program before they _____ to school.
5. I saw two of my former friends while I _____ (walk) in the street.

Activity Two

Fill in the following blank spaces using the correct narrative tenses (*simple past tense, past continuous tense, past perfect and past perfect continuous tense*) to make the essay grammatically correct and structurally convincing.

The Little Girl and the Lady with the Big Hat

The little girl _____ (sit) on the bus beside her mother. She was wearing a red jumper and a short blue skirt. She _____ (be) about four years old. The bus stopped, and some more passengers got on. They _____ (do) not speak. They sat down in the first empty seats, and it was very quiet in the bus. The last passenger to come on board was very tall. She was carrying an elegant blue umbrella and an expensive crocodile handbag. She _____ (wear) a very large hat.

The little girl _____ (start) at the hat. “Mummy,” she said loudly, “what a funny hat.” “She dear.” said her mother, “do not be so rude.” Someone at the back of the bus giggled. “But it is a funny hat,” said the little girl defiantly. The owner of the hat turned and gave the little girl a frozen smile. “Oh dear, I am sorry,” said the mother, “children can be so embarrassing.” All the other passengers’ _____ (smiled) happily to themselves.

Activity Three

Write a short essay (with 150- 200 words) about a place you know well or have visited.

LESSON TWO

Present perfect (I have done) and Present perfect continuous (I have been doing)

Present Perfect Tense (has/have + v3)

We use the present perfect (have been /have traveled etc.) when we talk about a period of time that continues from the past until now. We use the present perfect tense with today / this morning / this evening etc. / when these periods are not finished at the time of speaking.

Example: 1. I have drunk four cups of coffee today. (It is now lunch time. Perhaps I'll drink more before today is finished).

Present perfect continuous (has/have + been + v ing)

We use the present perfect continuous tense to speak about situations which started in the past and are still continuing, or which have just finished and affect the present:

Example: 1. I've been living here for 12 years. 2. I feel tired because I've been working all day.

Moreover, the present perfect continuous refers to an **unspecified time** between 'before now' and 'now'. This means we use the present perfect continuous for an activity that has recently stopped or just stopped. There is connection with now: Look the examples below.

You're out of breath. Have you been running?

Dawit is very tired. He's been working very hard.

Activity One

Put the correct present perfect form of the verbs in brackets in the blank spaces in the following text. Then compare your answers with those of your group members.

a) Spain and its people (make) a lasting impression on me. I went there as a young journalist 70 years ago and stayed for two years. Since then I (return) often. I..... (never forget) my first sight of the plateau of Castile and the mountains that cross it. I..... (be) to every part of the country and (visit) every large city in the country. Since I first fell in love with the country in 1920. I (be) a regular visitor and I (never be) disappointed.

b) Robert Zimmerman changed his name to Bob Dylan but he..... (also call) himself Tedham Porterhouse, Elmer Johnson, Robert Milkwood and Blind Boy Grunt. He (receive) a doctorate from Princeton University and (become) a commander of Arts and Letters in France. Many colleges..... (start) Dylan Studies course. He..... (make) three films and..... (travel) all over the world.

c) Tropical reef..... (exist) for more than 500 million years. Because lands that once lay in the tropics..... (drift) with time, ancient reefs are often found in regions that are temperate to day. In more recent times, changes in sea level (affect). The (be) at its present level

only in the past 5000 years. Fifteen thousand years ago, the sea was 120 meters lower than it is today.

Present perfect tense with ‘for’ and ‘since’

Since is used for a point in time. This means that since is used ‘from that time to the time referred to’. It is often used with a present perfect tense or past perfect tense.

e.g. 1. He has been here since Monday. (From Monday till now)

Since can be an adverb. e.g. He left school since 1983.

Since can also be a conjunction of time. e.g.: He has worked for us ever since he left school. It is two years since I last saw Kebede/ I last saw Kebede two years ago/ I haven’t seen kebede for two years.

For is used for a period of time: for six years, for two months, forever.

e.g. 1. Bake it for two hours. 2. He traveled in the desert for six months.

For + a period of time can be used with a present perfect tense or past perfect tense for an action which extends up to the time of speaking: e.g.: He has worked here for a year. (He began working here a year ago and still works here.) **For** is used in this way is replaceable by **since** with the point in time when the action began. e.g.: He has worked here since this time last year.

Activity One

Put in ‘for’ or ‘since’ then discuss your choices with a partner.

A: How long has it been raining?

B: It’s been raining lunch time.

A: How long has your father been doing the same job? He is a teacher, isn’t he?

B: Yes, he is. He has been teaching 20 years.

A: How long have you been learning English?

B: I’ve been learning English a long time?

A: How long has Sara lived in London?

B: She's lived in London 1985.

From: *Mega Book of English Grammar*. (2006).

LESSON THREE

The Active Voice and the Passive Voice (is done/was done)

Active Voice

In English the agent is often put at the beginning of a sentence or clause, in subject position. The person or thing affected or produced then forms the object of the verb or the person or thing that performs the action (sometimes referred to as the agent). This is what we refer to as an **active** sentence. e.g. My uncle **built** this house twenty years ago.

In an **active** sentence, the focus is on the agent, the person or thing that performs the action (my uncle), placed at the beginning of the sentence. If, however we want to change the emphasis so that the sentence focuses on the person or thing affected or produced by the action, i.e.: the object in the sentence above (this house), we use a **passive** form to bring that element of the sentence to the beginning, so that the sentence becomes:

Passive Voice- The passive of an active tense is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by '**by**' and placed at the end of the clause. The passive voice is (is/was/have been etc.) + the past participle (done/cleaned/seen etc.) e.g. This house **was built** by my uncle twenty years ago.

Tense	Active	Passive
Present Simple	Does	is done
Present Continuous	is doing	is being done
Past Simple	Do	was done
Past Continuous	was doing	was being done
Present Perfect	has done	has been done
Future	will do	will be done
Conditional	would do	would be done

We use the passive voice:

1) The agent is unimportant: Mount Vernon was built not far from Washington, DC on the Potomac River. Historians do not know exactly when the house was constructed; however, we do know that it was owned by many generations of the Washington family before George lived there. Many sections were planned and added when the first president lived there.

2) The agent is unknown: Most of our coins are minted in Philadelphia, but some are minted in Denver. Many minerals are used to make coins: copper, zinc, and silver. Pennies are made mostly of copper. Gold isn't used.

Activity One

Write out the following essay, putting the verbs in brackets into the correct form. Then discuss your choices with a partner. Try to explain why you have chosen each form.

Entries in most encyclopedias (1) (contain) short articles on particular subjects and (2) (arrange) in alphabetical order from A to Z. Each entry (3) (write) by an expert on the subject with which it (4) (deal). The entry (5) (serve) as a useful introduction to the subject. Often the entry (6) (include) a short bibliography. Sometimes it (7) (cross-reference) to other related matter on the same subject in the encyclopedia. Most important of all, the information which an encyclopedia (8) (contain) always (9) (present) very clearly and concisely. The author's initials usually (10) (print) at the end of the entry. However, the name of the author (11) (find) in most cases by (12) (look) at the list of contributors, usually at the beginning or end of the encyclopedia. Perhaps the most widely known encyclopedia is the Encyclopedia Britannica, but an increasing number of good encyclopedias (13) (publish) in the past few years. Many encyclopedias (14) (issue) a year book (15) (contain) short articles on events which (16) (take place) during the past twelve months. (affect). The (be) at its present level only in the past 5000 years. Fifteen thousand years ago, the sea was 120 meters lower than it is today.

From: Haregewain Abate (2008). *The Effect of Communicative Grammar on the Grammatical Accuracy of Students' Academic Writing*.

Activity Two

Write an essay of about 150-200 words on 'the process making coffee'.

LESSON FOUR

Relative Clauses (pronouns) (who, which, that, whom, whose)

A relative clause is a part of a sentence beginning with a relative pronoun. In other words, a relative clause is a part of a sentence that describes a person or thing we are talking about and is connected to other clauses in the sentence via a 'relative pronoun', who, which or that. Sentences can be divided into parts called clauses.

How to Form Relative Clauses

Imagine, a girl is talking to Henok. You want to know who she is and ask a friend whether he knows her. You could say: A girl is talking to Henok. Do you know the girl?

That sounds rather complicated, doesn't it? It would be easier with a relative clause: you put both pieces of information into one sentence. Start with the most important thing – you want to know who the girl is.

Do you know the girl ...?

As your friend cannot know which girl you are talking about, you need to put in the additional information – the girl is talking to Henok. Use the 'girl' only in the first part of the sentence, in the second part replace it with the relative pronoun (for people, use the relative pronoun 'who'). So the final sentence is:

Do you know the girl **who** is talking to Henok?

There are two kinds of relative clauses: defining and non-defining relative clauses.

Defining relative clauses describe the preceding noun in such a way as to distinguish it from other nouns of the same class. A clause of this kind is essential to the clear understanding of the noun.

Non-defining relative clauses are placed after nouns which are definite already. They do not therefore define the noun, but merely add something to it by giving some more information about it. Unlike, defining relative clauses, they are not essential in the sentence and can be omitted without causing confusing

The following relative pronouns are used in defining and non-defining relative clauses:

	Person	Thing	Place	Time	Reason
--	--------	-------	-------	------	--------

Subject	who/that	which/that	-	-	-
Object	who/whom/that/ø	which/that/ø	where	When	why
Possessive	whose	whose	-	-	-

Defining Relative Clauses

As the name suggests, these clauses give essential information to define or identify the person or thing we are talking about. Obviously, this is only necessary if there is more than one person or thing involved. A defining relative clause gives essential information about the noun or noun phrase it modifies, without which the sentence wouldn't make sense as the listener or reader would not be able to identify the noun in the sentence. Commas are not used in defining relative clauses. *Note:* The relative pronoun stands in place of a noun. This noun usually appears earlier in the sentence:

Non-Defining Relative Clauses

The information in these clauses is not essential. It tells us more about someone or something, but it does not help us to identify them or it.

e.g. John's mother, **who lives in Addis Ababa**, has six grandchildren. (We know who John's mother is, and he only has one. The important information is the number of grandchildren, but the fact that she lives in Addis Ababa might be followed with the words 'by the way' - it is additional information).

Punctuation in Relative Clauses

Non-defining relative clauses are always separated from the rest of the sentence by commas. The commas have a similar function to brackets.

e.g. 1. My friend John has just written a best-selling novel.

2. He went to the same school as me. We can join these two sentences as

My friend John, **who went to the same school as me**, has just written a best-selling novel.

In non-defining clauses, you cannot use *that* instead of *who*, *whom* or *which*. Remember: Avoiding the use of relative clauses in your writing will limit you to simple structures which are unlikely to be adequate to express complex ideas and which will detract from the overall style of your writing.

Activity One

Choose from the list and put the correct relative pronouns in the blank spaces in the following sentences. Then re-write the paragraph about a bank robbery in your exercise books. Discuss your answers in pairs.

Who which whose

1. A man _____ mobile was ringing did not know what to do.
2. The robber _____ mask was obviously too big didn't drive.
3. The people _____ were in the bank were very frightened.
4. He came with a friend _____ waited outside in the car.

Activity Two

Insert the following words in the spaces provided in the text.

which whose where Who whom that

We decided to spend the weekend, 1) _____ was part of a long independence holiday, in a small hotel (2) _____ was in the hills (3) _____ it would be cooler. We arrived late on Friday evening went straight to bed. On the Saturday morning, (4) _____. was again very warm and sunny, we went to a nearby pool, (5) _____ the hotel owner recommended. It was surrounded by rocks and seemed to be very private. Soon after we arrived, a lot of children came. They were followed by their mothers. The children, (6) _____. mothers were carrying large bundles of clothes, quickly undressed and jumped into the pool. Then their mothers threw them some large bottles. The bottles contained some soapy water (7) _____ the children poured over themselves. Then the mothers undid the bundles of clothes (8) _____. they had brought with them and started to wash them and scrub them on the rocks nearby. From being a place for a quite swim, the pool became a place, (9) _____. was both a bathroom and a laundry. The children were very happy, and laughed and shouted as they washed each other. The mothers sang quietly as they washed their clothes. We sat quietly at the edge of the pool. We didn't know what to do.

LESSON FIVE

Agreement Errors

Agreement errors are the most common problems that affect students writing. They bear inconsistency problems and confuse the readers.

There are two major kinds of agreement problems which most writers commonly face. These are

1. Subject and verb agreement problem
2. Pronoun and antecedent agreement problem.

Subject- verb agreement error

In this English lesson, you're going to learn a few more advanced cases of subject-verb agreement that confuse many learners.

Note: some indefinite pronouns are always singular; others are always plural, and still others may be singular or plural, depending upon their usage.

Indefinite pronouns

Always singular indefinite pronouns: Neither, no one, somebody, nothing, anyone, something, everyone, nobody, either, anybody, everything, everybody, anything someone each

Always plural indefinite pronouns: Several, few, both, many

Singular or plural indefinite pronouns: Some, all, most, none, half of, a third of

Examples:

1. I don't know if anybody **is** in the office right now.
2. How do you react if someone **gives** you a compliment?
3. Both of my brothers **are** older than me.
4. Several of the students **aren't** going to pass.

I. club / team / family / army

These subjects are also **singular**, even though they are talking about a group of people.

Example: 1. My family **is** visiting me for the holidays.

Note: In British English 'family' and 'team' are often plural.

Usually, 'police' is **plural**:

The police **are** investigating the murder. 2. Police **have** arrested three suspects.

To talk about an individual member of the police, we can say **policeman** or **policewoman** - or the gender-neutral term **police officer**.

II. People / children / men / women / mice / feet

These words are **irregular plural nouns** (nouns that are not formed by adding -s) and they take the **plural** form of the verb: 1. Our children **are** very well-behaved. 2. The people **like** the new president.

Activity One

Read each sentence below. Underline the correct verb that agrees with the subjects.

Half of the class **is/are** from another country.

The basketball team **has/have** a new coach.

Nobody **likes/like** the new English teacher.

My feet **is/ are** cold.

Half of the students **is/are** from another country.

Pronoun and antecedent agreement

A pronoun must agree with its antecedent in number (singular or plural), in person (first, second or third person) and in gender (masculine, feminine, or neuter). Antecedent is the word or groups of words to which a pronoun refers to or that a pronoun replaces.

Inconsistency in number and person

Examples:

Confusion: 1. A student is an important member of a society, and you should express your opinion freely.

Clear: A student is an important member of a society, and **he/she** should express his/her opinion freely. (The antecedent is **a student**, a third person singular)

Vague pronoun reference

Vague: John and James are good friends, which began when they were in elementary school. What did begin when John and James were in elementary school? This is a vague pronoun reference. It was their friendship)

Clear: John and James have a lasting friendship, which began when they were in elementary school.

Activity One

What kind of word?

Read this paragraph and then write which word class each underlined word belongs to.

Andrew didn't go to the cafe with the other students. Rachel told him they were going there, but he wanted to finish his work. Andrew isn't very sociable. He stays in his room and concentrates totally on his studies. He's an excellent student, but he doesn't have much fun.

Noun	verb	adjective	adverb
-----	-----	-----	-----
-----	-----	-----	-----

Activity Two

A list of sentence is given below. Read each of them carefully then identify the error type (in any), and writing the correct version in the space provided.

Although one sometimes might experience work as burdensome, you might more often find it very rewarding.

Type of error-----
 Correct version-----

The group of bizarrely dressed youths is taking over the cafeteria.

Type of error-----
 Correct version-----

Looking forward to a prosperous and fulfilling career

Type of error-----
 Correct version-----

LESSON SIX

Adjectives

Adjectives are Words which describe or modify nouns or pronouns.

Adjective	Comparatives	Superlatives
Good	Better	Best
Big	Bigger	Biggest

Nice	Nicer	Nicest
Young	Younger	Youngest
Silly	Sillier	Silliest
Clever	more clever	most clever
Interesting	more interesting	most interesting

Kinds of Adjectives

Proper Adjectives

They are derived from proper nouns.

Many proper adjectives end with – ‘*an*’ or – ‘*ian*’. *However, other endings are also used.*

Example: Ethiopia – Ethiopian, America – American, England – English, France – French

Attributive Adjectives – Which precede the noun and modify it.

They come before nouns and modify the nouns come after them.

Example: I saw a black devil in the river.

Participle Adjectives

Participle adjectives ending in **-ing** and **-ed**.

They are words which describe nouns. Even though there are many normal adjectives, there are also participle adjectives.

The – ing adjectives tells you about the job.

The **– ed** adjectives tells you how somebody feels (about the job.)

Example: **Bored** man - a man who is bored = has a **passive** meaning.

Boring man - a man who bores others = has **active** meaning.

These are common participle adjectives

Tiring ----- tired

Surprising ----- surprised

Satisfying ----- satisfied

Disappointing ----- disappointed

Depressing ----- depressed

Shocking-----shocked

Boring-----boring

Extreme Adjectives and Base Adjectives

Extreme adjectives have strong enough meaning to express persons, things or actions.

We use intensifiers to weaken or strengthen adjectives.

Quite, too, much and **very** are used to weaken and strengthen adjectives.

Extreme adjectives cannot be weakened; they can only be emphasized with words like: **Absolutely/ completely/ really/ extremely...**

Common base/normal adjectives and extreme adjectives

Interesting/fascinating, tasty/delicious, boring / terrible awful, big/gigantic, cold/ freezing good /perfect, hot/ boiling, hungry /starving, surprise / astonish, loud /deafening

Extreme adjectives can be either positive or negative.

Positive = **Good – excellent – marvelous** or negative = **bad, awful, foul.**

Note: Adjective Order: When we use a string of adjective, there is a generally accepted order.

Size ---- color ---- origin ----- material --- purpose --- noun

Example: The small purple German silk evening gown.

Activity One

Choose the correct adverb or adjective from the two choices and rewrite the correct sentence.

1. It was a (dangerously, dangerous) lake to swim in. The man was (dangerous, dangerously) drunk. The gas smelled (dangerously, dangerous).
2. performed (magnificent, magnificently). It was a (magnificent, magnificently) beautiful performance.
3. He was a very (sensibly, sensible) person. He acted very (sensible, sensibly).
4. Talk (softly, soft) or don't talk at all. The music played (softly, soft).
5. You must send payments (regular, regularly). We deal on a (strictly, strict) cash basis.

Activity Two

In the following sentences, cross out the incorrect words and write in the correct form in the blanks. If the sentence is correct as it is, write "correct" in the blank. One and two are done for you as an example.

Terrence plays quarterback as well as Brian. It is Correct

The game hadn't hardly begun before it started to rain.

The game had hardly begun before it started to rain. **Hadn't** and **hardly** are negative words.

-Jane behaves more pleasant than Joan.

-When you are a parent, you will think different about children.

-I felt badly about not having done good on my final exams.

Example text for students

Descriptive: Visit to the Dentist's Office

I push the door open. The bell tinkles, with a soft but shrill ring. A wave of rubber gloves and disinfectant masked with cheap air freshener washes over me. Chairs are cluttered in the waiting room of the dentists. Clusters of magazines lie on the scratched wood of the coffee tables, **shiny bright** plastic screaming out logos and slogans. A little way forward from where I stand is a desk. A **smiling** receptionist sits there. She seems to have been expecting me somehow, as she indicates to the couches and chairs.

A few **nervous** patients are already there. They try to avert their eyes from the closed, threatening doors leading to the dental surgery rooms, where an ominous high pitched whirring sound is coming from. Occasionally, I hear a muffled thud, or yell. One by one, the receptionist calls out the patient's name; "Baker, John!" or, "Higgins, Samantha!" Plastered on the walls are dramatic "Before/After" photos. They show **yellow** teeth, set crookedly in red raw gums becoming **brilliantly white** and straight. The walls are painted a stark, clinical white; however, photographs of people with toothy grins beam down at me, from newspaper clippings over the years. It must be my imagination, but already I can taste the **slightly** stale, bubblegum flavored gloves, the cool hard metal of the examining probe, and the chink clink it makes when it sometimes collides with my teeth. I can feel the vinyl of the reclining chairs, which are covered in plastic, and also which **clammy** legs have a habit to stick to. In my mind I see the perfect teeth of my dentist, an ideal advertisement for his clinic.

A sudden tapping of **high-heeled** shoes from the corridor awakens me from my day dreaming. I look up. My pulse quickens, and my hands sweat. I swallow the lump in my throat that has accumulated somehow. Blood is pounding through my head, but even that cannot block out the dreaded words that I hear next; "Barron, Cissie, Doctor Lush will see you now."

Activity Three:

Write an essay about 'a person you know very well' based on the following points. (Use appropriate adjectives and adverbs, 200-250 words).

A) How much do you know about the student who is sitting next to you now?

His/her name? His appearance, height/weight? His favorite school subject? His mother - working?

What is her job? His father-working? What is his job?

B) What you like most about him/her?

C) What you like him to improve in the future?

LESSON SEVEN

Adverbs

Parts of Speech	Descriptions	Examples (words)	Examples (sentences)
Adverb (Adverbial phrases)	A word or group of words that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence	Sensibly Carefully At home In half an hour	Please take sensibly He walked across the bridge carefully. I like listening to music at home. See you in half an hour
Adjective	A word that gives more information about a noun and pronoun.	Kind better impetuous best	What a kind man We all want a better life He's no impetuous That's the best thing about her

Adverbs are used to add further information to sentences and they qualify verbs, adjectives or another adverb.

Kinds of adverbs

Adverbs of manner = It answers the question of “**how something is done or how something works**”

E.g. He did the assignments **smartly**. It tells us how he did the assignments.

Adverbs of time = It answer the question “**when**”

E.g. 1. He had finished his project **two years ago**. It tells us when he finished his project.

2. She was born at **5am on 20th of April, 1980**.

The second example also shows order of adverbs of time particular to general.

Adverbs of place = It answer the question of “**where**”.

e.g. I was in Dessie last year, now I am here. It tells us where he was.

Adverbs of frequency = It answer the questions “**how often**”.

e. g. He visits his grandfather **twice a week**. It tells us repeated action.

Let's divide adverbs of frequency in to **three** groups for convenience of explanation.

Group A: always, sometime, usually, occasionally, once, repeatedly, periodically, frequently, generally...

Group B: seldom, rarely, never, ever, hardly ever, scarcely ever...

Group C: Twice a week, once a year, time and again, now and then, again and again, every Monday, every year

Note: **Hardly, rarely, barely, seldom and scarcely** have almost the same meaning. They mean **almost none** but not none at all.

Adverbs of degree, quantity and extent

Common adverbs of **degree, quantity and extent,**

- *Sometimes, fully, partly, largely, half, more, a lot ...*

Examples:

1. **Half** of the school community came on time in the meeting.
2. A lot of problems have been occurred in the school.

Adverbs like *too, enough, rather, little ...* are called **pre- adjectives**.

Examples: 1. She is **little** worried about her studies. 2. The man drives the car **too** fast.

- **Yet, Still, Just** - They are adverbs of time.

Yet: means “**up** to now”. It is placed at the end of sentences

It is used in interrogatives and negative statements. e.g. She has not arrived **yet**.

Still: means “even to this time” or “even to that time” e.g. She is **still** writing the letter.

Just: means “**a short time ago**” or “**at present**” or “**exactly**”

e.g. He has **just** completed his task.

Order of adverbs

Manner, place and time ----- MPT

Example: 1. Aster plays the music **beautifully in the concert yesterday night**.

Appendix I: Independent T-test result of Control and Experimental Groups at the Pre-test with Respect to Aspects of Writing

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	CG	25	21.3460	.96511	.19302
	EXPG	25	21.4400	.87880	.17576

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	.148	.702	-.360	48	.720	-.09400	.26105	-.61888	.43088
	Equal variances not assumed			-.360	47.585	.720	-.09400	.26105	-.61900	.43100

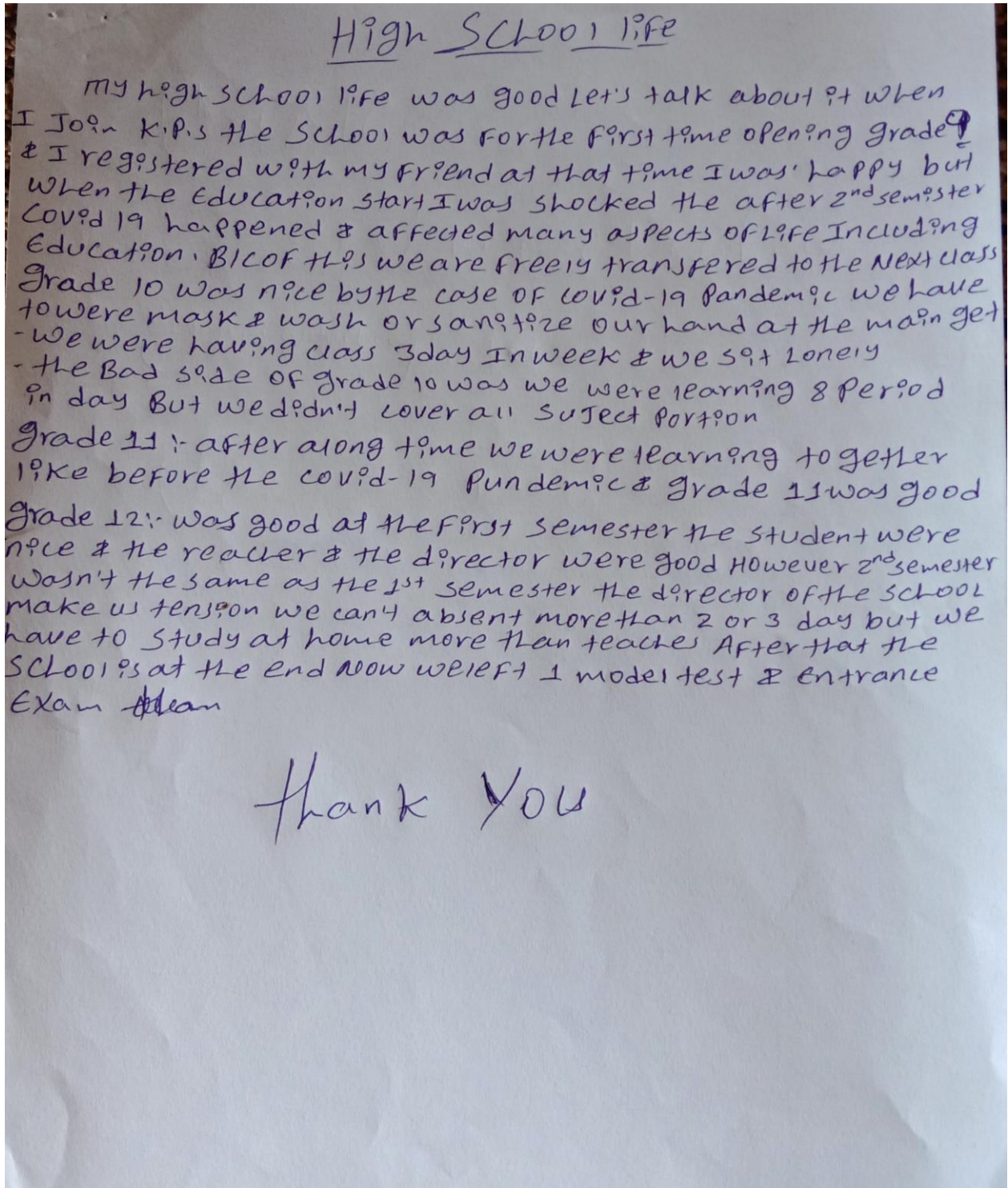
Appendix J: Independent T-test result of Control and Experimental Groups at the Post-test with Respect to Aspects of Writing

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	CG	25	21.3400	1.09659	.21932
	EXPG	25	24.3200	.65955	.13191

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	8.462	.005	-11.644	48	.000	-2.98000	.25593	-3.49458	-2.46542
	Equal variances not assumed			-11.644	39.355	.000	-2.98000	.25593	-3.49752	-2.46248

Appendix K: Samples of Students' Essay Writing Taken from CG and EG

Pre-Test Samples taken from CG



High school is awesome having true friendship flying on the sky & no rules being mature than you were you know when I was at my primary class I was shy and anxious to shine out. yes I'm still anxious to shine out but anxious for good. I make each step reganable for me not being reganable is also a reason. I was so sticking on friends but now I let them for good b/c each year & each day there are always new personal to meet & people with lessons, to teach making you move like behavioral evolve.

At grade 9th there was there was feeling of being there & adult & mature but in contrasted pride & HPP mess had resulted in lower grades & rejection of course but still the best of time. At twice effort better results were obtained

3rd by 11th grade my focus was on the 1st semester on the have been EVE for the 1st semester then lost the focus at the second have been so. Worry that year & got things that I'm not quiet sure I really deserved had good friends, good classmates, good teachers with good lucks.

To day is I am grad 12 student. I well finised the year, and the god help me. I am going to universty. and I hard worked stude in EUEE.

Post- Test Samples taken from CG

My name is Kidist Markeshaw and I am senior at future Hapes and w/ro Keleme work High school. let me just tell that being a student in today society is not always easy, when we are often told that we don't understand what stress is and that we should wait till we're older. At high school is a secondary school where teenagers are educated before starting college or getting jobs most high school or junior high comes high school have four numbered grades from ninth to twelfth. After middle school or junior high ~~there~~ for examples all school activities need you to maintain a good grade point average as well as to devote any additional time you have to it day and night. - Because of this new normal education, my senior high school life will be more difficult than it was before many students. so in my opinion high school life was it make me both sad and happy feeling ~~in~~. the happy one is I got more close and best ~~and~~ friends I can't change them by another because they think for me and the another one is that to be full feel, ~~and~~ self confidence to do the best one or good things with out frightened. as I say about ~~to~~ ^{my} happier side by side I have some witness that is what "some time my decision was fallacious and confusing and if I don't make ~~my~~ really I believe that I fault properly so over all high school life is the point where in we matured enough to remember essential experience or more encounters in life and it can be good for some and make bad condition for another as it used.

MY HIGH SCHOOL LIFE

Many students are enjoy and learn many things for high school life.

My high school life is started in grade 9 2012 e.c in future hopes Primary and secondary school. In elementary we learn in Amharic but in high school level Amharic change in English except Amharic subject, and ~~at~~ change new uniform. In 2012 2nd quarter came covid 19 the school is closed but the teachers ordered many exercise and in grade 10 we learn in rotation and Afew students in one class. we must keep our plainness one day learn and the next day is break, so we learn small unit in all subject. In 2014 e.c I went to w/ho Kelemework tuxinen secondary school they was many ~~students~~ teachers wide area my choice is a natural science because of I went to be a sergen. I was continuse grade 12 in Kelemework School in this year we are heading for the entrance exam.

High school life is educate many things and we educat for high school life

Pre-Test Samples taken from EG

name - Semira
- Alewi
Grade - 12D
No - 31

My School Life

I am Semira Alewi when the high school life very
very good b/c the elementary class or grade finished, the new
School inner new educational process start very happy. I went to be
Doctor. To do interest the kidney surgery hope.

The school inside good relationship Example, friends,
teacher, conservation, Almost students good product b/c the nice
teacher, more than good studying

The academic years 2012 I was grade nine (9th) the first semester
and second semester has good product results, the two good friends still
together.

The academic years 2013 I was grade ten (10th) the same grade
nine good results and 1-3 level at climb, in the class grade ten
~~was~~ 3 at climb thank you certificate I can get a table

The academic years 2014 I was grade 11 the Good outcome I can
to bring grade (11) Almost student connection many friend I can't bear
very happy.

Academic years or end pass 2015 was grade 12. I can here
arrive here After many book reading Thematic exam pass interest
~~the~~ ^{I mean after} thematic exam pass after University get in,
my friend is good, the others of together hope my friend is name
Hermela love you, generally Almost teacher thank you this is my school
life ~~and~~ ^{now} time on the end class thematic exam I hope pass All stud
ent love and thank you another idea the life foundation my mothers
my mother very very love you. mother means countries countries ~~mean~~
mother. My countries Ethiopia love you countries generally this is
my school life.

Thank You

My High School Story

My name is Yemaryamwork Yalew I ~~is~~ started high school in future hopes school. At the first day I was nervous but when I saw my friends it was normal it was such a great year until break out of corona virus. 6 months pass and we pass to grade 10 by freepass. Then I started learning. it was 3 days per week. and it was such a great experience learning in future school. It has only up to grade 10. Then I shifted to kelemwork school to continue learning grade 11. At first day I was nervous b/c it was new school for me but when I entered my class my class mates was friendly and kind for me. I entered natural science b/c I wanted to learn ~~it~~. I then pass to grade 12. I am metric examination taker. my high school life is not the end it is to be continued.

Post-Test Samples taken from EG

My High School Life

High School is the best time in my life, it shapes my all future life. In fact, it was always with ups and downs. I faced so many challenges, and I learned a lot of lessons.

I started my high school with mixed emotions, also I am happy to start a new school life, but I am nervous about the things that are unknown. When time passed, I became more comfortable and made new friends, we loved each other and had ~~so~~ good memory together.

I joined ~~the~~ different teams, which helped me to improve my communication and critical thinking skills. I know the importance of time ~~and~~ and I managed my time and prioritizing tasks.

It's difficult to say high school without its challenges. There were also times when I struggled with maintaining a balance between academics and extracurricular activities. There were also moments of self-doubt when I questioned my abilities. However, I learned to push through these challenges and developed ~~per~~ perseverance.

To sum up with, my high school experience was a mix of emotions, challenges, and valuable lessons. It taught me the importance of prioritization and time management. I am grateful for the friends I made, the experience I had, and the skills I developed. It prepared me for the next phase of my life.

My High School Life

Being high school is the best part in school days. I will start my story starting from my grade 9 life. Firstly, My name is Eishah Mohsen, I am 18 & I am from Yemen but living in Ethiopia because of the war in my country. I being here in Ethiopia since 2015 GC.

After I got my ministry results, I lost hope in myself that I could bring back that clever girl who used to be the first in whole of her school. That's why I didn't study or review my lessons, and I hated something called studying, & I started thing like other girls who are in my age: boyfriend, & I become social media adapter.

A few days, After our first semester exams, Covid-19 came to our country, so we stopped studying & became sitting at home, and because my immunity was weak for the whole nine months. I didnot leave the house, even if by mistake. And we was in alot of problem with my brothers all the time infront of each other nothing to do.

After

After fatigue & problems, a new school year came, & my mom said that a government school is forbidden because of the viruse, so I entered a private school called Future hopes, and we started learning by shift. Then the end of the year I got many friends & We all now are in the same school.

Grade 11 I went back to my government school because I didnot find a suitable school for me. This year, I wore glasses for 1st time, The first time a school principle hit me. It was also the first time that I was serious about life, and I began to see life from all sides, and that I had to fulfill my family's dream of becoming the best heart surgeon and becoming more serious in my studies, and thanks for God, as I worked hard, my score was good, and now I am a 12th grade student, and I study every day of the week without rest. This is because I have something to achieve, and the first thing is that I succeed with distinction in the national exam. This was my high school life in short.

Thank you