

**AN INVESTIGATION OF READING-TO-WRITE  
STRATEGIES EMPLOYED BY FOURTH YEAR  
STUDENTS IN THE DEPARTMENT OF FOREIGN  
LANGUAGES AND LITERATURE AT AAU**

**BY  
FEKADU MULUGETA ASFAW**

**A thesis submitted to the school of graduate studies of Addis Ababa  
University in partial fulfillment of the requirements for the Degree of Master  
of Arts in Teaching English as a Foreign Language (TEFL)**



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## **ABSTRACT**

This study attempted to investigate the reading-to-write strategies employed by fourth year students in the Department of foreign languages and Literature at Addis Ababa University. An investigation was made on the types and frequencies of strategies employed by the students and the relationship between these strategies and the students' writing.

To achieve the purpose of the study 20 students (25.6% of the total population) were randomly chosen. The necessary data was collected from:

(1) questionnaire administered to the 20 students, (2) think-aloud recording of 19 students, (3) interview with three students and, (4) writings of the 19 students.

Analysis of the data from the sources revealed that, while doing reading-to-write task, students use strategies in the following order: cognitive, social affective and metacognitive strategies. It was also found that students use less demanding strategies such as repetition, asking for clarification and self-monitoring more frequently than demanding strategies such as planning, elaboration, transfer and inference. It was also observed that students with less competent writing less frequently use metacognitive strategies. What is more, difference within strategy uses among students who have produced competent, average and less competent writing was observed.

Based on the findings of the study, it was suggested that students should be given training and practice on uses of different strategies and tasks in order to make them able to direct their own learning. The need to train teachers and include learner training components into teacher training course and language learning materials are the overall recommendation of the study.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 BACKGROUND

Language learning is a process that involves learners' active engagement in the learning process in addition to the input from the teacher and materials. It requires "*an active process of meaning construction and expression*" (O'malley and Chamot, 1990:21). In spite of the similarities of teaching materials, teachers and the teaching methods used, difference among learners' performance is observed in every classroom. Some learners are more successful than others in performing certain tasks in second language. Research indicates that aptitude, motivation and opportunity for learning are basic factors for individual differences (Gardner et al 1985). However, these factors are limited in predicting future success of the individuals in learning second language. They do not show what the successful or unsuccessful learner does in order to learn (Rubin 1975, Vann and Abrahams, 1990).

Psychologists suggest that learners come to classrooms with their own individual perception and way of learning. Learners have specific techniques that can be used at a specific learning situation to facilitate their learning (Williams and Burden, 1997). These specific techniques are termed as cognitive processes (Wong fillmore 1985), Learning strategies (Rubin 1975; Oxford, 1990: O'malley et al, 1985), learning behaviors (Politzer and Mc Groarty, 1985) or tactics.

Smith (1994:208) points out "*strategies should be understood as organized approach to a task.*" This shows that learning strategies are task related processes that learners employ during learning in order to learn and regulate their learning (Wenden, 1987). Some researchers have gone to the extent of saying that strategies have better roles than the linguistic proficiency of the learner on certain skills such as writing.

Zamel (1984:198) as quoted in Raimes (1985) argues

*While ESL students must certainly deal with concerns that are linguistic specific, it seems that it is their writing strategies and behaviors and not primarily language proficiency that determine composing skills.*

Investigating learning strategies employed by learners in a specific reading-to-write task will provide an insight into learners' success difference and learner training. Wenden (1987) recommends that teachers must be involved in learner training in addition to language instruction if they are to bring more success in language learning. From the learner point of view, successful learners are those who know how to learn language and control their learning (Ellis and Sinclair, 1989). In addition, developing autonomous learning strategies of foreign language learners has become focuses of research and educational institutes (Wenden 1991).

In light of the above suggestions and arguments, the present researcher is interested in studying strategies employed by a sample of fourth year students at the Department of Foreign Languages and Literature during a reading-to-write task. Reading-to-write is an activity that involves both comprehension and production. It requires complex interaction in the process of reading in order to create one's text (Flower, et al, 1990).

Flower et al (1990:4) suggest that it is an "academic task" that involves critical literacy that is mostly associated with college level academic activities. This task also requires learners to base their argument and suggestion on their understanding of the source text. Thus it forces learners to use different strategies that will help them to understand the text and produce their own organized writing.

Berhanu (1990) listener strategies, Fasil (1992) communicative strategies, Girma (1994) reading strategies, Tsegaye (1995) speaking strategies and Mulugeta (1997) writing strategies are studies on learning strategies in relation to English language skills in Ethiopia. To the best of my knowledge, no research has been done on strategies employed by learners in relation to reading –to-write task in the Ethiopian context. Moreover, none of the mentioned studies has attempted to integrate two skills like reading-to-write. There are also methodological differences between these studies and the present research.

## **1.2 OBJECTIVES OF THE STUDY**

The general objective of this research is to investigate strategies employed by fourth year students at the Department of Foreign Languages and Literature while they are working on a reading-to-write task. To this end, the research will

1. identify types and frequency of strategies used by the students during the task
2. determine if strategies varied depending on learners writing performance.

### **1.3. SCOPE OF THE STUDY**

This study is carried out on the currently enrolled fourth year students of the Department of Foreign Languages and Literature in Addis Ababa University. The study has involved 20 volunteer students out of 78 total student population studying in the teaching stream in department. This study is not intended to evaluate the effect of learning strategies in light of other variables and to determine the most effective strategy. Rather it is to investigate the strategies used by these students and to find if there is a difference among the students in their strategy use.

There might be a relationship between the strategies used and the students' writing that can be explored quantitatively. Such exploration requires continuous think-aloud and writing assessment. Thus, such comparative investigation is not done in this study.

### **1.4. LIMITATION OF THE STUDY**

The strategies investigated in this study are those which are accessible to the think-aloud procedure and reported by the sample students. The think-aloud procedure, as other data gathering instruments, has its own limitation. It shows strategies that are focuses of attention at the time of introspection. Strategies that are observable are not included in this study due to lack of observation instrument. Moreover, since the data is collected under experimental condition in the language laboratory where recording students utterance is important, the think-aloud data may not necessarily reflect what students would perform in other usual practices. Therefore the think-aloud may increase or reduce the instances and types of strategies used by the students; however, strategies are not produced for the sake of the think-aloud.

The scores assigned to each student writing by the two raters are used to classify the students writing as competent, average and less competent. However, one time writing performance measure can be considered as a very rough indicator of students writing competence.

### **1.5 SIGNIFICANCE OF THE STUDY**

The absence of any study on reading- to- write strategies in the Ethiopian context is one main reason for conducting this research. It is also hoped that the possible findings of this study will have some pedagogical implications for

- a) teachers to identify strategies used by learners and to provide possible range of strategies to their students in the course of teaching skills.
- b) material and syllabus designers to pay attention to learning strategies in addition to focusing on the provision of linguistic inputs.
- c) teacher educators to include learner training component in their skill training
- d) researchers on learning strategies which may have the interest to study strategies that will benefit less successful learners.

In addition, the study will have implications for learner training and possibility of including tasks integratively in order to show the needs for different learning strategies.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

Since the objective of this study is to find out strategies of learners in a particular learning task reading- to- write, this chapter reviews earlier studies and arguments on strategies and reading- to- write task.

In the first part of this unit, there is an attempt to describe learning strategies in relation to second language acquisition theories. To this end learning strategies position in second language acquisition theories and in cognitive psychology is discussed. Secondly, a brief review of learning strategies and their classification is given. Finally, some basic underlying issues on reading and writing are discussed and a brief theoretical and practical objectives and descriptions of reading - to - write task are presented. Strategies that are identified by earlier researchers in relation to reading and writing are also summarized.

#### **2.2 LEARNING STRATEGIES AND SECOND LANGUAGE ACQUISITION THEORIES**

Writers have developed different models to describe variables that have an influence on second language acquisition. Bialystok's (1978) is one of the models that have incorporated language learning strategies as one variable for second language acquisition. She has identified four language-learning strategies: Inferencing, monitoring, formal practicing and functional practicing. She also defined learning

strategies as " optional means for exploiting available information to improve competence in second language" (Bialystok, 1978: 71). Her model shows the relationship between strategies and competence. The strategies are matched with three types of competence: explicit linguistic competence, implicit linguistic competence and general competence of the world. Inferencing is used with explicit and general competence of the world. Monitoring, formal practicing and functional practicing are used with explicit and implicit competence. Explicit competence refers to formal language competence such as the knowledge about language rules and vocabulary. Implicit linguistic competence is related to cognitive knowledge, and general competence of the world refers to knowledge about the nature of language in general and first language in particular.

Bialystok's model indicates the possibility of consciously used strategies contribution to implicit linguistic competence, which in turn helps learners to comprehend and produce language subconsciously.

Another model that was developed by Krashen addresses two different processes in second language acquisition. Krashen's (1982) Monitor model describes these two processes as 'acquisition' and 'learning'. He argues that acquisition is subconscious and learning is conscious. Furthermore, he suggests that learning does not lead to acquisition (implicit linguistic competence). In turn, the uses of learning strategies such as monitoring under conscious rule learning process do not have contribution to acquisition. In addition, Krashen's (1986) input hypothesis gives priority to the input as

the only source of success in language learning. Thus, the contribution of learning strategies to language acquisition is very low or almost none.

Unlike the Bilaystok's model, Krashen's model and hypotheses neglect conscious use of strategies to bring about language acquisition. Krashen's model disregards the contribution of learners and their active and conscious use of strategies in the development /acquisition/ of second language. Furthermore, this argument neglects the value of learner training. However, his distinction between acquisition and learning seems superficial because there might be a possibility for learned elements to be acquired subconsciously and vice versa.

Wong Fillmore (1985) has pointed out the important contributions of learning strategies in second language acquisition. Learning strategies are taken as important factors for second language learners level difference.

Stern (1983), in his framework for examining second language learning, suggested five variables that influence second language competence. These are social context, learner characteristics, learning situations, learning processes and learning outcomes. Social context, learner characteristics and learning situations are presented as determining factors for learning process and learning outcome. Learning strategies are identified as parts of the learning process variables, which are affected by the learner characteristics and the learning situations which are also influenced by the social context. The framework concludes that these four factors have contribution to the learning outcome that is defined as the aim of language learning. Thus, learning strategies are taken as one of the important factors for second language development. On the other hand, this

framework points out that there are variables which affect learning strategies. There is also support for this argument that learning strategies are influenced by personality, age, gender, culture and task (Oxford and Nyikos, 1989; Gardner and MacIntyre 1992).

Though there is a slight difference among the models, all have treated the role of strategies in language learning. Moreover, they confirm that active involvement of the learners in order to learn the language is vital in any language learning situation. Each model's discussion except Krashen's hypothesis about learning strategies suggests that learning strategies are factor, which accounts for success and individual difference in second language learning. Some researchers even have gone to the extent of considering learning strategies as basic factors that determine learning outcome in second language learning (Brown et al, 1983). However, learning strategies as presented in each of the models are not the only factors that contribute to individual difference and success in language learning.

Identification and description of learning strategies have a value in addressing one of the factors that determine learning outcome in second language acquisition theories. This, by implication, helps teachers to focus on learning strategies during their lessons, and students to examine their own strategies and to learn others that are not in their repertoire to increase their success in language learning.

### **2.3 COGNITIVE PSYCHOLOGY AND LEARNING STRATEGIES**

The shift of research focus in language learning from teaching methods and procedures employed in classroom to learners' behavior is the influence of cognitive psychology

(Williams and Burden, 1997). Research on learners' behavior has given attention to how the learners mind works during learning.

In cognitive psychology

*Learners are viewed as active participants in the learning process, using various mental strategies in order to sort out the system of the language to be learned (Williams and Burden, 1997: 13).*

This view is also given due attention in language acquisition theories. One of the basic approaches in cognitive psychology, information processing model perceives learning as an act of taking information, storing, manipulating, reasoning and acting up on it. This model, in order to show how information is stored and acquired, has included " *behavior and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process* " (Wenstein and Mayer, 1986: 315)

In addition, learning involves selection, acquisition, construction and integration of information. These are also shown in the information-processing model which gives emphasis to memory and attention (Best, 1986). Memory refers to storage where as attention addresses selection and filtering of information to proceed to the following process (Klatzky, 1980). Wenden (1987:6) also describes the overall mental operation during learning as follows:

*The mental operations that encode the information are referred to as processes. Techniques brought about by these processes are referred to as organizations of knowledge or knowledge structure. The techniques actually used to manipulate the incoming information, and later to retrieve what has been stored are referred to as cognitive strategies.*

The quotation from Wenden (1987) restricts learning strategies to cognitive strategies only but they can go beyond that since learning requires selection of incoming information before cognitive act of manipulation.

Language learning strategies have their root in cognitive psychology. Anderson (1985) represented cognition as declarative and procedural. He referred to declarative as the knowledge of rules that learners know about the language and procedural as the ability to use what they know in order to accomplish a certain activity. Anderson further points out that there is a possibility for declarative knowledge to be changed to procedural knowledge. This cognitive representation by Anderson contradicts Krashen's monitor model, which does not accept the transition of learned elements to acquisition.

Anderson's knowledge representation in the human mind has an implication for learning strategies and learning strategy trainings. Learning strategies that are taught as declarative knowledge have a chance to move to procedural knowledge through practice and use (O'Malley and Chamot, 1990). On the other hand, learning strategies are not found as declarative knowledge only, though Ellis (1994) claims that they exist as declarative knowledge.

In line with the above points in cognitive psychology, the investigation on learning strategies focuses on the fact that these strategies have contribution to storage, retrieval, selection and filtering of language inputs. Thus, identification of strategies addresses their contribution in facilitating language learning.

## **2.4 LANGUAGE LEARNING STRATEGIES: DEFINITION AND CLASSIFICATION**

Different writers define learning strategies differently. Learning strategies are behaviors (Oxford, Lavins and Crookall, 1989), series of skills (Williams and Burden, 1997), mental steps or operations (Wenden, 1991), specific actions (Oxford, 1990) and specific procedures (Richards and Lockhart, 1996) that individual learners use in order to learn language.

The focus of almost all research and definition of learning strategies is on strategies used by 'good' language learners in order to develop their language competence. All appreciate that the need for studying learning strategy has come from cognitive psychology and the increasing demand of research to understand individual behaviors in order to learn. Researchers who attempted to identify factors that bring success difference among students have addressed the issue of strategies. (O'malley, Chamot and Kupper, 1989; Bacon, 1992; MacIntyre and Noels, 1996)

Rubin (1975: 43) in her prominent work on strategies of "good" language learners described strategies as "techniques or devices that a learner may use to acquire knowledge". She identified a list of seven strategies that are used by what she calls a good language learner. She argues that 'good language learners' (1) are willing and accurate guessers; (2) have strong drive to communicate; (3) are willing to make mistakes; (4) focus on form; (5) make practice; (6) monitor their own speech and others speech and (7) pay attention to meaning.

Naiman et al (1978) has come up with five categories of strategies that are used by successful language learners. These strategies are active task approach (engaging in practice activity), realization of language as a system, understanding of language as a way of communication, controlling affective (emotional) demands and monitoring language performance.

Stern (1983) has also summarized four sets of strategies: active planning strategies, academic (explicit) learning strategy, social learning strategy (that involves cooperative activities) and affective learning strategies. These sets of strategies are supposed to be employed by good language learners while less efficient learners use them rarely or even sometimes wrongly.

All the above attempts at strategy identification are related to 'good' language learners. In contrast, Vann and Abraham (1990) argue that even unsuccessful learners use strategies. This indicates that learners at any success level use strategies. The difference among learners success is attributed to types and frequency of strategy use on a given task (Abraham and Vann, 1987). Each of the description also shares common aspects or types of strategies that have given a direction for the need of further research on learning strategies.

These strategies are classified and described by different researchers. Rubin (1981) classified strategies into two: primary and secondary strategies. Primary strategies are those strategies that have direct impact on learning. This group includes clarification, monitoring, memorization and practice. Secondary strategies are those strategies that



have indirect effect learning- communication strategies. Rubin (1981) describes communication strategies as production 'tricks' and the creation of social environment to practice, language.

Rubin (1987) has improved on her previous classification and presented strategies in to three groups: learning strategies, communication strategies and social strategies. Densereall (1985) uses this classification. Here learning strategies are differentiated from other forms of strategies as mental processes.

However, this classification of learning strategies as different from other forms of strategies has gained acceptance. Recent researchers have drawn the distinction between learning strategies and communication strategies and grouped social strategies as one element of learning strategies (O'Malley and Chamot, 1990; Wenden, 1987).

Learning strategies are classified as cognitive and metacognitive strategies (Brown et al, 1983). Cognitive strategies are mental processes that have direct relation with input processing in order to learn. William and Burden (1997) suggest that they are used to obtain accumulate and use information.

Cognitive strategies are specific activities to different learning tasks and require working on a specific learning situation (Brown et al, 1983, Brown 1994). They exist as counter attacks to specific learning problems that learners are expected to solve in order to learn.

Rubin (1987:22) identified the following six categories of cognitive strategies.

1. Clarification/Verification- used by learners to check whether they have understood form and vocabulary correctly.
2. Guessing /inductive Inferencing- used to make appropriate hypothesis about how the language is used and what contextual clues help to relate the new situation with their pre-knowledge.
3. Deductive-reasoning- using the knowledge of general rules in order to produce or comprehend language.
4. Practice- used to store and retrieve information easily through repetition, rehearsal and imitation.
5. Memorization- used in the process of storage and retrieval with an objective of organizing information.
6. Monitoring- used in order to check one's performance and to make correction.

O'Malley et al (1985 a) has classified cognitive strategies as repetition, resourcing, directed physical response, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, conceptualization, elaboration, transfer, inferencing and question for clarification.

These classifications and descriptions of cognitive strategies though are not identical, share common elements that are task specific. In addition, all refer to mental processes that learners are employing in order to facilitate their learning.

Metacognitive strategies, the second groups of learning strategies in Rubin (1987) classification, are used to manage, regulate and direct learning in general. They are taken as *"management techniques by which learners control their learning process through planning, monitoring, evaluating and modifying their learning approaches"* (Cohen, 1990: 25)

O'Malley and Chamot (1990) describe metacognitive strategies as (a) knowledge about cognition that requires focuses on the cognitive process and (b) the activation of the cognitive process with the help of planning, evaluation and monitoring. Metacognitive strategies require conscious and deliberate work in order to act upon a task or solve a problem and evaluate success or failure in a learning process. Knowledge of one's cognitive process or what goes on in one's mind and techniques that help one to guide the learning processes are the elements of these strategies.

Metacognitive strategies are important factors to direct one's learning. Wenden (1983) has discussed self-directed learning and given the following eight questions that can be related to metacognitive strategies.

How does this language work?

What is it like to learn language?

What should I learn and how?

What should I emphasize?

How should I change?

How am I doing?

What am I getting?

How am I responsible for learning?

How is language learning affecting me?

The above questions about self-directed learners focus on the product of learning. But metacognitive strategies also require on process evaluation of comprehension and production in addition to the above self-directed learner elements. Thus Wenden's (1983) questions that a self-directed learner needs to ask lack the monitoring aspect of metacognitive strategy.

O'Malley et al (1985a) in a study made to identify the range, type and frequency of learning strategies use by beginning and intermediate level ESL students have come up with an additional learning strategy group, that is social mediation. In this study, cooperation which is explained as working with one or more members in order to learn and perform a task is the only social mediation strategy. This group of strategy can be highly affected by the nature of the task. This means some tasks, which may require individual performance, do not require the use of social mediation strategies (e.g. working on exams). However, social mediation strategy has important contribution in communicative language classroom where most of the activities involve group and pair work.

O'Malley et al (1985b) have also improved on the previous classification and incorporated asking for clarification which has been cognitive strategy in to social / affective strategies. Social /affective strategies are strategies that learners use in order to lower their anxiety and find additional support for their on going learning. They mostly involve working with another person and using or preparing affective climate. Chamot, Kupper and Impink-Hernandez (1988) identified that questioning for clarification, cooperation self-talk and self-reinforcement are the main social / affective strategies that contribute for foreign language learning.

Rebica Oxford (1989) has grouped strategies as direct and indirect. Direct strategies are *"those behavior which directly involve the target language and directly enhance language learning "* (P: 449). This group includes memory (imagery and reviewing); cognitive (analyzing and summarizing); and compensation (guessing and gesture) strategies.

Indirect strategies are those which *"do not involve the target language but which are nevertheless essential for effective language learning"* (Oxford, 1989: 450). They are metacognitive (planning and organizing), affective (helps to reduce anxiety) and social (asking question) strategies.

Based on the discussed classifications and explanations, learning strategies in general have these characteristics. They

1. contribute to the development of communicative competence

2. allow learners to be more self-directed
3. expand the role of the teacher
4. are problem oriented
5. are specific actions taken by the learners.
6. involve cognitive, affective and social aspects of the learner.
7. support learning both directly and indirectly.
8. are not always observable
9. are often conscious however, through training they are used unconsciously.
10. can be taught
11. are flexible
12. are influenced by various of factors.

(Oxford, 1990:9)

Research showed that learners do not use every strategy on each task. MacIntyre's (1994) social psychological model of strategy use for language learning indicates that context in strategy use has a greater value in addition to affective factors. When learners are confronted with different learning tasks, they are forced to choose strategies that help them to accomplish the given task (Richards and Lockhart, 1996). The nature of tasks influences the strategies to be used (O'Malley and Chamot, 1990). Therefore, identifying strategies used by students in a particular task is very essential for task based strategy instruction. Brown and Palinsare (1982:7) suggest that " *an ideal training package would consist of both practice in the use of task appropriate strategies, instructions concerning the significance of those activities and instructions*

*concerning the monitoring and control of strategies use".* To this end, investigating strategies used by learners in a reading - to - write task becomes the objective of this work.

## **2.5 READING AND WRITING AS COGNITIVE PROCESSES**

Practices in an academic context show that more people are involved in reading than writing. This is due to many reasons. Social, economic and ideological demands of the society are the possible causes for the emphasis difference on the two skills (Kress, 1994).

Reading involves comprehension of messages. It is not a simple passive decoding process of meaning from a written text. Kress (1994:4) defines reading as

*"An active process in which the reader is engaged in the (re) construction of meaning, indeed in the (re) construction of text which is being read.*

This definition shows that the reader is expected to know and understand the form and arrive at the intended meaning. This implies that reading requires more than the knowledge of language structure or ability to say out each and every word or letter in the text. The reader needs to know the code (form) to figure out the information. This demanding aspect of reading makes it difficult and important area of research.

Reading which requires meaning construction from a written text is one of the language comprehension skills. Language comprehension, in Anderson's (1985) cognitive theory of comprehension is described as processes of perception, parsing and utilization.

Perception focuses on the reader's ability to concentrate on certain linguistic or paralinguistic elements of the language. The stage at which the reader relates the linguistic and paralinguistic code to their possible mental meaning representation is parsing. Parsing demands the individuals' ability to test one's propositional meaning in order to get comprehensive understanding of what one has read.

The third stage of comprehension is utilization. At this stage readers create a link between what they have understood from the text with what they know about the topic. This involves recalling previous knowledge and elaboration in line with the new knowledge.

Hence, reading is an active and constructive process, which requires the use of different strategies to find out meaning and relate it with the prior knowledge (O'Malley and Chamot, 1990; Wallace, 1992). Inference, deduction, elaboration, transfer, note taking, summarizing, outlining and self questioning are some of the strategies identified by researchers in relation to a reading task (Brown et al, 1983). These strategies are elements that can facilitate the language comprehension process.

On the other hand, writing involves both meaning (message) and code to write out what one intends to say. However, complete writing is more than having meaning and representing it with certain codes. It is an "active meaning construction and expression " (O'Malley and Chamot, 1990: 21). Greater knowledge of the language structure in addition to clear meaning to be conveyed through the written medium is important in this form of language production (Vollmer and Sang, 1983). Writing, one form of



language production, is discussed in Anderson's (1985) cognitive theory with stages of construction, transformation and execution.

Construction is the first stage that refers to pre-writing (Hayes and Flowers, 1980). At this stage writers set their goals, select information to reach their preset goals and structure the selected information. Scardamalia and Bereiter (1986) point out that structuring at a sentence and text level has a vital role to achieve successful communication of meaning. Furthermore, O'malley and Chamot (1990) identified that structuring difference between texts reveals the difference between expert and beginner writers.

In a process writing approach, construction stage involves discourse knowledge, understanding the audience and defining purpose or goal. This stage is defined as task representation in a reading to write task (Flower et al, 1990).

The second stage in which writers translate the plan in line with the preset goal is transformation. This involves writing out fragments of sentences and phrases. Anderson (1985) claims that transformation incorporates reviewing and revision.

The final production of sentences and phrases in line with the preset goal and structure is an activity done at the execution stage. Execution includes evaluating and working out effectiveness of the produced sentences. At this stage, Scardamalia and Bereite (1986) show that beginner writers focus on the mechanical aspect of the language whereas experienced writers pay attention to the meaningfulness of the writing

The above stages in writing by Anderson (1985) are also supported by Ellis' (1986) model for language production. All these stages do not appear in a straightforward manner because writing is a process in which writers move back and forth (Ramis, 1985). In such a process where learners or writers are expected to use the language to convey meaning, they use different strategies. Some of the strategies that are used by writers are planning, monitoring, substitution, elaboration and revision. (Ellis; 1986, O'malley and Chamot; 1990, Raimis; 1985).

To conclude, both reading and writing involve comprehension and production. These processes are in turn affected by the strategies that the learners are using in order to achieve success.

## **2.6 READING-TO-WRITE**

As discussed above reading and writing are important language skills that learners need to develop through practice and the use of strategies. Treating these skills separately might be difficult and artificial in real life and in advanced classroom situation. Students particularly at advanced level, are expected to read, comprehend and write about what they have understood in relation to their personal feeling. In such a situation learners have a reason to read a text, i.e. to write. The whole process requires learners to construct purpose, integrate the text with their pre - knowledge and writing out their organized understanding and perception. This can only be achieved when reading and writing are integrated. On the other hand, Zamel (1992: 463) explains

*In order to give students experience with reading that demonstrates the way in which readers engage, contribute to, and make connections with texts, writing needs to be fully integrated with reading.*

Reading-to-write is, then, the result of the need to integrate reading and writing to develop learners' awareness on the nature of language learning and language use.

Flower et al (1990:4) say

*Reading-to-write is a tool used to learn, to test learning, to push students to build beyond their source. It is also a gate in to that higher literacy in which information from a source text is not only understood in its own terms but is transformed in the hands of the writer.*

This implies that reading-to-write is not a simple act of comprehending a written text to put the idea in a written form. It requires comprehension, transferring and production.

Richardson, Fisk and Okun (1983:4) suggest that reading-to-write requires critical literacy that is more than reading and writing.

It needs preplanned interaction with the text in a certain context to achieve one's purpose. In other words, it involves processing information from a written text to produce one's original expression. Consequently, it allows the reader to examine the texts and come up with a particular meaning in it. Such comprehension can be achieved *"through extended discourse where readers become writers who articulate their understandings of and connections to the text in their response"* (Petrosky 1982: 24).

And writing will not be a simple recall of contents from text.

Flower et al (1990) have shown that reading-to-write calls for comprehension of procedures and instructions, understanding ideas through questioning the source, reading out assumptions and intentions which are more than taking down facts,

transforming what has been comprehended and understanding and integrating all with one's idea to produce a text.

Reading-to-write should be different from reading a text in a long time and writing it or about it after some time for communication purpose. It has the following features.

- A) The reading process is guided by the plan of producing one's text.
- B) The reader is expected to comprehend the text in order to achieve his goal.
- C) The writing process demands setting a goal based on the text.

It requires learners to question themselves not to repeat the source, transform the source, include their own idea and reach at their preset goal. Flower et al (1990:5) argue *"reading-to-write is used to develop critical consciousness one that gives learners the power to understand others meaning and to make their own"*.

These features of a reading-to-write task are also basic elements of an academic discourse. An academic discourse demands learners' ability and skill of integrating what they know with what they read from a source text and identifying important points from a text in order to use them to solve a problem or achieve their goal. Cummins (1981) concludes that the ability to manipulate ideas in addition to simply understanding meaning is the point to be considered in academic task.

Though research shows that learners have a difficulty in integrating what they have read and they knew to solve a given problem, encouraging and helping them to improve this skill is important. Some causes of the difficulty, McCromick (1994:180) suggests, are lack of comprehension strategies by learners and cultural impact of institutions. He, further, remarks that lack of strategic awareness is the result of the assumption that

teachers and learners have about the nature of reading, writing, knowledge and education (McCromick, 1994).

To this end, practicing reading-to-write task in a classroom contributes a lot to make learners effective and self-directed in their academic life. It allows them to actively engage in the text, investigate how and why others produce the text and to produce "autonomous text" (Zamel, 1992). Thus providing learners with learning strategies that enable them to have a better responsibility for their learning can support such academic objective (Leki, 1995).

Showing the close relationships between reading and writing and helping learners to develop their strategies and beliefs about education and knowledge should be the objective of educational institutes and research. One way to do this might be including skills and strategies integratively. Reading-to-write task is an attempt to show that reading is used as a source for writing where learners are also expected to include their reflection and understanding in their writing. Thus understanding strategies that are employed by students in such a very complicated language activity has great contribution in designing ways and approaches that help learners to improve their performance (O'malley and Chamot, 1990).

Earlier researchers have identified some strategies that learners use in order to comprehend a text and produce their own writing. Flower et al (1990) argue that the foundation for a reading-to-write task is the process of comprehension. Their research has found that learners in a reading-to-write task use gist and list that require

paraphrasing and summarizing, mental call and response which involve showing agreement as true, important and I agree and dialogue strategies such as comparison between authorities, generating examples through elaboration and qualifying and contextualizing ideas and images while they are reading source texts.

The gist and list strategy highly depends on the texts to be comprehended. This strategy group involves paraphrasing, summarizing and note- taking or recitation of facts and ideas that are to be used in the writing process. The act of paraphrasing, summarizing and/or note- taking or recitation needs to be assisted with metacognitive strategies.

Mental call and response strategy group, which shows agreement as true, important, and I agree helps the reader to select ideas that she/he could write about from the readings. The use of such strategies is dominated by the students' prior knowledge of the topic they are reading. This strategy helps learners to organize their writing around one main idea that they can elaborate (Flower et al, 1990). However, as indicated in Flower et al (1990) this strategy limits students only to their personal feeling about the topic. It forces them to neglect new ideas and arguments from their reading.

Dialogue strategies help students to question and examine the sources. The sources have a chance to say something in the writing to be produced. The writing produced with the use of dialogue strategies comprises ideas discussed in the sources and ideas from the writers prior knowledge. Some of the dialogue strategies in Flower et al (1990) are comparison, elaboration, contextualizing and synthesis.

The process of going from reading to writing requires shaping and structuring the whole idea in order to produce a coherent text (Langer, 1984). Stein (1990) remarks that in producing organized writing from partially related texts, structuring has a significant position. It requests identifying agreements and disagreements between ideas in the given texts and/or between ideas from the text and the students' previous knowledge. Structuring refers to directed attention and selective attention strategies of the metacognitive strategy groups. Directed attention involves disregarding irrelevant points and giving attention to the learning task in general. On the other hand, selective attention calls for inadvance attention for particular input that assists the coming process.

Structuring also refers to categorizing general and specific ideas. The process of structuring mostly occurs in line with planning in order to produce one's own writing. Research give much more attention to planning in the writing process and seem to reach a consensus that it is one of the basic factors for the difference between experienced and beginner writers (Ramis, 1985; Burtis et al, 1983). Flower et al (1986) highlighted that experienced writers develop elaborated and integrated plans. Planning is an act of laying ground to perform the upcoming task in line with the pre-planned objective. It is one of the important metacognitive strategies that are used by good language learners (Namian et al; 1978). Planning focuses on identifying the central organizing concept, strategies, sequence, and language functions to be used to perform the task.

To conclude, the review of literature has tried to show that learning strategies have important and significant position in second language acquisition and have support from cognitive psychology. In addition, researchers descriptions and classifications of learning strategies are reviewed in order to give a highlight that will help the researcher in the analysis stage of the data. Finally, the discussion on reading and writing in general and on reading-to-write task in particular presents some earlier researcher's attempts and findings in the area. Thus, I am interested to use the earlier classifications for this study.



## **CHAPTER THREE**

### **THE DESIGN OF THE RESEARCH**

#### **3.1 PARTICIPANTS AND DATA COLLECTION TECHNIQUES**

The participants in this study are 20 fourth year students in the Department of Foreign Languages and Literature at Addis Ababa University. These students are chosen randomly without any criteria.

The major instrument used to collect data for this study is think-aloud procedure. Students are asked to think aloud /say out/their mental processes while they are reading the given paragraphs on a topic and writing their organized piece of writing on the same topic (See Appendix C for the instruction and the task used)

The data is recorded while the students are thinking-aloud. Activity the record is transcribed and strategies are named with the help of a description model presented at the end of this chapter. The transcription includes words, phrases and sentences which are uttered by the students and are not found in the reading and the students writing. What the students are reading aloud from the text and from their writing are excluded from the transcription. This is done since the reading texts are in the task and the students' writing is available for further analysis. Including these in the transcription has no value for the analysis, and also will make the transcription cumbersome. The transcription is 19 students' think-aloud because one student could/did finish the task

due to his personal reason and his think-aloud and writing is excluded from the total sample result.

Based on the transcription of the think-aloud, strategies are named by two persons: the researcher and one English language teacher who have studied the description model. The two persons listen to the record and read the tranxription in order to assign a name to each strategy based on the model developed. The strategies which are named similarly by the two persons are used for the final analysis. Strategies which are named differently by the two persons and strategies which are named only by one of the two persons are excluded from the strategy list and count. This is done only to maintain reliability of the naming (See Appendix -for the transcription of the think-aloud)

Questionnaire is used as an additional instrument to obtain information from the students. A questionnaire consisting of nine items is designed and distributed to twenty students. It focuses on the students' personal information and reading-to-write experience. It has two parts: Items related to student's personal information (items 1-3) and items related to students reading, writing and reading-to-write experience (4-9). The first three items attempt to find out students seat number age and sex. The students seat number is used only to relate the tape script and the student's writing. It is a simple code that helps the researcher to differentiate each think-aloud transcription and writing from others. Items 4, 5 and 9 attempt to discover students personal judgment about their performance on reading, writing and reading-to-write. Items 6 and 7 are to find out students prior experience of reading-to-write task. Item 8 attempts to uncover students' special ways/strategies in order to work at a reading-to-write task. (For complete version of the questionnaire see appendix A )

An interview is conducted with 3 students after they have completed the questionnaire and have done the reading to write task. The interview is made with the help of seven open-ended questions which are used as a guide (See appendix B for the interview guide).

Finally, students' writings are used to check whether some relationships between strategies identified and the students' writing competence exist. The students are asked to produce their own organized piece of writing based on the paragraphs they read while they are thinking- aloud. Their final pieces of writing are evaluated based on the Test of Written English (TWE) Scoring Guide (Boyd, 1991). This scoring guide is chosen since it has clear points to be considered in the writing, allows holistic scoring and is easy to follow. Moreover, it allows scores to be flexible and to focus on the central message rather than on unnecessary specific elements in the text.

The scoring guide has six scores that range from 6 to 1. (See the TWE Scoring Guide in Appendix D)

The students' writing are photocopied and given to two raters with the TWE Scoring guide. The raters rated the students writing out of 6. There is no difference between the two raters on the marks they gave for each paper. The interrater reliability between the two raters has a t-value of 1.04 that is insignificant at 0.05 level. Based on the results that are given by the raters, students' writings are grouped as competent with results of 5 and 6, average with 3 and 4 and less competent with 1 and 2.

### **3.2 MODEL FOR DESCRIPTION**

In order to classify and study learning strategies, the steps students take to improve their language learning, researchers have developed different taxonomies and descriptions. Perhaps most of them share common features on these strategies (Richard and Lockhart, 1996). While classifying learning strategies most writers preferred the three group classification; Metacognitive, cognitive and social/affective strategies (O'Malley, et al 1985; Cohen 1987, Wenden, 1991). However, Oxford (1989) has slightly different classification that has served her to develop the Strategy Inventory for Language Learning (SILL) questionnaire. Her classification has memory, cognitive, compensation, metacognitive, social and affective strategy components.

In this study, since the work focuses on reading-to-write strategies it has become preferable to adopt the strategy classification by O'Malley et al (1985) and Chamot, Kupper and Impink-Hernandez (1988) with minor elaboration on the description of each strategy. This is because these classifications and descriptions are developed from practical research results conducted with the help of various methodologies such as think-aloud, questionnaire and interviews. What is more, the description given for each strategy is clear and easy to understand. These make the naming of strategies from the think-aloud transcription simple. In addition, this may avoid disagreement between those who name the strategy from the student's think-aloud.

Advanced preparation strategy described as planning for and studying linguistic elements that are necessary to perform the task and delayed production described as

postpone speaking which is particular to oral skill are excluded since the reading-to-write task does not allow students to study linguistic inputs that facilitate the performance of the task and speaking.

Self-reinforcement which is a metacognitive strategy in O'Malley et al (1985) is presented as social/affective strategy since it is related to providing motivation and reward to oneself. An act of motivation and reward is related to the act of creating conducive affective environment in order to do the task with one's overall effort and energy.

Therefore, the model that is used here in order to describe and classify strategies from the students' think-aloud, questionnaire and interview has three groups. The first group, metacognitive strategies include seven strategies: planning, directed attention, selective attention, self-management, self-evaluation, self-monitoring and problem identification. These strategies involve thinking about the overall reading-to-write process.

The second group, cognitive strategies that require learners task interaction are thirteen. Directed physical response that requires observation while the students are on the task and auditory representation that is described as retention of the sound or similar sound of words is left out from the earlier classification. This is done due to lack of observation instrument and close similarity between the description of these strategies and elaboration strategy.

The last group is social/affective strategies. These strategies involve learners' interaction with another person and learner's personal techniques to control their affect (emotion) that help them to do the task. Of the four strategies mentioned by Chamot, Kupper and Impink-Hernandez (1988) questioning for clarification is modified as asking or raising a question in order to apply other strategies that will help them to clear the situation of the task. This is done based on the observation made during the pilot study where students used questioning themselves in order to focus on particular points and re-examine their understanding. In addition, cooperation is also excluded from this group because the situation in which the students were expected to do the task does not involve the presence of someone to work or cooperate with. Therefore, this group has three kinds of strategies: Questioning for clarification, self-talk and self-reinforcement.

| Learning Strategy                  | Description                                                                                                                                                                                                                                                                              |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A. Metacognitive strategies</b> |                                                                                                                                                                                                                                                                                          |
| Planning                           | Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity. Proposing strategies for handling an upcoming task; generating a plan for the parts, sequences of main idea, or language functions to be used in handling a task. |
| Directed Attention                 | Deciding in advance to attend in general to a learning task and to ignore irrelevant destructors; maintaining attention during task execution.                                                                                                                                           |
| Selective Attention                | Deciding in advance to attend a specific aspect of language input or situational details that assist in performance of a task; attending to specific aspects of language input during task execution.                                                                                    |
| Self-Management                    | Understanding the conditions that help one successfully accomplish tasks & arranging for the presence of those conditions; controlling one's language performance to maximize use to what is already known.                                                                              |
| Self-Monitoring                    | Checking, verifying or correcting one's comprehension or performance for appropriateness in the course of a language task.                                                                                                                                                               |
| Self-Evaluation                    | Checking the outcomes of one's own language performance against an internal measure of completeness and accuracy, checking one's ability to performs the task at hand                                                                                                                    |
| Problem Identification             | Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion.                                                                                                                                       |
| <b>B. Cognitive Strategies</b>     |                                                                                                                                                                                                                                                                                          |
| Repetition                         | Repeating words or phrases in the process of working out the task                                                                                                                                                                                                                        |
| Resourcing                         | Using target language reference materials such as dictionaries, and other printed materials.                                                                                                                                                                                             |
| Translation                        | Using the first language as a base for understanding and/or producing the second language.                                                                                                                                                                                               |
| Grouping                           | Recording or reclassifying and perhaps labeling the material to be learned based on common attributes.                                                                                                                                                                                   |
| Note-Taking                        | Writing out the main idea, important points, outline, or summary of information perceived orally or in writing.                                                                                                                                                                          |
| Deduction/Induction                | Consciously applying rules to produce and understand the second language.                                                                                                                                                                                                                |
| Recombination                      | Constructing a meaningful sentence or larger language sequence by combining known element in a new way.                                                                                                                                                                                  |
| Summarization                      | Making a mental or written summary of language and information presented in the task.                                                                                                                                                                                                    |

|                                      |                                                                                                                                                                                                                                                                                                       |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Word                             | Remembering a new word in the second language by <ol style="list-style-type: none"> <li>1. Identifying familiar word in first language that sounds like or otherwise resembles the new word, and</li> <li>2. Generating easily recalled images of some relationship between the new words.</li> </ol> |
| Contextualization                    | Placing a word or phrase in a meaning-full language sequence.                                                                                                                                                                                                                                         |
| Elaboration                          | Relating new information to other concepts in memory to create meaningful associations to information presented.                                                                                                                                                                                      |
| Transfer                             | Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language-learning task.                                                                                                                                                                                          |
| Inferencing                          | Using available information to guess meanings of new items, predict outcomes, or fill in missing information.                                                                                                                                                                                         |
| <b>C. Social Mediation/Affective</b> |                                                                                                                                                                                                                                                                                                       |
| Questioning for clarification        | Posing questions to oneself in order to have additional explanation rephrasing, examples, or verification about the task.                                                                                                                                                                             |
| Self-talk                            | Reducing anxiety by using mental techniques that make one feel competent to do the learning task.                                                                                                                                                                                                     |
| Self-reinforcement                   | Providing personal motivation by arranging rewards for oneself when a language learning activity has been accomplished successfully.                                                                                                                                                                  |

O'Malley et al. (1985 b.) Chamot, Kupper and Impind-Hernandez (1988).



## **CHAPTER 4**

### **RESULTS AND DISCUSSIONS**

As pointed out in chapter one, the main objective of this study is to investigate reading-to-write strategies employed by sample fourth year students in the Department of Foreign languages and Literature. Therefore, in this chapter results and discussions of the study are presented in order to address the following particular objectives.

- a) Identify types and frequency of strategies used by the students
- b) Determine if strategies varied depending on the learners writing competence.

The results of the study are presented and discussed in the following order

- 4.1 Students' responses to the questionnaire
- 4.2 Students' think-aloud
- 4.3 Strategies reported and students' writing

#### **4.1 STUDENTS' RESPONSES TO THE QUESTIONNAIRE**

In this study, the purpose of the questionnaire is to find out whether students have the experience of doing reading -to -write task, and if so, to identify strategies that the students employ to work on the task.

Items 1-3 are used to identify students code, age and sex respectively .It is found that all the students are male whose age ranges between twenty and twenty-five.

Items 4-9 of the questionnaire are set to elicit some general information about students' judgment of their ability to read, write, read and write. In addition, they explore students experience of reading-to-write and strategies that the students use to accomplish the task successfully.

Students rating of their ability of reading, writing and reading-to-write indicate that they are able to perform such tasks. As shown in table one, all the students rated their ability to read and understand a text as very good and good. The majority (80%) has also rated their writing ability good. Most of them (75%) claimed that their reading-to-write ability is good. These seem to suggest that students may not have any practical problems related to their skills of reading and writing. Thus the task that they are doing for this study may not demand them additional effort and strategies which may not be in their experience.

Table - 1: *Students ability to read, write and reading to write as judged by themselves*

| Skills           | Ability to perform |    |      |    |      |    |
|------------------|--------------------|----|------|----|------|----|
|                  | Very Good          |    | Good |    | Fair |    |
|                  | N                  | %  | N    | %  | N    | %  |
| Reading          | 10                 | 50 | 10   | 50 | -    | -  |
| Writing          | 2                  | 10 | 16   | 80 | 2    | 10 |
| Reading-to-write | 3                  | 15 | 15   | 75 | 2    | 10 |

As indicated in Table 2 below, almost all of them (90%) answered that they have the experience of reading-to-write task. This suggests that reading-to-write is one of the

academic skills that these students need to develop in their language learning process. Most of them stated that reading-to-write is the activity in which they are doing in producing term papers for literature courses, senior essay, composition papers and portfolios for skills development courses. Thus, this implies that reading-to-write is an activity that may determine students success in the University.

*Table 2: Students experience of reading-to-write*

| Item                                                                                                                                    | Respondents |    |     |    |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------|----|-----|----|
|                                                                                                                                         | Yes         |    | NO  |    |
|                                                                                                                                         | No.         | %  | No. | %  |
| Do you have the experience of reading different texts on the same topic and producing your own organized piece of writing on the topic? | 18          | 90 | 2   | 10 |

Table 3 below indicates situations where these students have the experience of reading-to-write. Producing term paper for literature courses is an activity where the highest number of respondents referred to as a situation that they experience reading-to-write. The senior essay that they were working on at the time of the investigation is also the second situation identified as an activity that requires students to read and write. This shows that students have the experience of reading-to-write.

*Table 3: situations where students are experiencing reading-to-write*

| Situations                            | Number of Respondents |
|---------------------------------------|-----------------------|
| Term paper for literature courses     | 11                    |
| Senior essay                          | 9                     |
| Composition papers                    | 2                     |
| Portfolio                             | 2                     |
| Exams                                 | 1                     |
| Summary on different courses to study | 1                     |

In item 8, students are asked what special ways or strategies they use in order to understand what they are reading, transfer or use what they have read to their own organized piece of writing and write their final piece of writing based on what they have read. Students indicated that they use different strategies to perform each process of the reading-to-write task.

As Table 4 indicates, the students identified eight strategies in order to understand what they have read. Out of these eight strategies, where? two are where? and one is where? Reading the text again and again (repetition) and note-taking were strategies that were reported by most of the respondents (30% of the respondents for each). 25% of the respondents said that identifying the main idea was their strategy to read and understand the text while 20% said that they have a strategy of relating the text to background knowledge. Using dictionaries (resourcing), translation, identifying specific ideas and asking friends and teachers were also strategies used by the least number of respondents.

In order to transfer or use what students have read to their pieces of writing on the topic, they mentioned very limited strategies. Half of the students did not give any strategies for this activity. However, four strategies, as indicated in Table 4, were identified by the rest half of the students. Preparing an outline to create a link between ideas and summarizing /paraphrasing were used by three and four respondents respectively, whereas focusing on the main point to write ones own viewpoint and

memorizing the whole text were claimed to be strategies used by two and one student respectively.

Students claimed that they used four strategies to produce their final piece of writing on the topic that they have read about. Majority of the respondents (75%) answered that proofreading for organization, spelling and grammar in order to rewrite is their strategy to produce their final organized piece of writing. Discussing the idea with friends and allowing friends to read the writing for comments were also pointed out as strategies by relatively less number of respondents. 35% of the respondents said that they have a strategy of ordering and organizing their notes to write their final piece of organized writing.

*Table 4: Strategies/ways that are reported by the students*

| Purpose                                                                   | Types            | Strategies                                       | Respondent |    |
|---------------------------------------------------------------------------|------------------|--------------------------------------------------|------------|----|
|                                                                           |                  |                                                  | No.        | %  |
| Understand what they are reading                                          | Metacognitive    | Identifying main ideas                           | 5          | 25 |
|                                                                           |                  | Identifying specific ideas                       | 2          | 10 |
|                                                                           | Cognitive        | Reading again and again                          | 6          | 30 |
|                                                                           |                  | Note taking                                      | 6          | 30 |
|                                                                           |                  | Relating the text to background knowledge        | 4          | 20 |
|                                                                           |                  | Using dictionaries                               | 2          | 10 |
|                                                                           |                  | Translating                                      | 2          | 10 |
|                                                                           | Social/affective | Asking teachers and friends                      | 2          | 10 |
| Transfer or use what they are reading to their piece of organized writing | Metacognitive    | Preparing outline to create a link between ideas | 3          | 15 |

|                                        |                  |                                                                            |    |    |
|----------------------------------------|------------------|----------------------------------------------------------------------------|----|----|
|                                        | Cognitive        | Writing a summary/paraphrasing                                             | 4  | 20 |
|                                        |                  | Focusing on the main point to write one's own idea                         | 2  | 10 |
|                                        |                  | Memorizing the whole text                                                  | 1  | 5  |
| Write their own final piece of writing | Meta Cognitive   | Proof-reading for organization, spelling meaning and grammar to rewrite it | 15 | 75 |
|                                        |                  | Ordering and organizing the note                                           | 7  | 35 |
|                                        | Social/affective | Discussing the item with friends                                           | 2  | 10 |
|                                        |                  | Allowing friends to read the writing for comments                          | 4  | 20 |

The data indicate that students were using strategies while they were working on reading-to-write task and were able to tell these strategies. This is in line with the finding of Abraham and Vann (1987), which indicates that students know the strategies they employ on a task. In addition, there is an indication that most of the students are using less demanding strategies such as reading again and again; note-taking and translation in order to comprehend the written text.

The fact that half of the respondents did not suggest any strategy in order to transfer what they have read into their writing shows that students have difficulty in transferring or using ideas from source text into their own work. This seems to agree with the result of O'Malley and Chamot (1990) where students have reported highest strategy use for an isolated task and lowest strategy use for integrative language task. Furthermore, this finding is in line with McCromick's (1994) finding that points out students' problem of

transferring what they have comprehended to their work as a result of their academic experience.

On the other hand, the strategy reported by these students to produce their piece of writing- proofreading for organization, spelling, meaning and grammar to rewrite, seems to be in line with the widely used strategy in writing i.e. revision. However, as Rose (1980) quoted in Raimes (1985) argues, the students' revision is mostly editing. Discussing the ideas with friends and allowing friends to read the writing for comments are identified by Leki (1995) as important strategies that are used by students in approaching a writing task that are also reported in this study in Table 4.

All the strategies listed by the students can be classified into the three basic groups of strategies identified in the Review of Literature (see Chapter 2). Thus, the questionnaire results, even if they are not conclusive due to limited number of respondents, seem encouraging in that students have various strategies in their repertoire in order to work on a reading-to-write task. Moreover, there is an indication that students use more cognitive strategies than metacognitive and social/affective strategies to comprehend and transfer reading texts in order to produce their own writing.

When learners encounter a task that may not have been in their previous academic experience, the knowledge that they have about the purpose of the task affects their performance and the strategy use that they experience on the new task (Wenden, 1991). However, the result indicates that students have the practice on the task, and have strategies that contribute to their successful performance on the work. The

occurrence of a task in the students' academic experience as indicated in the work of O'Malley and Chamot (1990) can be a reason for infrequent or less types of strategy use.

## **4.2 STUDENTS' THINK-ALOUD**

In the recording of the students' think-aloud, though one tape was found empty, a considerable success is achieved. Nineteen student think-aloud has been transcribed and named. The description model presented in Chapter Three page 36 is used to name and classify the strategies with some modification. Strategies not reported were eliminated and an additional strategy reported was added. A considerable instance of one strategy, which is not in the description, was observed. An agreement was reached between the two persons to name the new strategy as avoidance strategy, which was further classified as social/affective strategy. The description given for this strategy is an act of ignoring or excluding a part or whole activity while facing difficulty. This description is made based on the contextual use of the strategy as found in the think-aloud.

A total of 768 independent instances of strategy occurrence were found from the nineteen students think-aloud. These instances were classified into 22 individual strategies. There were 40.4 strategies per student. The instance of metacognitive, cognitive and social/affective strategies per students were 9.15, 20.78 and 10.47 respectively. This indicates that students have used various strategies.



### 4.2.1 METACOGNITIVE STRATEGIES

As reviewed in the literature (see Chapter 2), metacognitive strategies are groups of strategies that require learners understanding about the overall activity, knowledge about one's performance and the use of cognitive strategies in order to achieve success in doing the task. This group of strategies has a value to make learners more self-directed. This is very important at advanced levels where students are expected to work with little or no guidance from their teachers.

*Table 5: Metacongintive strategies named from the students' think-aloud*

| <b>Strategies</b>      | <b>Frequency</b> | <b>Percentage per type</b> | <b>Percentage per total</b> |
|------------------------|------------------|----------------------------|-----------------------------|
| Planning               | 19               | 10.9                       | 2.47                        |
| Directed attention     | 12               | 6.8                        | 1.56                        |
| Selective attention    | 11               | 6.32                       | 1.43                        |
| Self-management        | 22               | 12.6                       | 2.86                        |
| Self-monitoring        | 81               | 46.55                      | 10.5                        |
| Self-evolution         | 19               | 10.9                       | 2.47                        |
| Problem identification | 10               | 5.7                        | 1.30                        |
| Total                  | 174              | 100                        | 22.6%                       |
| Population mean        | 9.15             |                            |                             |

As indicated in Table 5, the various types of metacognitive strategies accounted for 22.6% of all the strategies reported; include planning (2.47%), directed attention (1.56%), selective attention (1.43%) self-management (2.86%), self-monitoring (10.5%) self-evaluation (2.47%) and problem identification (1.3%).

Self-monitoring, which accounted for 46.5% of all metacognitive strategies, was identified as the most frequently used strategy followed by self-management (12.6%). Problem-identification (5.7%) was the least frequently used strategy.

These results inform us that students are most frequently monitoring their comprehension and production. This may be due to their over concern for objectivity and accuracy, which in turn is the result of their earlier academic experience. This is also clearly reflected in the students writing. Most of them (65%) have produced writing, which are summary of the given paragraphs. The rest (35%) have attempted to interpret the paragraph, though they try too little to include their view or perception about the ideas in the writing.

The limited instances of metacognitive strategy use indicate that students might have a problem to direct their own learning. Rather they seem that they are more dependent on their teachers and/or previous experience. Out of the 19 students think-aloud transcription only one has given attention to the instruction. Others were guided by their previous experience. When they were reading texts, they read and write summaries. The interviewed students claim that they read instruction only when they face difficult and unusual situations. They further suggested that most academic tasks that they had in their previous experiences were similar, thus reading instruction and preparing an outline or plan are a waste of time for them.

Although students have used self-monitoring strategy more frequently than other metacognitive strategies, the areas that they were monitoring at were mechanical

aspects of the task such as spelling and word level comprehensions that lead them to repetition. An extract from student II think-aloud transcription goes as

*" \_ \_ \_ what can I understand is failure \_ \_ \_ failure, what is failure, mental energy? Actually energies as James, no, W. James \_ \_ \_ . But climax or critical point \_ \_ \_ "*

implies that the student's use of monitoring strategy was limited to verification of discrete item understanding rather than correcting or checking overall understanding and production of ideas or concepts. This is also true that most of them (75%) did not have any draft for their writing and even those who had draft (25%) did not make any idea or meaning revision except some mechanical corrections on the final draft. Their revision is not more than editing. However, this may be because their writing results have no impact or contribution to their achievement. But the interview supported that self-monitoring for the interviewed students is checking or correcting grammar, spelling and punctuation. All this can be an indication for few instances of planning strategy that accounted for 10.9% of the metacognitive strategy use.

#### **4.2.2 COGNITIVE STRATEGIES**

Reading-to-write task which these students were requested to do involves more cognitive attention.

As shown in Table 6, more than half of the strategies named from the think-aloud are cognitive strategies that accounted for 51.4% of the total strategy use. Cognitive strategies use with the reading-to-write task was higher than other strategy group use.

This is because the nature of the task and the situation of the task influence strategy use (MacIntyre, 1994).

*Table 6: Cognitive Strategies named from the students think-aloud*

| <b>Strategies</b>   | <b>Frequency</b> | <b>Percentage per type</b> | <b>Percentage per total</b> |
|---------------------|------------------|----------------------------|-----------------------------|
| Repetition          | 162              | 41.0                       | 21.09                       |
| Translation         | 19               | 4.8                        | 2.47                        |
| Grouping            | 10               | 2.5                        | 1.3                         |
| Note making         | 33               | 8.35                       | 4.29                        |
| Deduction/Induction | 5                | 1.2                        | 0.65                        |
| Summarization       | 28               | 7.08                       | 3.6                         |
| Key word            | 2                | 0.5                        | 0.2                         |
| Contextualization   | 3                | 0.7                        | 0.3                         |
| Elaboration         | 64               | 16.2                       | 8.3                         |
| Transfer            | 32               | 8.1                        | 4.1                         |
| Inference           | 37               | 9.36                       | 4.8                         |
| Total               | 395              | 100                        | 51.4                        |
| Population mean     | 20.78            |                            |                             |

One of the cognitive strategies - repetition- which requires little effort and conceptual processing accounted for 41% of all cognitive strategy uses. It also covered 21.9% of all the strategy uses. Repetition strategy use was almost equal to the overall metacognitive strategies use (22.6%). This suggests that students mostly depend on repetition to memorize and transfer what they have read. The students writing showed that most of the words and expressions were taken from the source text. This supports that students were repeating not only ideas and concepts but also words. (See Appendix F

On the other hand, there were only 28 instances of summarizing strategy. Nonetheless the frequency of the use of summarizing strategy that accounted for 7.08% seems small, students writing and interview responses proved that students highly depend on summarizing strategy. The use of this strategy may have a contribution for the frequent use of repetition and questioning for clarification since summary writing/summarizing is a recursive process. It is observed that students have been looking back to what they have read and asking themselves to recall what they have read.

Other cognitive strategies identified from the think-aloud transcription are translation (4.8%), grouping (2.5%) note-taking (8.35%) deduction/induction (1.2%), key word (0.5%), contextualizing (0.7%), elaboration (16.2%), transfer (8.1%) and inference (9.36%). Elaboration that accounted for 8.3% of the total strategy use is the second frequently used cognitive strategy whereas inference and transfer are the third and fourth frequently used cognitive strategies respectively. Note-taking the fifth and key word is the least of all the cognitive strategies. This indicates that although there is a high or number of instances of repetition strategy use, students have also used demanding strategies such as elaboration, inference and transfer.

Though the frequency count of strategies showed 33 instances of note-taking strategy, the students' writing confirm that their notes were not more than a paragraph based copy and summary. This contradicts with the view that note-taking involves critical thinking and organizing ideas (Leki, 1995).

In short, the overall cognitive strategies identified suggest that students are accustomed to less demanding or mechanical strategies such as repetition and summarizing than demanding and active strategies such as elaboration and transfer.

### 4.2.3 SOCIAL/AFFECTIVE STRATEGIES

Research has shown that learners use their own mechanism to get an outsider's support and to lower or minimize their anxiety and motivate themselves in order to succeed in their learning. These types of mechanisms or strategies are referred to as social/affective strategies.

The social/affective strategies of the nineteen students accounted for 25.9% of all the strategy uses. Though the environment that the students do the task did not allow the presence of other person, the use of social/affective strategies of the students is more than expected.

*Table 7: Social/Affective Strategies named from the student's think-aloud*

| <b>Strategies</b>             | <b>Frequency</b> | <b>Percentage per type</b> | <b>Percentage per total</b> |
|-------------------------------|------------------|----------------------------|-----------------------------|
| Questioning for clarification | 158              | 79.3                       | 20.57                       |
| Self-talk                     | 14               | 7.03                       | 1.82                        |
| Self-reinforcement            | 11               | 5.5                        | 1.43                        |
| Avoidance                     | 16               | 8.4                        | 2.08                        |
| Total                         | 199              | 100                        | 25.9                        |
| Population mean               | 10.47            |                            |                             |

As indicated in Table 7, 79.3% of the social/affective strategy use is taken by questioning for clarification. It covered 20.57% of all the strategy uses. Even though some argue that questioning oneself for clarification is a metacognitive strategy (Brown et al 1983), students' think-aloud signify that they use this strategy in order to create close link between the on-going activity and their understanding. They question themselves, and to respond it they reread or recall what they have comprehended. This gives them a confidence to keep on doing the task.

As the think-aloud transcription of student III indicates below, the questions that were raised by the student are less likely to involve the student in cognitive processes as most metacognitive strategies do.

\_\_\_ Where is it? \_\_\_ What? Ok \_\_\_ Walter Pauk Walter Pauk,  
 who is he? Ok \_\_\_ is he from Cornell University? \_\_\_ Students,  
 which students \_\_\_ What? What is will power? \_\_\_

Furthermore, the interviewed students remarked that questions that they ask themselves were about what they have read and need to keep in mind ideas that they expect to read from the text. This, as they argue, gives them comfort and ease to do the task.

Even if the instance of their use is very low, the students have used self-talk, self-reinforcement and avoidance strategies. These strategies that accounted for 7.03%, 5.5% and 8.04% of all the social/affective strategy uses respectively are used to maintain conducive affective climate. As students argued during the interview they

rarely cared for their emotion. However, indirectly they mentioned motivation as an important factor for success.

Avoidance that accounted for 8.04% of all the social affective strategy uses is a new strategy identified during the naming of strategies from the think-aloud transcription. 16 instances of excluding some part or whole reading paragraphs during difficulty of understanding have been observed. Students preferred to ignore some parts of the task that are difficult for them rather than trying to work out with the help of different strategies. This may be due to lack of appropriate strategies that can solve their problem of understanding the text.

In general, the students' think-aloud transcriptions have shown that these students use the three types of strategy groups identified in earlier works. The instances of the strategies use appeared in the following order: cognitive (51.4%), social/affective (25.9%) and Metacognitive (22.6%). This indicates that students were using different types of strategies to do a reading-to-write task.

Less frequent uses of metacognitive strategies indicate that the students' awareness about language learning, strategies use and activation or manipulations of cognitive strategies are limited. Students' interviews support this argument. They claim that quoting and paraphrasing are best mechanism or strategies they use to work on a reading-to-write task. This, in turn, suggests that the students are more dependent on the sources. However, in an input of poor environment where there are limited sources, students over dependence on such sources may limit their endeavor to succeed. In



addition, students will be less self-directed. This condition also contradicts with the recent autonomous learner tradition, which involves higher use of metacognitive strategies and being self-directed.

More than half of the strategies identified are cognitive strategies. This suggests that the task is cognitively demanding and students have been in cognitive processes to solve the task. This confirms Flower et al's. (1990) argument that reading-to-write involves "critical conscious processing" to understand what one has read and to make it one's own. However, the types of cognitive strategies mostly reported in the think-aloud are not high level processing strategies.

One fourth of the strategies are social/affective strategies. This indicates the students attempt to maintain an affective climate to work on the task, and agrees with Leki's (1995) finding where he argues that social/affective strategies are important to approach writing task.

The most frequently used strategies from each type- self-monitoring, repetition and questioning for clarification- show that the students are aware of strategies that are identified as less demanding than demanding strategies such as planning, elaboration, transfer and self-reinforcement.

#### **4.3 STRATEGIES REPORTED AND STUDENTS' WRITING**

The sample students are asked to write their organized piece of writing based on what they have read from the given paragraphs while they are thinking-aloud. Out of the 19

students writing, only 25% of the papers have draft that is attached to the writing. 75% of the students writing have no draft. Students' writing analysis indicates that 65% of all the writing are pure summary of the texts whereas 35% indicates that the writers have made an attempt to relate their own personal views with the summaries they have taken from the texts.

Based on the scores assigned by the two raters to each writing of the 19 students, it has been found that 8 of the students are competent, 9 average and 2 less competent.

Table 8 summarizes differences and types of strategies use by students who have produced competent, average and less competent writing. Students who have produced competent, average and less competent writing use metacognitive strategies that accounted for 22.6% of all strategy use. Students who have written competent and average writings used metacognitive strategies more frequently than students with less competent writing.

Metacognitive strategy favored by students with less competent writing is self-evaluation whereas students with competent and average writing relied heavily on metacognitive strategies such as self-monitoring, self-management and planning.

Cognitive and social/affective strategies which account for 51.4% and 25.9% respectively of the overall strategy use are directly related to the reading-to-write task. Cognitive and social/affective strategies favored by students with competent, average and less competent writing show many important differences. Students who have

produced competent and average writing favored elaboration, transfer and inference strategies whereas students who have produced less competent writing favored repetition, grouping, summarizing, questioning for clarification and avoidance. On the other hand, elaboration, transfer and inference were less favored strategies by students who have produced less competent writing. In addition, these students employ less instances of metacognitive strategies and high number of instances of social/affective strategies.

The above findings indicate that students with less competent writing heavily depend on less demanding strategies whereas students with competent and average writing favor more demanding strategies. This confirms the finding that types of strategy use have an impact on performance of learners on a task (Oxford and Ephrman, 1995). In short, the use of strategies by the students with competent, average and less competent writing shows that there is a relationship between writing competence and strategy frequency and types in use.

Table 8. Number of learning strategies used by students who have produced competent, average and less competent writing.

| Strategies                    | Competent  |             | Average    |             | Less competent |             |
|-------------------------------|------------|-------------|------------|-------------|----------------|-------------|
|                               | N = 8      |             | N = 9      |             | N = 2          |             |
|                               | f          | $\bar{x}$   | f          | $\bar{x}$   | f              | $\bar{x}$   |
| <b>Metacognitive</b>          |            |             |            |             |                |             |
| Planning                      | 7          | 0.87        | 11         | 1.22        | 1              | 0.5         |
| Directed attention            | 4          | 0.5         | 7          | 0.77        | 1              | 0.5         |
| Selective attention           | 3          | 0.37        | 7          | 0.77        | 1              | 0.5         |
| Self- management              | 7          | 0.87        | 14         | 1.55        | 1              | 0.5         |
| Self-Monitoring               | 34         | 4.25        | 40         | 4.44        | 7              | 3.5         |
| Self-evaluation               | 7          | 0.87        | 9          | 1.00        | 3              | 1.5         |
| Problem-identification        | 2          | 0.25        | 7          | 0.77        | 1              | 0.5         |
| <b>Total</b>                  | <b>64</b>  | <b>1.14</b> | <b>95</b>  | <b>1.50</b> | <b>15</b>      | <b>1.07</b> |
| <b>Cognitive</b>              |            |             |            |             |                |             |
| Repetition                    | 57         | 7.12        | 78         | 8.66        | 26             | 13.00       |
| Translation                   | 6          | 0.75        | 11         | 1.22        | 2              | 1.00        |
| Grouping                      | 3          | 0.37        | 5          | 0.55        | 2              | 1.00        |
| Note-taking                   | 15         | 1.87        | 18         | 2.00        | 0              | 0           |
| Deduction/induction           | 3          | 0.37        | 2          | 0.22        | 0              | 0           |
| Summarizing                   | 8          | 1.00        | 15         | 1.66        | 5              | 2.55        |
| Key word                      | 2          | 0.25        | 0          | 0           | 0              | 0           |
| Contextualizing               | 1          | 0.12        | 2          | 0.22        | 0              | 0           |
| Elaboration                   | 31         | 3.87        | 31         | 3.44        | 2              | 1.00        |
| Transfer                      | 10         | 1.25        | 22         | 2.44        | 0              | 0           |
| Inference                     | 16         | 2           | 12         | 2.11        | 2              | 1.50        |
| <b>Total</b>                  | <b>152</b> | <b>1.72</b> | <b>204</b> | <b>1.76</b> | <b>39</b>      | <b>1.76</b> |
| <b>Social /affective</b>      |            |             |            |             |                |             |
| Questioning for clarification | 77         | 9.62        | 60         | 6.66        | 21             | 10.5        |
| Self-talk                     | 5          | 0.62        | 9          | 1.00        | 0              | 0           |
| Self-reinforcement            | 5          | 0.62        | 4          | 0.44        | 2              | 1.00        |
| Avoidance                     | 4          | 0.50        | 7          | 0.44        | 5              | 2.55        |
| <b>Total</b>                  | <b>91</b>  | <b>2.84</b> | <b>80</b>  | <b>2.21</b> | <b>28</b>      | <b>3.50</b> |

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1. CONCLUSION**

This study has attempted to investigate reading-to-write strategies employed by sample fourth year students in the Department of Foreign Languages and Literature at Addis Ababa University. Though the study is mainly aimed at investigating reading-to-write strategies used by the students, it also tries to look into the relationship between students writing result and the strategies they have used in order to produce the writing.

To achieve the purpose of the study, the necessary data are collected from a questionnaire administered to twenty students, nineteen students' think-aloud and an interview with three students. The students' writings have been also used as an additional source of data.

The study revealed that reading-to-write is an important activity in the students' academic practice in the university, and students are accustomed to doing reading-to-write task in different courses that are given to them.

Students have rated their ability of reading, writing and reading-to-write as average and reported various types of strategies that they use in order to read, understand and write. The study indicates that the students use strategies during reading-to-write in the following order: cognitive, social/ affective and metacognitive strategies. In addition, it is observed that students who have produced competent and average writing used

different strategies more frequently than students' who have produced less competent writing.

The data collected from the questionnaire show that students are able to report strategies that they are using in order to understand what they are reading, transfer or use what they have read into their writing and write their final organized piece of writing. Reading again and again and note-taking are the two cognitive strategies reported by the highest number of students in order to understand what they are reading. Summarizing and preparing an outline are the cognitive and metacognitive strategies reported by relatively the highest number of students to transfer what they have read in to their writing. It is observed that only half of the students have reported these limited strategies in order to transfer what they have read into their writing. Thus it can be concluded that the students have lack of strategies in transferring what they have read in to their writing. 75% of the respondents (students) reported that they have a metacognitive strategy of proofreading for organization, spelling, meaning and grammar to write their final organized piece of writing.

The students' think-aloud indicates that students are using self-monitoring, repetition and questioning for clarification more frequently than other strategies in order to do the reading-to write task. On the other hand, problem identification, key-word and self-reinforcement are less frequently used strategies. These reveal that the students are using less demanding strategies more frequently than demanding strategies. This conclusion is confirmed by the interview in which the students claim that they use strategies that do not require them much effort and time.

Finally, the study shows that there is a difference in the types and frequency of strategies used by students who have produced competent, average and less competent writing. Students who have produced competent writing prefer metacognitive strategies whereas students with less competent writing prefer social/ affective strategies. Note taking, deduction/ induction, key-word, contextualizing and transfer are cognitive strategies not used by students' with less competent writing. On the other hand elaboration, transfer and inference are cognitive strategies used frequently by students with competent and average writing.

## **5.2. RECOMMENDATION**

On the basis of the findings of the study the following recommendations are made: -

1. Efforts should be made to raise student's awareness and belief about language learning and the contribution of reading-to-write task in learning in general. To make knowledge a continuation of the previous works, students need to read, understand and transfer what they have read to their work in order to solve problems.
2. MacIntyre (1994) argues that language learning strategies have an impact on learners to take better responsibility for their learning. This points to the need to train students in using range of strategies to be an autonomous learner. The strategy training should focus on providing students with available list of strategies that help students to approach various tasks. Such training will make students to be able to have an informed choice on their uses of learning strategies that suit them.

3. In order to make language learning more practical and effective teachers play significant roles in helping their students. Therefore, efforts should be made to acquaint teachers with the possible types of strategies and tasks that encourage different strategy uses. This can possibly be achieved through teacher training courses that give emphasis to language learning strategies. In addition to skills training, teacher trainers and teacher training courses should incorporate learner strategy training components. This in turn encourages teachers to involve in learner training in addition to language teaching.
4. Different language skills and elements require learners to use different strategies to be successful in the learning situation. Thus, language teaching materials and material producers should include language skills and elements integratively and strategy training components with every possible task. Integrating task will make learning more authentic and force learners to use various strategies more effectively.
5. Students learn not only from materials and their teachers but also from their peers. Encouraging students to take dairies and think-aloud their strategies and discuss their similarities and differences will help students to improve their knowledge and practice on learning strategies and individual differences. Therefore, language teachers must create environments in and outside classes where the students can discuss and exchange ideas about their strategies. This will help students to see merits and demerits of their strategies on a particular task and to be conscious of their strategies.
6. Finally, as a major recommendation, there should be further research on reading-to-write task and strategies. This study is just a small beginning on



reading-to-write strategies. Therefore, arriving at a conclusion based on this study only may not be safe. To have reliable conclusion and strong recommendation further longitudinal research with a large number of students is very essential.

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## Appendix A

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF FOREIGN LANGUAGES**  
**AND LITERATURE**

**Dear students,**

I am interested in investigating the reading-to-write strategies that are employed by you. Your responses to the questions below have an important contribution to the success of my investigation. Hence, you are kindly requested to respond to the questions about yourself and your reading and writing experience before you work on the given activity. Please feel free, since all what you are going to do is used only for research purpose.

**Thank you**

I. Please complete the following information about yourself.

1. Seat No. \_\_\_\_\_
2. Age \_\_\_\_\_
3. Sex \_\_\_\_\_

II. The following questions are about your reading and writing skills and experience.

Please tick in the appropriate box for questions that have boxes to choose from and write your answers for the open ended ones. Feel free to use Amharic where you need to explain your responses in detail.

4. How do you rate your understanding ability of what you have read?

Excellent ☐ Very good ☐ Good ☐ fair ☐ poor ☐

5. How do you rate your overall writing ability?

Excellent ☐ Very good ☐ Good ☐ fair ☐ poor ☐

6. Do you have the experience of reading different texts on the same topic and producing your own organized piece of writing on the topic?

Yes ☐

No ☐

7. If your answer to number 6 is yes, please list situations where you are/were expected to do such activities (e.g. assignments, exams, senior essay etc).

a)

b)

c)

8. If your answer to number 6 is yes, what special ways or strategies do you use in order to

a) understand what you are reading?

---

---

---

b) transfer or use what you have read to produce your own organized piece of writing?

---

---

---

c) write your final piece of organized writing?

---

---

---

9. How do you rate your ability in performing the above activities? ☐ ☐

Excellent ☐ Very good ☐ Good ☐ fair ☐ poor ☐

## APPENDIX - B

### Interview Guide

1. How do you prepare yourself for course that requires you to read and write on a given topic?
2. How do you use reading texts as sources of writing?
3. How many texts do you read on a topic in order to write on a topic?  
Explain ways that you use in order to transfer ideas from sources and integrate your personal ideas with the ideas.
4. What special strategies or ways do you use in order to understand different source texts on similar topic and write your organized piece of writing on the topic?
5. What language problems do you face while you are reading a source text?  
What strategies do you use to cope with these problems?
6. What difficulties do you have while you are writing?  
What techniques or strategies do you use to cope with the difficulties you faced?
7. What is the contribution of each strategy that you have mentioned in order to improve you language skill?

## APPENDIX C

**Dear students,**

In this task you are expected to read five short paragraphs from different sources which are more or less similar to textbooks and references that you read on different courses or for your senior essay. All are about one issue- Time Management. Your objective for reading these paragraphs is to write your own organized essay on the topic time management.

Unlike other times, when you may have done this you are expected to say out /think-aloud/ as you read, make comments and write. You need to think aloud all the processes that you will experience while you are working on the whole activity.

When you make any change on what you have written, please don't cancel it completely just put a line on it.

### **Reading Note on Relevant Research on time management**

Time management in professional settings and academic environments has been the theme of extensive research and numerous self-help books.

\*\*\*\*\*

The key to success, according to efficiency expert Alan Lakein in his recent book, how to get control of your time and your life, lies in pacing and planning. He notes that planning is decision making, and it is imperative that decisions on using time to best advantage be made. The average worker has two types of "prime time" to plan: external time and internal time. External prime time is the best time to attend to other people. Internal prime time is the period in which one works best. Scheduling large blocks of time in advance helps organize the workday.

\*\*\*\*\*

Noted philosopher and psychologist William James found that most people do not use their mental energies in sufficient depth. He advocated continued concentration in the face of apparent mental fatigue: "The fatigue gets worse up to a certain critical point, when gradually or suddenly it passes away, and we are fresher than before, we have evidently tapped a new level of energy."

\*\*\*\*\*

Cornell University has maintained a major center for research and advising on student skills. Directed by Walter Pauk. His work has analyzed the factors that affect academic performance. According to Pauk, the ability to concentrate is an invaluable asset to the college student. Will power alone can't induce concentration. Students may be breaking concentration whenever they remind themselves that they must use will power to concentrate. Nor will motivation alone help students who don't schedule their time carefully. Pauk found that students who schedule as much study time as possible into their days are likely to be better students and suggested that a good daily schedule is the key to quality work.

\*\*\*\*\*

In his guide to intellectual life, Jean Guitton stresses the importance of preparation for peak performance, asserting that it is vital to rest at the least sign of fatigue and to go to work with a relaxed attitude. Preparation for work also includes creating the right environment. Find a place that is at once calm and stimulation. Tolerate nothing that is not useful or beautiful. Steady background sounds, such as music. Can mask distraction noise.

\*\*\*\*\*

In a recent survey of private college students, students reported some of the following as their standard strategies for getting through assignments:

- Do what's due; postpone big projects.
- Create a crisis.
- Get all the easy stuff out of the way.
- Do a writing assignment all in one sitting.
- Allow the minimal estimate of time it will take to get a project completed.
- Read material once: don't try to remember it until it's needed.

The students surveyed said they use strategies like these to minimize the debilitating effects of long-range pressures. They assume that they will understand the subject matter sooner or later and that inspiration will be on hand when they need it. Teachers never want as much as they ask for, so over learning the material will be a waste of time.

#####

Now go ahead and write down on another piece of paper your statement about time management based on your interpretation of this data.

Taken from Flower, L. Stein, V. Ackerman, J. Kantz, M.J. McCormick, K. and Peck, W. C. 1990. Reading-to Write: Exploring a Cognitive and Social Process. New York: OUP

## TEST of Written English (TWE) Scoring Guide

Readers will assign scores based on the following scoring guide. Though examinees are asked to write on specific topic, parts of topic may be treated by implication. Readers should focus on what the examinee does well.

### Score

- 6 Demonstrates clear competence in writing both the rhetorical and syntactic levels, though it may have occasional errors.

***A paper in this category***

- effectively addresses the writing task
- is well organized well developed
- uses clearly appropriate details to support a thesis and illustrate ideas.
- displays consistent facility in the use of the language
- demonstrates syntactic variety and appropriate word choice.

- 5 Demonstrates competence in writing on both the rhetorical and syntactic levels, though it will probably have occasional errors

***A paper in this category***

- may address some parts of the task more effectively than others
- is generally well organized and developed
- uses details to support a thesis or illustrate idea
- displays facility in the use of language
- demonstrates some syntactic variety and range of vocabulary.

- 4 Demonstrates minimal Completeness in writing on both rhetorical and syntactic level.

***A paper in this category***

- addresses the writing topic adequately but may slight parts of the task
- is adequately organized and developed.
- uses some details to support a thesis and illustrate an idea.

- demonstrates adequate but possibly inconsistent facility with syntax and usage.
- may contain some errors that occasionally obscure meaning

3 Demonstrates some developing competence in writing, but it remains flawed on either rhetorical or syntactic level or both.

***A paper in this category may reveal one or more of the following weaknesses.***

- in adequate organization or development
- in appropriate or insufficient details to support or illustrate generalizations.
- a noticeably inappropriate choice of words or word forms.
- an accumulation of errors in sentence structure and/or usage.

2 Suggests incompetence in writing

***A paper in this category is seriously flawed by one or more of the following weaknesses.***

- serious disorganization and underdevelopment
- little or no detail, or irrelevant specifics
- serious and frequent errors in sentence structure usage.
- serious problems with focus

1 Demonstrates incompetence in writing

***A paper in this category***

- may be incoherent
- may be undeveloped
- may contain severe and persistent writing errors.

## APPENDIX E

### Extract 1

[Reading]

The first paragraph tell the perspective from different angle professional and academic setting. Alen Lakin divided time into two that is external and internal. He says in his way perspective of W. James in the second when we are doing something... So when you are...critical point then relived ... conducted in university by Walter Pauk with and aim of analyzing.... He finger out that... likely better and suggest students... are more likely and quality work... uh. I mean in a short term I can say that there are who study hard and plan their activity day to day and when you compare these students, students who plan, I am sure.... I can say can be more productive in their work at the time. In this research it suggests ... can produce.

The last paragraph but may not be the least. Intellectual life of J. Guttien, I can say that the person have to have his own personal courage and motivate and a good mood. Other wise he can't. He wants to say that ... we can produce a good work... productive or in order to produce wrathful to the society one has to work and a good mood or courage even if the atmosphere is not good... he has to tolerate and produce or make the atmosphere conducive.

I am trying to summarize the paragraphs. Quality or no productive to be academic performance or something like that or score a good grade there is planning or schedule his day to day activity. He underscore that to produce a good work one has to be stimulant to create a conducive atmosphere by initiating ourselves ... we can ... productive force. In short we have to make conducive work with conducive atmosphere. I am starting to write. Title time management I want to stay it in professional and academic environments. Ok In professional, according to my opinion ... paragraph 2 three and 2 and three say the same thing fries to say about professional retting. In paragraph two ...[write] so according to him ... his perspective ... divided or segregated into ... [writing] sorry, about the grammar. I can't go through revision because I don't like such activity as proofreading unless I am forced.

### Extract. 2

[reading] decision ... decision sorry external ... internal [Reading] [Reading the whole paragraph]

Ok my summaries one by one. [... writing]

This is also what I agree with. Reading the last paragraph and go one to include his feeling as a concluding remark.

Let me read what I personally recommend for this five paragraphs perspective or view that ....I don't want the other .

### Extract 3

I am no 7.

Reading note [reading] according to according to [reading] ok, yes [reading] work work.

Ok [reading] in the face. In the face? [Reading]



There is main point here [reading] [repeating]

[Reading] can, can't yes? [Reading]

[Reading] work, work with [reading] beautiful, beautiful [reading] assignment, assignments [reading]. ok I think this is the source.

I should say about the practical application because many people say uh... psychological, no psychics [un heard]

Many people say or preach what they want but what they won't do it [silence]

So, many people feel to do what they like... I will write what I feel only.

#### Extract 4

[Reading] [Repeating] [Reading other paragraph.] [The whole paragraph]

I agree with the first paragraph, ok time management is important [writing] with regard to the second paragraph I have no idea about this. I have no information. I don't accept this information. [Reading the paragraph] ... preparation is important so I can write this why do I came. I can come back and write that. It can work to high school students with homework students with homework. Budgeting.

Generally speaking it is difficult to understand that. Ok the topic is time management, then the writer has something about time management I can say that ... I can understand it ... so what is the basic idea? [Read the whole again]

I don't think the whole is about one idea because there are technical terms.

#### Extract 5

Yes, ok, ... this paragraph is confusing, not clear I'll read it again. Time management is also ... unimportant according to the writer, until better environment is done ok, we shall better stay-this person shares the idea of William which say we better stay. Okay, preparation for what we are going to do is an important thing. Okay, this preparation include ... pre-pa-ration in-include ... studying, studying background. Background. Background is one word. Background or um ... background or what? What all are going to do. We are, what we are going to do ... ok, ok, now, what does it say. [Reading about college students] this is another paragraph? May be what do they do, postpone one big projects [repeating the reading] forgetting through assignment. What is due, postpone big assignments, the second one is create crisis. What does it mean? Create crises. Get all the all easy stuff away/ Okay what is this mean? Okay, this is good get all away then, the assignment, all in one sitting. Oh how, I must not include, allow the minimal time, it will take the project. Minimal uh, what is the maximum, this cause fear. Read material ones, don't try to remember until needed. What? um. he students survey, they use strategies like this to minimize debilitating, what is the meaning of this strange word? ... they ... subject matter later or ... um. I don't agree with this paragraph, I better read again [reading]

Okay, sometime it works, ok let me jump this sentence because I can't understand. The second, ok the easy stuff, get the easy stuff out of the way-uh the third, ... to the writing assignment ... I completely disagree with this allow the minimal time minimal, probably I'll take this read material ones don't remember until it is needed. I again completely disagree with this. This research work is really crazy. Students survey says they use [reading] actually this sentence ...] I shall write it again, ok ...

I can write, in are cent survey of privet student strategies are due, postpone big projects ... some students I shall say ... prefer, to do better assignments assignments, using various strategies as a recent private as a recent research on private college indicates ok, among these strategies, ... ok some are some are some are doing simple works at a time and postpone the others-ok ok the other get all the easy staff out of the way even I don't have I some extent agree. Do writing assignment ones, very nice, the others do writing assignment all in one setting Ok what I not agree, still some others prefer to read material once and gone do not remember it until it is needed. Ok now I shall list my opinion, in my opinion all the strategies listed above wouldn't help the students to succeed in their work because. No no because there is no time management used by the students. Ok ok students they use ... on hand when they need.

Now in the form of conclusion, to sum up, time management is an important thing in all aspects of our daily life. Time management, preplanning seeking for favorable time, comma, and pacing can help people to accomplish jobs and recreations in a good way.

#### Extract 6

External and internal -ok internal and external .the average worker okay [read it again] okay. So means we have to make a program...soothe first is. ...Planning is very necessary. Ok and every one if we want to control our life. Planning is important If we make or to control, to control over our life.... planning decision making what does that mean? ...Okay that means when we plan we make decision, our planning is decision that means. We have to make a choice from alternative ማለት ነው . Choice from different alternative. That means we have two prime times : external and internal prime time .any way external time is the time that we spent with other people maybe cheating with other people . Intern is we spent for our own purpose .In general planning is a decision making –choice form alternative in if we went to control our life planning is necessary they two type of prime time external and internal for our purpose may be for studding. That is good for us.

Why he, mental fatigue, okay. ...[Read it again] so that means people don't use their mental energies if they are fatigue, because of mental fatigue .If they have are mentally fating they must rest. Okay if we take rest the fatigue will pass away. Sure. ድካማችን ውልቅ ብሎ ይወጣል ቁጥጥረው ይሙሉን ይቻላል. That means we will refill energy. Ourselves. Okay

Third, academic performances um [repeat the sentence] uh-college student. Student – uh...he is arguing that will power cannot be resulted with concentration. That is just b/n that we think we have to study, we have to concentrate our study, it doesn't mean we cannot or [read] we may not be successful we have to plan. We may not study in a good mood set long. ማጥናት አለብን ብሎ ቀጭ ማለት, ዋጋ የለውም Ok, on the other hand, no will motivation.... again motivation, no---we have to know how to study, create destruction free, quite movement –ok. Power will doesn't create study. That means, like I said ---we have to study doesn't successes. We have to plan our time and use our time. Schedule study time ok, yeah, success. Properly –we are likely to be successful in our study.

Last, Ok. Whenever we are tired (feel fatigue we have to take some rest and refill our energy .so we relax go back .so we have to create the right environment like the previous paragraph. whenever we get ugly or some thing useless for ጭስ እንደሚመቸን we don't have to tolerate those which districts us from studying.

Really: crisis what does it mean. Okay that is good .No no it is very bad ---I can't I disagree we have to-do it again and again. ለምን ok that is good of course we have to set mineral time so we will not be [read again] .No no, I don't agree with this too. [Read] <sup>ግንባራ ለሰላም</sup> Planning is very necessary 1ኛ Jime planning ማለት ነው እኛ ስለዚህ ታይም ጥቅም ላይ ላልዘጋጀን በጣም አስፈላጊ ነው that is decision making that means what to do ዋናው ነገር planning other thing <sup>ግንባራ</sup> ነው? We have to plan both external and eternal time. External time ማለት ምን ነበር አው the time we spend with other people. b" among diff. alternative planning is necessary. The second one people do not use their mental energies if they are fatigue or tired. Fatigue እንዲጨምር ነው እኛ ሊላው ደግሞ ምንድን ነው? But if we take some rest ...energy- energies –energy. Third, ok this ok because we think....

We can't be. We cannot be successful successful. ካልሰራን ምንም የለም /are know don't how to study motivation. Can't help students. ማጥናት እንዳለብን ማወቅ አለብን. Motivated ሆነን እንዴት ማጥናት እንዳለብን ካወቅን? Ok

Last paragraph .In general so In general we have to plan our time. We have to schedule our time in general or plan our time. If we want to be successful No in order to in order to be successful in our studies. And whenever we are tired we have to take rest ብያታለሁ አይደል GN whenever we are tired we have to take some rest and refill our energy and on the other hand ደግሞ. We do not have to tolerate those things which district district us from studying አሁን: Time planning one thing it is important because it helps its to control our time planning means decision making so we have to plan both external and internal time. Prime time ok we have to plan time our time to use with other people or with ourselves. Ok.

Mental energy fatigue. refill with rest. But we have to study ብለን ስላሰብን ብቻ we do not know how to study or If we do not plan we cannot successful even we are motivated if we don't know how to plan use our time መስት ነው እኛ quote: ላድርግ እንዴ. አዉ. ልፃፈው Time planning is important no which helps us to control our life in a better way. So ስለ planning መጻፍ አለብኝ: time planning is okay Time planning is important yeah if: we want to be successful in our studies we have to use our time properly that means we have to make a plan about every thing we want to do. Hence, hence we have to device both external and internal time plan in order to spent some time for /with other people with others and sometime with only/for only ours, our purpose.

Which is ours only. Or we have to spend sometimes alone doing thing that are useful tour life እኛ According scholar ---[<sup>የራሴ</sup>reading all what has <sup>የራሴ</sup>done written] Whenever all are feeling tired according to park motivation alone can not help students who don't know how to study [reread] on the contrary, እኛ ጭስ ምንድን ነበር? On the contrary those people who are not motivated to work but think that are they have to work [reread] without planning their time cannot be successful. Therefore, cannot be successful. If we want to be successful in our studies we have to be motivated we have

to use our time properly and or for study purpose only. [Read the paragraph] yeah by planning. Through planning በጭሆን since full stop since people do not use their mental energy energies if they are fatigue we have to take some rest whenever we are fouling tired . እኛ whenever feeling tired ok [reread] the whole writing]

### Extract 7

[Reading]

---What? Alen Lakin ---[reading] what? [reading] prime time what is prime time. I think two type of time, external prime pr-im-e, internal---[reading]

[Reading] I think he is psychologist William James. Sufficient depth--- fatigue I think tired--- energy en-ergy. Oh it is difficult [reading again] ehu--- hat is fresher? Oh what does it man? [reading the topic sentence back]

--- Cornell university --- water Pauk Pauk ---um. I think [reading] what shill, which skill [re Reading} --- Pauk [read again] ---[Reading] what does it mean this [rereading] [reading] [rereading] each two times]. The students survey surveyed ምን ማለት ነው? the student's surveyed, the students surveyed ---

That-----

Ok it is difficult. Let me see once as paragraph. Let me go, first understand of ምን አይነት ነገር ነው እባካችሁ? [Reading] --- he notice he noticed --- planning is decision making planning is decision making --- what is prime prime time? To plan – eh. Ok ---two types external and internal, [reading]--- another person supporting Alen Lakin? – Ok, William James ደግሞ ምንድን ነው ያለው እዘጫህ ጋ ---[reading] Ya. I know ---ok. እዘጫህ ጋ ደግሞ አንደኛው ነው "Cornell university" Cornell university--- ok where is it? Okayጠጠጠ ምን ማለት ነው? [Rereading] የማን work? Okay ---- ? ምን አይነት ስም ነው እባክህ? Okay ---- why? ለምን? --- okay ---this is clear. Let me see the other --- for pick pick, --- that is ok. Preparation --- preparation--- ok --- private college --- private college debilitating --- ኢጮ ምን አይነት Word ነው

Let me write some points. First --- time management --- okay summary just summary. Time management --- The idea of --- what does he say? – Okay what he say the other is ---what is this? Prime---prime time --- what is it? Ok --- external time external prime time. What is Yes! --- Just let me take the whole. Prime --- ok. Now let me put the other idea. William James noted. William James only --- m-e-s. ሰው በጭ እንትነጽን አልተጠቀመበትም ማለት ነው people do not use their mental energy the other one is --- [read]

Ok in general --- mental mental can be --- ምንድን ነው refresh after work ማለት ነው that is first it will tired, tired the frustrate them refresh--- then ---Yeah! With full with energy ማለት ነው

የኮርኔል ዩኒቨርሲቲ University ሰው ምን ይላል እዘጫህ ጋ--- Let me divide Cornell university --- እኛ ምን አለ Cornell University ምንድን ነው ያለው [read] --- [writing] Then specially College students ማለት ነው --- college –e-g-e. According --- what? Walter Pauk --- [read] -- - እኛ ምንድን ነው --- Ok. ---[write] now Jean Guitten, this is enough.



Jean Guitten, Let me see just Jean Guitten, let me write something about Jean. --- [read] ok --- ~~ምንድን ነው ረገድገድ ይህም~~. [read] ---[write] the relaxation, the relaxation --- preparation the right environment, preparation --- work need goal place --- rather conducive place --- then what he adds is that ---or important—Ok. [read what is written again] ምን ማለት ነበር እዚህ ጋ አልገባኝም ምን ምን ለማለት ነው tolerate nothing ok just pass it.

[reading] --- እስቲ ቆይ አልገባኝም [rereading] uh. Ok. --- This point should be taken as a whole. Ok. [writing] --- post post postpone. ---- ok creat creat a crisis --- [note taking] ፤N Organize ለሚያደርግው ነው። ~~መጠጥ ይገባል~~ ችክ መጠጥ እንዲህ ሆነ በቀ ጽሑፍ [rereading] What is debilitating. Ok. Forget it. Ok --- teacher. What does he mean? Because their will, be need not no have not want ወታኑት ምን አይነት ነው waste. Ok. [reading the instruction again] overall let me write some paragraph about this ---- time should be, time management --- [reading the sentence again] --- ok. This is all about the essay. Now it I the end. What is important here is ---to see ---

### Extract 8

[Reading] the main issue is how to get control of our time and life. The other thing is life mans to be to plan implies in pacing and planning [equates planning and decision making, what does he mean? I don't understand, planning --- [reading again] okay. He meant planning is equal to decision making and it is very essential. All right.

[Reading] any person two kind of time average person. I don't understand what prime mean? Let me see if. Okay external and internal okay, I could get it let me read it. [Reading] The difference b/n external and internal okay best to do our work I can write here [writing the understanding---] here it means the person is doer of the action. The other is external for other to obtained to. Here the door of the action or the speaker is another person. [Reading] what he conclude is try to program your time that helps to organize in advance, Alen advices me or other that make successful.

All right what can say about this paragraph? Okay if all plan we can make good decision Alen liken says what I understand. In order to --- our life ---to be program or —make scheduling of the --- time the time is internal prime time. I know what it mean. [Reading the whole paragraph] so that you and me be able to organize the work day right.

What about the second paragraph [reading]so this person is arguing that we people are not using our --- in sufficient. What does sufficient depth. Okay. [Reading again] so the philosopher what is his name William James – [write] . As the philosopher we are not using our mental energy or may be there is under use. [Reading] what does he mean? [Reading] All right what does he mean? Okay he may --- against the --- he's argument mental fatigue may be tired all right, what can understand is the failure what mental energy actually energies as James no al. James --- But – climax or critical point. [Write]

Okay. Now alright what cab I say I conclude is --- let me read may short note. [Reading] I can write as W. James argues that people under use or are don't use their mental

energy (capacity to work in a sufficient depth [reread] His reason --- mental fatigue. Let me see another reason. Ok.

The third paragraph ok not where is this University? I don't know any way it doesn't matter. They have got a kind of center for research. [write] what they have got . Center ok. [reading] what does it, kind? So the [reading] director name who? Walter Pauk. He is concerned. Concern is factors that affect what is the spelling okay a-f-f-e-ct. academic performance [read ]so according to him Pauk – invaluable asset. Ability to concentrate – for college students. Why there are two points concentration, motivation finally Pauk --- [reading] okay. According to Pauk will power, will power alone wills not – their time to concentrate so what he is saying is that scheduling is a precondition to be --- a better student. For what does he say [read] success. Success.

What does the fourth paragraph says. In [reading] here comes another person [reading]. Let me read this paragraph again [reading] so her this man Jean Guilton, what he stress? Said we have to be prepared for --- performance and get rest --- ok, [reading] [note-we have to create working environment] we have to also we also have --- attractive – so what I can conclude is according to Jean Guilton person --- for maximum or pick performance and—tell tied --- come back all the --- a kind of good atmosphere would be successful. That is what does he mean. [Rereading the note]

What about the other paragraph. [Reading] so here --- Ok do what is due and postpone big project. Okay do what in a certain time expected a kind of--- Then change the schedule but who are it mean? I don't know anyway some people what does it mean? I don't understand create crisis. Crisis. Ok The third [read] may be doing it first and putting difficult later. Ok what is if there are two much. [reading] I don't understand the whole thing so I have to start form the beginning and take note. [read--- and Write] . Ok [read] let me start from the start and have a certain kind of essay.

Let me start the essay

--- Who --- what he says, ---- I think his word --- okay --- where is it – fatigue centime --- Cornell University has a major center--- Another what what was his name? --- Walter Pauk ----

Ok Let me read if again [reading the whole passage] yes, this is all

### Extract 9

Okay, [read instructions] ok. [Rereading instruction]

Okay. [Reading] 1,2,3,4,5, paragraph ok. So what? [reading the last paragraph] what is this? Ok in this [task. [Reading instruction again]

[Reading paragraph 1] pacing and planning pacing and planning ok. [reading so, To control your life planning ok important point, talks about decision making is planning ok, uh--- [reading again] External with people internal best work personal in advance workday, ok. Okay. [silent]

How many lines or paragraphs am I supposed to write? The title would be ok time management ok, time management [reading] ok [silent] o key the key to success, the key to success ok I am supposed to write I am to go on writing ok. I am going to organize so, [silent] researches and book writers [keep on writing] ok [reading what he had written again] ok example no I shouldn't say for example I can go on by naming their names ok [Alen --- name the researcher and writing] on how to use on how to use his time. He--- into two. Ok. [How what does he say? External and internal external prime time ok the best [reading the paragraph again] ok. He put she ~~የጽሑፍ ጊዜ~~ ok, [writing] what is external and internal time I how not defined. Ok. Shit. I have pointed, the writer ok, uh --- I have to delete the next two sentences then I have to define external and internal time ok, [writing] ok.

That he uses, that he uses, እንደዚህ ነው ማለት ያለብኝ? ok [Writing] personal ok. Personal [Writing] the researcher or the writer ok. The researcher. [Writing] plays plays spelling error ok [writing] what should I say ok [writing]

Let me go to the second [reading] ok [reading] so, what is he planning, ok. The third paragraph, when we [Writing] another perspective, he sums --- [writing] we [Writing] another perspective, he seems --- [writing] more, no much important [writing continued uninterrupted MN concentration yeah, constriction. Ok passes, stays uh. [Writing] ok.

I have to go the next [reading] don't care if he establish a research center, ok what is he saying any way [reading] what does it have to do with time management? Ok, As to this person [Reading] valuable yes it is an asset, the puts will power as one hindrance of concentration ok how could, write this. None what is that? Ok will power as [writing] another point, so motivation [reading] ok [reading again] prominence uh --- [Writing summary] let me put it in this way let me start from the button which is the main point [Writing] በቅንፍ ላስቀምጥለት Walk puke, [Writing] no ነው አይ Walter ok ነው what happened? Ok give [writing] then will power, motivation, that is all all right. [Writing] what? A hindrance [writing] no no I shouldn't say this there is another point. Let me ok continued concentration, let me delete first and there is important point that comes before this. Uh--- ok continued [writing] will power, motivation and scheduling must [writing] coordinate or work together [writing] Then I can continue that one [writing] what that will power? A hindrance. Uninterrupted ልበለዎ [writing] concentration ልሰርዛት ok mental focus. Alright paragraph what 1,2,3,4, four [reading] ok

I forgotten the point before alright [silent] XNTN XNAFM organized የሆነ ይጻፋል Ok I forgot about mutter ok [writing] [reading the writing again] [keep on writing] ok let me to the next, I don't have time. [Reading]

Preparation ok the main point አይ ይህ ደግሞ ok [writing the top sentence opposed, opposed [what Alen lake says, ok እስከ ምንድን ነበር ያለው? ok yeah, ነው አይደል እንደ the opposes William, ምንድን ነው የምትለው አንተ [Reading] Ok opposes William Jews በቅንፍ continued concentration [writing]





that means --- affect academic [reading] --- he thinks, that Walter Pauk --- he also --- desire desire to --- must use --- at this point he is saying that will power --- when the child concentrates, the college student wonders wonders – that --- so, students must carefully schedule their time I think he is saying this --- ok. I will repeat this --- he is suggesting, Pauk suggesting Pauk suggesting planning is important for their study – and – he also thinks that students --- be --- and quality work. At this point what is he saying is that planning time --- according to work we do----

[reading p.4] [reading the first section again] what Guitton think according tome is --- spreading – with out rest—is useless. At this point he also think that preparation is – -- I mean – creating new environment. Fro example this man is telling me if I am an office worker that I've to clear my desks before I start work and see very ting is in a good position or proper to work --- I think are not for him is working or studding is must be proper --- for good working mood or spinet is that he is trying to tell mw – ok.

The also think that not only, not only providing good --- some times to tolerate --- No. What he is trying to say is --- for example tolerating those places that are not beautiful. Ok. At this point he is trying to say ---- silent place is needed – for example sound hinder --- can ---- ok

What survey? Survey of private college students ---- not government college students. Ok, --- [reading] so ---- [reading] strategies --- strategies of reading or what strategies? Ok. Strategies [read] for girthing through assignments --- ok – private college students strategies for doing assignment successfully I think --- the first strategy is ---

What does this mean? I think students should do trusties immediately; big projects are those projects --- which need I, their which need. --- Enough time. [Read] think I don't understand this. [Read] create crisis, create crisis --- [rereading] perhaps, I don't understand this, Let me read the first. [Rereading the paragraph again] --- does he mean doing only the difficult staffs? Ok. Do--- in one setting? Ok there is a writing assignment; there is a writing work, then doing in one setting, why in my mined. —ok the fifth one is - -- what estimate of time, estimation of time what --- ok to complete the project. I think he is trying to say to get a project completed he have to take a minimal time. Plan a minimal time students have to allocate minimal time --- he is trying time or minimal time mean I have to finish this at this time or that is what this mean --- read materials once. What materials that mean, I have to read first materials, I have to read first. Ok the student they read. [Rereading the sentence] ok teachers --- over learning over learning I think that means. Ok. So over horning is must of time – ok.

This is about success. What I have to do is, should I write it. A essay according to this or should I not ok. Title. The key to success. Let me start writing The key to success. According to --- [writing] perhaps I have to choice a title, what should I choice a title uh I have to reorganize taken notes from first paragraph. The main important points from the first paragraph. Writing the main prepuces of the second paragraph and then understanding the main Idea of the paragraph sand petting the main idea and doing the same for the fourth paragraph. Fill paragraph, there are a sort of list what I do is I have to put my own my own my own Ideas or my own visions or my own idea of success. Ok

let me give my essay a title. The essay should tell the title the key to success. [Writing] so the important thing I have to write is ok. Alen Liken, efficiency expert what is his name – Alen Liken --- should I write this perhaps this is not important so that what I have to do is, the main important point [rereading] the paragraph again] ok. Why should I write, if I write this it seems it seems more replicated, then I have to write it more personal, my own writing so [reading the source again] so I have to summarize this thing [reedit again ] – [reading again with a questioning g tone] I think this much is enough I have to go to the second.

[Read it] I think I agree with this idea, so why I note it down --- ok I have to acknowledge psychologist realism James. [Writing] I have to acknowledge psychologists if I don't acknowledge him my writing will be --- be useless I know this is important idea --- [Writing]

Ok--- [writing] should I writ this>? No I shouldn't use the shorter form and I have to write don not—ok—why does he think? --- x>. . . Ok. [Read] means --- [writing] ok, so [reading] so I have to paraphrase this --- [writing] --- well, I don't their I need this --- [reading] ok --- so he thinks, he also thinks [writing] --- [read line] [writing ok this is about this yeah --- [writing] this is not it should be with a-n-d---

[Reading] I think I have to summarize the whole paragraph with three or four sentences. I think all are important --- which is not important, ok. I think [reading] this Cornell university is not important for me, what is important for me is --- yeah [writing] the name is important [writing] --- I shouldn't use the shorter form --- not affect --- influence because I have to paraphrase the word --- [writing] [Reading] ok. [Writing] ok [reading] ok [writing ] ok. [Reading the last paragraph] at this point I have to write my own, for me [writing] this is enough I think. Ok here is page one, then page two

### Extract 12

Time management ---- Time management --- decision --- decision --[reading the whole paragraphs]

[reading the passage again]

The first draft --- summary all I have read. Just summary --- Alen Liken (1988:8) use --- use your work hours --- doing your --- your work.

Final draft --- full stop 1988, Alen Liken. So --- time management, it is fine management – in rest hair extra time --- external hour.

Time management time management – [reading the final draft again]

[Avoided the other points] --- [limit myself to the one I understand]

[Reading the source text again] what he wants to suggest on --- is that --- ok. That is all.

### Extract 13

[Reading] ok [reading instruction] [reading paragraph one] ok.

[Rereading the instruction] ok. Good.

[Reading] ok. I should finish the reading materials on time ok. [Reading] --- ok --- decision-making --- decision making ok. ገጽ 11 ውጭ የሚገኝ ውሳኔ ለጥሩ ውጤት ያበቃል A kind of thing ok --- ok. --- Most people --- ok ---- in the face of mental fatigue [repeating] that is good ok --- Cornell – will power, will power along – ok [rereading] will power, will

power --- ok [rereading] --- ok yap. Sure; ok --- Jean --- [reading] --- sure. Ok um going --  
 - a recent private college students [reading] --- doesn't try, why? Don't try – I should  
 come to the first paragraph and then get the main idea. About paragraph –[reading] the  
 last let me finish this --- ok. De-bilitating – debilitating ደብረ like the about ---ok. [Reading  
 again] ok. Um-teachers? [rereading]

[Rereading the instruction] ok --- before that let me go through it [reading again] no, no.  
 yeah --- [reading] --- [long silent] ok. Time management --- yeah! Based your  
 interpretation of data? Ok --- critical writing, using this text, so. I should run fast in order  
 to save my time. Topic --- ok about time management [Writing] ok I should take one they  
 point about time management --- of course --- this is very important factor --- yeah! ---  
 Um. I don't know, why do I feel, as --- the whole, ---- I don't know it my help our friend ---  
 I should write it with efficient time management well ok [writing] according --- essential  
 rather attractive --- ok good --- አምስት ደቂቃ መጠን ተገቢው ነው አስር ደቂቃ ጨዋነት ነው  
 a kind of they but is \_not good management kind of thing --- ok ---full stop. What about  
 this psychologist say ok [reading again] ok what does he mean? Why how what is the  
 reason ok. [Reading] what about better --- ok that is good --- they restore again good ok  
 [writing] --- yeah [reading the next paragraph] ok. [Writing] --- so in general.

Let me write the final draft. [writing] --- because because what, yes [reading the note and  
 writing the final] --- If you want, let me express in Amharic, to make it clear --- [reading  
 the whole again]

#### Extract 14

[Reading Instruction]

[Reading the texts] --- I am not clear with it let me see if once again ---- pacing mean the  
 speed probably --- How can be planning is decision making? Mean decision – I think  
 decision is made after planning and I think doing a meting that decision will be made. I  
 am not clear with this. [Reading the next sentry] --- [rereading the sentence] so, if the  
 work is organized where is decision making, I think after organization the decision is  
 made. Them the execution of the plan that decision will be following so I am not idea  
 how decision-making is part of planning after all.

[Text p2 reading] – so energy gets lost after thinking, that is what it means --- after that  
 again and again it will renew as I understand it.

[Text 3] --- introduce --- induce. So there should be a kind of concentration. So this is  
 what time management mean, will power doesn't do anything none. That is what it  
 means. [Reading] so there must be a kind of concentration and time. Management for a  
 dally bases for success this is what it mean. The better --- rather than avoiding  
 [Readingp4] – so it should be the person should be related in doing his works specially  
 for example intellectual life. There should be no boring if that is so there may be a  
 failure, that is what it mean – [reading] ok ---

So preparation is Ok step --- that is what I under --- yes, if it doesn't contribute with what I do --- I can't as Jean Guillon --- is it disturbing? [reading ] what if it is stimulant some people uses, uses as doing their tasks lessening music, I don't think this has --- for all intellectual people. For example, there are others who would like writing listening to a music. Specially smooth going rhythm. It may not, It may be appetite for some ok [reading] can must destruction noise, what does---? Does it ---? I don't see the connection here [rereading] not clear. I don't see connection to the above Ideas.

[Reading P.5] --- ok --- get it done a kind of thing ok --- first them big --- postpone it kind of mental confect --- you don't have to worry what is easy. Don't make it ordinary a kind of thing --- which means it couldn't be a rouses wise, staff assignments. All right --- But I think writing is involves a kind of processes. See --- students see what they write as a finished product. That is how I see it here, most books I read no, If I am supposed to ragmen nom that is how I say --- ok do things ass fast as possible --- do your business at once search when you need ---ok.

Let me start writing now -- How do I I understand now I read, let me see =[writing] --- alright --- ok. Let me do it the other way. I can't figure it out --- ok --- [writing] [rereading what is write---] Alright --- According to William James --- ok --- concentrating--- there might be actually could be --- ok this is not the end of the story the next is ---- [revising the undercounting after writing each paragraph] --- I don't have no. They don't may be -- - this all, concession--- in general ---

Let me see what I have done--- [reading] but I don't see an exasperated perspective difference way or perspective I think no difference--- [reading slowly] Alright

### Extract 15

[Reading paragraph] --- ok this man is a writer ---- there are points on planning let me go on --- [reading] ok two type pf time? What are these? Ok --- alright anew approach --- ok --- scheduling scheduling ok--- that means

The next paragraph [reading] --- alright that means peoples are not using this time --- ok --- what is it -- I don't understand it totally let me read it again --- what he is trying to say is there is a limit --- ok how we are going to get something? There is energy still we use.

The next paragraph [reading] ---- ok something interesting b/c it is about students factors affecting academic performance related to our cases may be ok --- may be a lecturer of a teacher or a write there --- ok. It is related the last paragraph --- that is nice.

The next paragraph [reading] ---- alright --- yeah I do agree with this idea if one doesn't. do this --- he or she --- yeah, nice --- ok good I do agree with this also --- I mean line has the experience to tolerate this sounds --Ok--- he won't be disturbed --- all this are good for one performance. The next is [reading]--- alright alright this might help me --- in the future --- [reading] I don't think this is not a by deal, I think it is better for me to do. Because tomorrow is another day so no postponing. Create --- how could this be a strategy to write or to do their assignment, may be I don't know --- may be I don't know, for me it is difficult. --- if it is possible may be I don't think it is possible -- well it might be



difficult – will I don't agree with it because one has to read again and again to remind that or master the area, it is good to know it rather than remembering – well, but not necessary. – Ok I don't totally agree with them --- It think it would be better to do it then -- [laughing] I don't agree with this rather mastering that area specially in the 3<sup>rd</sup> world are don't have time problem so lets read. Now it is time to read all about --- let me write something let me see each paragraph in short --- Ok well external is opposite to internal for him scheduling helps. This is about the first. Ok [Writing about each paragraph] ---- silent.

#### Extract 16

Time management – [reading the text] [rereading the first sentence] ok [reading] --- important for students like us --- [rereading] sure --- ok --- internal ነፃ፡፡ external በዘጠጋ፡፡ ok --- he writes about two types of time ok there is no further explanation that helps me to understand in depth ok external internal internal [reading]

[Reading R2] [rereading part of it] ok. [Reading P3] ok --- the ability to concentrate, to concentrate. Concentration is important here. Ok. [reading] --- plan no I don't accept this one. Ok [reading P.4] ok. More attitude is important --- ok environment --- motivating ok tolerate – this are also --- how can we are arrange this. For students we us we are tree most --- social ok. [reading P5] – ham – we can't say this, this student, do ok --- [reading] hum – [reading] I think this is --- bad according to my joking. It has no disadvantage.

I shall read for the second time to understand it [reading] [Read every thing] – sure--- ok --- mentioned, maintained --- ok --- ~~ጠጠ ለጸሐፊው የሚገባውን~~ ~~ጠጠ ለጸሐፊው~~ ---[read strategies] ምን ዓይነት crises ነው ምንም አይነትም ይግባቸዋል ተነስቶ መሆን አለበት ይህንን ተሳስቶ መሆን አለበት--- I don't know. Let me go to writing ok time planning depends on their view shall I write mine ok --- Jean gotten no --- ok planning --- decision. Um --- Alen like. Liken --- ok I support Alen as a student we have to plan --- \_ --- I shall wrote mine --- planning under we – we can't accomplish. Ok ሁሉም እንዳለ ያወቃልኩ ግን እስከአሁን አንዱም አለተገኝብኩትም -- Ok. Alen Liken argument --- I shall write my over argument based on his argument. [ReadingP1]--- my Idea. [writing first draft] [rereading the draft] --- [writing the improved vision] --- [writing] \_[writing] [Rereading the final draft] good, fine.

#### Extract17

The key success...what type of success? OK (reading) who is Alen Liken?.... alright the must be a writer... what type of note? alright....He is defining planning I think think...who are the average worker?...alright prime time he puts it in quotation mark. There are prime time....It he know defining external and internal time? ok....work day, day....who are these?....most people who are these most people? ok  
.....why they don't use in sufficient depth? Ok.....Ok.....Ok he is showing as the change....  
.....where it is found?....what ?....ok....water Pauk, water Pauk who is he? ok...It he from cornell university?...ok students which students?....what what is will power....

alright about planning ....alright he is the above guy...Alright is he differentiating the better and weaker students? ok.

.....Jean Guilton who is he?...what does relaxed attitude?...what is....Is it in a wrong environment.....what does this statement mean?[rereading the sentence)....alright.

....Ok, there are six dots and there are statements under these dots, ok ...that means... who are teachers? May be the whole teachers or teachers in the college? ok...

In this essay I am going to write on (writing...) Also I will have different paragraphs on the topic

.....Ok what type of plan ...ok...what are these time? idea of William James...where does Cornell university found? Ok ....as he stated who? Pauk ok...I think he is talking about plan proper planning...that means...is it recent or because private any way....ok....who are they ? The recent private college students, yes....still I am not clear about this long range pressures...

I the first paragraph I have to change the word also in the third paragraph I need addition marker.

### Extract 18

#### Reading one

Ok, could it mean....that mean important two types of what? External and internal...Ok is he comparing external and internal time? Ok external...and internal....

#### Reading Paragraph

a lot say that (repeating). uh.....sure....ok...sure I agree with this idea

#### Paragraph 3

Ok...uh....academic performance let me under line this. repeating the second sentence can't induce induce...(repeating) ok. will power + concentration. Sure, I agree with it a good daily schedule is that quality work This is one importance of planning on using time

The fifth writer say.

Performance- efficiency - success uh. rest is important one having relaxed attitude yes right rest, start work with relaxed attitude -short preparation. Ok place ok comfortable calm and stimulation. good condition of working convenient place that mean. Tolerate noting ignoring. I don't know any way. what does if mean that he mean music is important while we are working. It may be.

Let me go through the whole paragraphs one more. according to him planning is decision making imperative essential timing planning time is made to achieve the best of ~~not~~ ~~work~~... types of prime time to plan are external time and internal time. Yeah. ok could it be ..ok let me jot it down here...let me see the third argument (read) perhaps this is going to tell us about students. He is concerned with the problems of students academic performance skills what about for the others? not be college students only. Is it what he wants to tell us. Let me see back ...ok. Will power plus day to day schedule results success let me read it again...will power is one ...ok willpower or

motivation + good daily motivation results in success. Understand the general message of this paragraph.

Ok (read paragraph four) performance, performance. Ok, clear....rest, go to work with relaxed attitude, preparation for work includes creating the right environment; work

environment...place of work according to him should be calm and stimulation. Avoid thing that are not required obstruct...

Ok what sort of crisis ? ...~~PU~~...~~PU~~ ok...debilitating -debilitating-

Which data? the paragraphs by these different scholars.

Time management, ok types of....

First I'd like to take some notes paraphrase...according to... planning is decision making...planning in time is also made to achieve the best of ...two types of prime time...Here, he tells the significance of planning time. Right. James, William James says... takes short notes)

Writing

Time Management

(repeat some phrases) let me cancel it could be the result of is better. Prime time and internal prime time and external time. I think...why we no / people are...invo-perform.

### Extract 19

Time management

So what I am expected here is to pie-time management what is the topic. I have to write the topic -topic is is management. ok the key to success- what is the key success mean to be efficient. ok efficient so he wrote a book about how to control time, in controlling time to be efficient. right if you want to control life it lies on pacing and planning. So I have to plan to use my pace and to work my efficient. Planning is important for decision making ok. One thing I have to remember here is (rereading) planning equated with efficient alright what is prime time? What does he mean by external prime time? External prime time...he mean that....divided into two external and internal good I should have clear knowledge what external and internal time mean he meant time which are for a person to attained to other people he meant that is comfortable for a person whose doing something for other. Internal for a person to his best so mean for himself or the maximum ok. (read the next) this mean planning dividing no rather planning helps a great deal...good. this person believes that we people are not using our mental energy sufficiently (not taking)This is William James. He advocated continued...what is this mental fatigue mean? (Read) This person is arguing that we people are not using our mental energy with full capacity we are not using our mental energy he advocated continued may be because of mental fatigue. This means the tiredness at our brain being tired at or failure to do more because of our work but this thing must stop when we are very tired the fatigue get worse it calm down

As it is fresh fresh than before. Alright, so there is a research center who advising on students skills what are this skills? Major center. I don't know this skill. So the skills are related to the skills ... to academic performance. To concentrate [read] definite important. Ok [note taking] said it.

Than the other one yes than this. They must use will power, they may interrupt concentration. Students student may stop concentrating when they study. Brain, remember they have to use will power. So motivation only can't help students if they are not rather they do not know how to study or do not know create a quite freed, distractive

free environment or study with plan. What is ok very important one ok this person believes or he finds out that students that schedule as much study time as possible in their daily ... students who has rather have time for study are barely he claims good time table is good for effective work. [Read the next]

Preparation includes planning [read the text] [note taking] emphasis that taking a rest is at the time of tiredness or yes tiredness rather exhaust need for rest. Instead of continuing work [note taking] find a place ok not only taking rests but also you have environment and some times slow or as he said background music can sometimes block nice this is important for a person. Okey the next paragraph ok [read] I don't know the person who is investigating about private college students. What is important for me? Okey some strategies that has been investigated in certain private college students use for getting through assignments. Create crisis oh1 ok [read all the given strategies] they meant that ok I don't agree with this one. I don't agree with ok postpone the big one no. I don't agree anyway let me read all this debilitating - debilitating to minimize the effect.

I can understand here yes forget ok [rereading] ok [note taking] ok some of this I don't agree for example, for instance where is it? Okey get with all the easy stuff out. Writing assignments all in one seething which are contrary to with the person who is writing about mental fatigue to William Jams altitude about mental fatigue. I don't agree with is the allowing of the minimal estimated estimate of time it will take to get projects completed. Alright so the other thing that I don't agree with is is read material once and don't ... which has completely not good because I believe as long as you do the high thing you should worry about this waste of time which is not actually waste of time. Okey let me come back and write all about this thing.

The topic is time management [read the paragraph let me write [he was saying his writing loud] people oh, people. [Reading note] I don't know [read the note again] ok at the same... because there are people who do things the scholar the psychologist rather. [Read the sentence] the other point is about Cornell University [read the whole paragraph] I don't understand this what does he mean? His work ok his work analysis ok concentration will power, interest motivation. So this person is arguing that ok According to Punk, ... because simple, limply as he the person he claims that no is, for me, [read note from Guitton] that is ... go work to work. They can do best, they can do better. Destructs, destruct [rereading the sentence] for instance let me explain one of the strategy. [Quoting] this which is not what I believe in I believe ... let us or let us stop ... ok the other thing I don't agree with is that this strategies ...minimal, minimal mi-ni-m-al-estimate estimate of time for me ... mistakes ~~many mistakes~~ such kind of mistakes [written: such mistake] the limited time or time which is set by ... or in this case the instructor.



The thesis is my original work, has not been presented for a degree in any other University and that all sources of material used for the thesis have been duly acknowledged.

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