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THE EFFECT OF EXPLICIT
GRAMMAR INSTRUCTION ON EFL
STUDENTS' PARAGRAPH WRITING
PERFORMANCE: WITH A SPECIAL
REFERENCE TO ADET PREPARATORY SCHOOL

MENGISTU, ATINAFU

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BAHIR DAR UNIVERSITY
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

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BY
MENGISTU ATINAFU

AUGUST 2018
BAHIR DAR, ETHIOPIA

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BY

NEMGISTU ATINAFU

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Signature

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DECLARATION

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

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List of Abbreviations

EFL= English as a Foreign Language

EGI= Explicit Grammar Instruction

Con= Content

Org= Organization

Coh= Cohesion

Voc= Vocabulary

Gra= Grammar

Mec= Mechanics

Spl= Spelling

SD= Standard Deviation

DF= Degree of Freedom

MD= Mean Difference

Cont= Control Group

Exp= Experiment Group

R1= Rater 1

R2= Rater 2

R3=Rater 3

Av= Average

MoE= Ministry of Education

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Abstract

The main objective of this study was to investigate the effect of explicit grammar instruction on the EFL students' paragraph writing performance at Adet preparatory school. The writing aspects that make students effective in their writing performance were also investigated. The study was conducted on grade 11 EFL students. This study was conducted based on a quasi-experimental design: pretest-posttest design in which a method that used intact groups or the whole students in the class room rather than select participants randomly. In line with this, quantitative data about the students' paragraph writing skills held with all participants. The participants were 98 students of two sections (M and N) selected from a population of 7 sections of 347 students. The two sections were selected using purposeful sampling technique and formed as control/ comparison and experimental groups by casting lottery. Since the collected data were quantitative in nature, the analysis method was quantitative technique as well. Therefore, Cronbach alpha was computed to measure the inter-rater reliability between the three raters. In the second procedure, independent and paired sample t-tests were also computed to determine the difference between the two groups and the students' improvement in experimental group in their paragraph writing skills respectively. At the beginning of the study, the students in control and experimental groups were asked to write paragraphs without any training. Then, the students in experimental and controlled group were given training grammar explicitly and implicitly respectively for sixteen weeks and then they wrote paragraphs within the same time and on the same topic. The analysis of the students' written texts (paragraphs) before and after training showed statistically significant mean score difference between the control and experimental group students in terms of aspects of writing (content, organization, cohesion, vocabulary, grammar, mechanics and spelling; among these cohesion (0.45) and content (0.22) showed the highest and the least improvements respectively). In sum, the results showed/ noticed that students in the experimental group outperformed the control group in their writing performance due to the explicit grammar teaching. Besides, the mean score of post-test writing is better than the pre-test writing of the experimental group. Generally, the findings indicated that teaching grammar explicitly could encourage the students to write effective paragraphs. Thus, the method could be used by English teachers in helping students to improve their paragraphs writing ability and skills.

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Improving learners' English language writing ability is the goal of every responsible EFL teacher because the mastery of students' writing ability is the key to get with most content courses. Therefore, writers, educators and researchers have dealt with this matter seriously. Although they have investigated the relationship between grammar and students' writing skills and they tried hard to find out the best grammar teaching approaches/ techniques to improve students' writing ability, in the field of second and foreign language teaching/ instruction grammar teaching is still a debatable subject or problem which people are thinking and talking about. It has been of wonderful want to be involved with and to discover more about it to researchers and English language teachers to confirm of 'should we teach grammar at all? If we teach grammar, how it shall be taught?' Different attitudes to grammar teaching have led to different methods. As Nazari (2013: 156) asserts, "Grammar can be taught in different approaches: Focus on forms, Focus on form, and Focus on meaning are some of them." Burgess and Etherington (2002) as cited in Nazari (2013) explain:

Focus on forms adopts a structuralist approach to language and the focus is on the forms rather than the meaning. Focus on form, in contrast, includes drawing the students' attention to grammatical forms in a communicative context. Focus on meaning gives no attention to the forms and the focus of classroom activity rather it is on communication of meaning only (p, 156).

In addition, scholars and researchers have stated grammar can be taught using implicit and explicit instructional approaches. In fact, in recent times, the degree of implicitness and explicitness of grammar instruction has received so much attention. For example, Ellis (2009) cited in Nazari (2013) says, implicit teaching intends to supply students with conditions under which they are able to understand the rules unconsciously. As a result, learners incorporate the grammar rules with no paying any attention on the rules. As Krashen (1981) cited in Nazari (2013: 157) explains, "Students learn a language only through unconscious acquisition and there is no need for conscious awareness". On the one hand, according to Nazari (2013) some other researchers emphasize the necessity for explicit instruction. For instance, Nassaji and Fotos (2004:130) cited in Nazari (2013) students will have been effective for a relative long period of time on forms as well as improving their accuracy. Besides, Richards and Renandy (2002) state,

It is arguable that no grammar teaching can take place without some consciousness-raising occurring. Even if the practice work is directed at the implicit learning of the structure and no formal explanation is provided, learners (particularly, adults) are likely to try to construct some kind of explicit representation of rules (p, 169).

DeKeyser (2003) cited in Dubravac (2013) states that somewhere between early childhood and puberty children gradually lose their ability to learn language successfully through implicit mechanisms only - so children learn better, adults faster. Moreover, explicit and implicit grammar instructions are instructional techniques that are regarded as to be nearly linked to deductive and inductive approaches. Takimoto (2008) cited in Emre (2015) says, explicit instruction in grammar teaching includes teacher-centered explicit explanations of rules and patterns; while, implicit instruction refers to a method in which grammar rules and patterns are stated implicitly; nevertheless, presented through text

Generally, Scott (1990) cited in Afsahi and Lotfi (2016) declared that even though there are various grammar-teaching techniques that are being used now in high school, preparatory and college foreign language classrooms, there are universally two basic approaches such as explicit and implicit. An explicit approach to teaching grammar discusses the value of intentional study of a grammar rule, either by deductive analysis or by inductive analogy, in order to organize linguistic elements efficiently and accurately. On the other hand, an implicit approach is one that suggests that students should be exposed to grammatical structures in a meaningful and comprehensible context in order that they may acquire, as naturally as possible, the grammar of the target language.

Concerning writing, in the traditional approaches to language teaching and learning writing was considered as secondary skill. Because of this, it received relatively little attention compared to other skills (speaking, reading and listening). According to Gruyter (2006) the skill of writing was paid no attention in the language learning field until the end of 1960s. The neglecting was developed from the environmentalist notions that controlled the thinking the mode languages were learned and these were mainly from the structural linguistics and behaviorist psychology. In this theory of language learning, writing was regarded as secondary to speech because it was thought as just its orthographic representation (Gruyeter 2006). Silva and Matsuda (2002) cited in Gruyter (2006) states that it was supposed that mastery of spoken language and its orthographic

agreements needed to come before the learning of written language since the difference between speech sounds and orthography were able to cause to come into oppositions with learning of speech. Gruyter (2006: 384) explains, "Writing was seen as a language skill which served as reinforcement of learning grammatical and vocabulary knowledge, which in turn served to achieve oral correctness". Furthermore, writing skills were neglected during audio-lingual period. Raimes (1983) states that during audio-lingual period, speaking was seen as the central element of language teaching while writing was not given similar position in language teaching learning. Moreover, Foley and Thompson (2003) as cited in Misrak (2007:6), emphasize the importance of writing in second language learning by arguing that second language learning is not only learning the oral language i.e. speaking and listening but it is important to consider how to learn to communicate through writing. Besides; on the one hand, Halliday (1978) cited in Richards and Renandy (2002) puts that elaborate a specialized method of explaining language in terms of its functions with social contexts. Halliday's theory represented the theoretical foundation for current contextual approaches to writing.

In recent time, there has been a growing awareness of the importance of writing skills. It has achieved a great attention in the present EFL curriculum/syllabus at both secondary and preparatory levels, as an important productive skill through which meaningful messages and ideas are transmitted (Mohammedamin, 2015:15). As students attain their secondary level education, they are required to generate further written materials such as paragraph, composition etc. These requirements must be in the target (English) language as it is the core language for communication all over the world. At this level students are required to practice paragraph writing than being engaged in writing at sentence, phrase and word level. Accordingly, students are expected to compose paragraph with good elements and sentences which are correct in grammars to communicate effectively through writing.

The importance of paragraph writing for students is underlined by Grabe and Kaplan (1996) cited in Kubota and Lehner (2004) who mentioned that students in EFL contexts will need English writing skills ranging from a single paragraph and summary skill to the ability to write essay or composition. This is because paragraph writing is a prerequisite course for composition or essay writing. As a result students need to have help from their teachers to develop the skill and knowledge necessary for them to efficiently write paragraph in English at the stated level. Especially learners have to pay attention to the "higher level skills of planning and organizing as

well as the lower level skills of spelling, punctuation, words choice and so on”, (Richards and Renandya, 2002: 313) state. Also they summarize that if L2 learners’ language proficiency is weak, L2 writers’ will encounter greater difficulty in writing.

Moreover, establishing a link between explicit grammar instruction and writing skills has been neglected, even though many researchers have studied on the related issues of grammar instructions. For example, Corzo (2013) carried out a research entitled ‘Formal Grammar Instruction: Theoretical Aspects to Contemplate Its Teaching’. This researcher conducted this research by mentioning what the theorists said and prior researches results revealed about the instruction of grammar in language teaching. She started to mention the researchers who have stated about the benefit of explicit grammar instruction. For example, She quoted that what Schulz (2001) affirms that “foreign language educators and applied linguists examining the effectiveness of various approaches for FL teaching are not all in agreement about whether explicit grammar instruction . . . is essential or even helpful in learning a new language”(p. 245).

Besides, according to her, authors like Norris and Ortega (2002), and Ellis (2006), to mention some, have considered and supported the idea of Explicit Grammar Instruction (EGI) in the foreign language class, whereas theoreticians such as Krashen (2003) have defended the idea of avoiding EGI since it may interfere with a natural acquisition process. Having this and the other notions raised in this study, she concluded that; certainly, language acquisition is a process that requires informal and natural input (Krashen, 2003), but research has demonstrated the significance of grammar instruction in foreign language learning and second language acquisition that serves not only to develop a fluent, but also an accurate use of language. Consequently, it has been corroborated that explicit grammar instruction can be presented to learners who have already acquired an intermediate level of language by integrating extensive and intensive approaches that can be focused either on form or meaning.

Despite this fact, most of Ethiopian students couldn’t reach a reasonable level of writing proficiency. Although the problems are found in all language skills, the problem in writing skill is more serious when compared to other skills because of different challenges such as inappropriate grammar teaching methodologies as the above mentioned methods. Thus, this causes low performance of students writing performance. For instance, in the researcher’s school English teachers teach grammar extremely implicitly. He observes this by discussing with colleagues

about their grammar teaching approaches. Teacher made tests and exam are focused on grammar only that prepared in multiple choice items that ignores language skills. Furthermore, method of grammar teaching in the text book is not presented explicitly. Besides, these, students want to learn grammar which focuses on meaning rather to produce even a paragraph using the forms. Owing to these problems, the researcher initiated to conduct this research to examine the effect of explicit grammar instruction on the EFL students on their paragraph writing performance. Therefore, the effect of explicit grammar instruction on the students' paragraph writing performance in Adet preparatory school and how it influences their paragraph writing performance is an issue which should be addressed. Thus, this study attempted to examine the effect of explicit grammar instruction on students' paragraph writing performance on grade 11 students in EFL classroom in Adet Preparatory School.

1.2. Statement of the problem

Writing is a complex and difficult activity for many EFL students to master (Richards and Renandya, 2002). As Norish (1983) cited in Mohamed (2015) states about the complexity of writing as follows: in the writing way of communication, facts in a situation or events could pass from one person or place to another with no any help from the speaker rather than the language itself . This is to mean that we need to have paid more attention to the language as a system of words and letters which are used to represent a message in a secret from that is to grammatical and lexical system than is the case with the speech.

The acquisition of grammar and other language structures makes it more difficult and complicated (Robinson 2016). In other words, though learning to write is one of the most essential learning processes, becoming a proficient writer is not easy for everyone that many students appear to have huge and persistent problems. According to Richards and Renandya (2002: 12), “the difficulty lays not only generating and organizing ideas, but also translating their ideas into readable text.” The ability to write well is one of the essential qualities in the world of academics and concerns of life. Besides, experts in L2 teaching, for example, Celce-Murcia (2001), Christie (1998) Martin, and (1992) cited in Hinkel, E. (2006) have argued that lack of instruction in L2 grammar and lexis deprived L2 learners in their occupational, academic and professional careers and basically decreases their choices. So, teachers should focus on the grammatical concepts that are essential for the clear communication of meaning (Chin, 2000). Yet, writing is the difficult

skill to master because of the different factors pertaining to it. Scholars raise these factors as, linguistic, psychological and cognitive aspects (Byrne, 1988 and Heaton, 1988). All these have the potential of causing of anxiety to students and result in their low performance in writing.

Regarding linguistic aspects Gruyter (2006: 391) states, " Linguistics competence is an umbrella concept that comprises basic elements of written communication such as vocabulary or lexicon, grammar rules, and conventions in mechanics." According to Gruyter (2006) concerning to grammar rules writers necessarily concentrate on form so as to learn grammar rules focusing on not only the systematic relations but also the structures of the clauses. "The mastery of linguistics competence is crucial to the efficacy of writing a text since it help writers construct grammatically well-formed sentences accuracy"(p, 392), he/ she added. Consequently, in order for the students to have ample grammar knowledge, they should be taught grammar items in different instructional or teaching approaches. Explicit grammar instructional approach is one of them which involve teacher-fronted explanation of grammar rules and patterns. In this regard, Ling (2015: 769) states, "Explicit grammar instruction can promote the learners' noticing of linguistic forms contained in the input. Learners' noticing of linguistic problems drives them to seek any linguistic solutions to their problems."

Researches on English as a foreign language learning such as White (1991) claimed that without grammar instruction learners' writing skills will not be developed. It is, thus, crucial to include explicit grammar instruction in language curriculum so that students go through that and consequently learners writing skills could improve. This is because it improves the quality of writing skill of the learners in foreign language. In this regard, learners' writing proficiency in the target language in Ethiopian schools is much lower than the level required of them. On top of this, most students face problems in effective use of the language for communication. As a result, they do not have the required abilities to meet the academic demands in the school.

Numerous international studies or researches have been conducted on how explicit grammar instructional approach and others have been used and implemented in teaching English grammars in an EFL classroom as far as the information obtained by the researcher. Some of them are discussed below:

Robison (2016) conducted a research entitled the effect of direct grammar instruction on student writing skills. The participants in this study included 18 fifth grade students and two fifth grade

teachers. Based on the results of the students' pre-assessment writing scores through Write Score, direct grammar instruction was administered to address common errors found in their writing. The students receive direct grammar instruction each week for about four months. At the end of the four months the students were given writing post-assessment. The results indicate that after 4 months of direct grammar instruction half of the students who participated in the study showed significant increases in their overall writing scores. These results show that students can make adequate progress to improve their writing when research based strategies such as explicit grammar instruction is implemented during writing instruction.

Nosratinia and Roustahi (2014) carried out a research entitled 'The Effect of Grammar Consciousness-Raising Tasks on EFL Learners' Reading Comprehension and Writing Ability'. So, the aim of this study is to investigate the effect of grammatical consciousness-raising tasks on EFL learners' reading comprehension and writing ability. The design of the research was experimental and all the participants were female intermediate EFL learners who were divided into two groups of control and experimental after being homogenized by a piloted. The results revealed that the improvement occurred in the reading comprehension and writing ability of the participants of experimental group due to the introduction of a specific variable which was the technique of grammar consciousness-raising tasks. Furthermore, the results revealed that grammar consciousness-raising tasks result in a better performance on writing than reading comprehension. Therefore, from this outcome people are able to understand that in order to develop reading and writing skills, specially writing skills explicit grammar instruction plays its own role.

As discussed above, many foreign researchers conducted numerous studies on how explicit grammar instructional approach improves learners' writing ability and others have been used and implemented to teach grammars in an EFL classroom. In other words, many studies have been conducted in various ways on explicit grammar instructional/ approach and other related approaches that have been employed and used in teaching English grammar in or for writing skills. On the contrary, Nazari (2014) carried out a research entitled 'The Impact of Implicit Tasks on Improving the Learners' Writing in Terms of Autonomy and Grammatical Accuracy'. The aim of the study was to explore the Iranian EFL (English as a Foreign Language) learners' ability to gain grammatical accuracy in their writing by noticing and correcting their own grammatical errors. It was experimental design, so the students of one class were engaged in an implicit task in

which they compared the use of grammar in their own writing to the use of that grammar in a written text by a native speaker, and the other class received no such treatment. The results indicated that the subjects who had received the treatment performed much better on the post-test. These controversial studies could initiate the researcher to conduct this study in order to see the effect of explicit grammar instruction on his students' paragraph writing performance. Unfortunately, as far as the researcher's information goes, no more local researchers have studied on how English grammars have been instructed or taught in an EFL classroom in order to improve students' writing ability. Of course, researchers like Abraham (2008) and Zelalem (2012): conducted a study which is related to some extent specially Zelalem (2012) with this study. So let us look as these studies detail:

Abraham (2008) conducted a study on 'the effectiveness of the teaching of English grammar as a foreign language through the integration of form, meaning and use'. After eight weeks training, grammar post- test was conducted for both groups. Descriptive statistics and independent samples t-test were used to compute and analyse the post-test results of the two groups. And the results revealed that the study group outperformed the control group.

Zelalem (2012) carried out a research entitled 'exploring the relationship between students' grammatical competence and writing skill to investigate the relationship between their grammatical knowledge and writing ability. He employed non-experimental type of research in a correlation design. In the study, he indicated that grammatically aware students wrote more clearly than students who were poor in grammars and grammatically better students were good in using their grammar knowledge in their writing skills. Therefore, grammar skill and knowledge and writing skills are a coin of two sides which one is not appear without the other.

Thus, these show that they didn't see the effect of explicit grammar instruction on EFL students' paragraph writing performance. Hence, firstly, students are incapable of producing even a paragraph in a clear, correct and comprehensible manner in English. Secondly, from the students' written work it is found that tenses, subject-verb agreement, sentence construction and combination, punctuation, spelling, vocabulary, and order of words are among the most common errors. This is to mean that applying other correct grammatical rules in writing is another issue in the researcher's school EFL students. Furthermore, in the text book grammar is very often presented out of explicit grammar instruction.

Besides, Kharma (1986) cited in Mohamed (2015) explains students have the problem of constructing a paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. Students do not develop their ideas in a logical manner, which will meet the expectations of English-writing academia.

Like many EFL students, this difficulty is not far from students in the researcher's school. It was observed that grade 11 students in Adet preparatory school had a problem of mechanics, content, organization, grammar, coherence, development, vocabulary and handwriting when the teacher marked their written homework and assignment. In the researcher's working experience, in these days, teachers in Adet preparatory school teach grammar implicitly. Students are given isolated sentences in which they are expected to internalize through exercises by themselves. These exercises only provide students clues then students find the hidden content. These obviously results and has resulted in students have low paragraph writing performance. In addition, the preparation of tests and exams in the researcher's school even in the regional and national level focused on grammar only rather than including skills of writing. Due to this students don't give attention on writing to score the pass mark.

All these problems initiated the researcher to conduct this research to examine whether explicit grammar instruction has any significant effect on the students' paragraph writing performance or not. This study is, therefore, intends to investigate the effect of explicit grammar instruction on EFL students' paragraph writing performance at Adet preparatory school to fill the stated gaps.

1.3. Objectives of the study

1.3.1. General objective

The general objective of this study was to investigate the effect of explicit grammar instruction on students' paragraph writing performance at Adet preparatory school.

1.3.2. Specific objectives

The study had the following specific objectives.

1. To investigate the difference in the writing performance between students who are treated with explicit grammar instruction on paragraph writing performance and those who are not provided explicit grammar instruction.

2. To examine which aspects of writing would be improved as a result of explicit grammar instruction on students' paragraph writing performance.
3. To examine if there is statistically significant mean score difference obtained between the pre and post-tests of the experimental group.

1.4. Research questions

The basic construct of the study was to investigate the effect of explicit grammar instruction on students' paragraph writing skills, the improvement of each aspect of writing (content, organization, coherence, grammar, vocabulary, mechanics and spelling). In line with this, the present study was intended to answer the following questions:

1. Is there any significant mean score difference between experimental and control group students in the paragraph writing performance?
2. In which aspect(s) of writing do students show improvement as a result of explicit grammar instruction?
3. Is there a statistical significant mean difference gained between pre and post-test of experimental group?

1.5. Significance of the study.

As English is a language serving as a medium of instruction in secondary and preparatory school, there are different methods which increase the teaching and learning of English writing ability. On the bases of this assumption, an attempt will be made to study some major instructions that affect students' English writing skills of grade 11 students in this study. Thus, the study will have the following contribution to the concerned beneficiaries. First, it contributes its share in solving the educational problems which are English writing skills. In other words, the finding of the study may be used to make useful practical contributions for students in anticipating the possible ways of alleviating the existing main problems with the learning of English writing skill. Second, it provides further information to the teachers in order to cope with the strategies to teach writing. Third, it stimulates researchers to carry out similar studies on other teaching strategies of writing and it may serve as a spring board for them if they are interested in this area. Finally, policy makers and curriculum experts in the educational sector will benefit from the study because it will help them review the present strategy to teach writing with the aim of introducing explicit grammar instruction to improve students' paragraph writing performance.

1.6. Scope of the Study

This study attempted to see the effect of explicit grammar instruction on students' paragraph writing performance on EFL classroom in West Gojjam Administrative zone, Yilimana Woreda at Adet Preparatory School. As method of explicit grammar instruction taught to address students' paragraph writing performance, the study would be devoted to investigate the role of explicit grammar instruction on these constructs. The text that the students would produce was delimited to write a descriptive paragraph. It was restricted 98 students of grade 11 EFL students in sections M and N at Adet Preparatory School because the researcher assumed that this sample could be the representative of other students from 343 of the total number of students and to make it manageable.

1.7. Limitation of the study

The researcher feels that the quality of the research would have been higher if the given topics to students were based on their level to writing paragraphs. This is to mean that the given topics to students were below their level because students' writing performance was below their level as well. Besides, it needs much time to contact with students make them to master writing perfectly. Thus, it appears to be difficult to draw generalizations about the findings of the study. Hence, further research is recommended to further investigation in the area.

1.8. Definition of terms

- 1. Writing performance:** the ability of students in writing or producing effective written texts example, paragraphs (Hedge, 1988).
- 2. Explicit Grammar:** refers to an approach which starts with direct presentation and explanation of grammatical rules, followed by examples. Or it refers to the teaching methods making form as the centre, it emphasizes to learn the grammatical rules purposeful, so as to efficiently and accurately use language ingredient (Carter and Nunan, 2001).

CHAPTER TWO: REVIEW OF RELATED RITERATURE

2.1. The Writing skill

Writing skill is one of the four English language basic skills (listening, speaking, reading and writing.) It means a means of expressing thoughts, ideas, and feelings in the form of orthography/ in the art of writing words with the proper letters, according to accepted usage; correct spelling. In other words, it presents the sounds of language through visual symbols. Different scholars and researchers define writing in the following ways: Writing is a process of encoding (putting message into words) with a reader in mind (Byrne, 1988; p 183). Writing proficiently is a skill needed throughout life from writing in school job applications and social communications. In relation to this, Walsh (2010) explains,

Writing is not for texting friends, keeping diaries, or even for getting a better SAT score. It is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate.

According to Walsh (2010) students can't state their acquaintance to the prominent people who could have good determination although they can handle to learn the intended courses in their college classes not accomplished by perceiving how to write in a good or satisfactory manner. If it is not through a spoken interview, successful employers will not understand whether or not head knowledge is able to be applied to everyday task for with proper authority. The lack of capacity to write makes the career fruitless. Hedge (1988:89) "writing is the way in which a writer puts together the piece of text developing ideas through sentences, and paragraphs within over all structures". Writing helps students to become better reader, thinker and communicator, Similarly, McDonough and Shaw (1993; p 182) consider writing message-oriented activity. A language is not only used for many kinds of purposes but also it has many functions. Besides, all the four macro skills of a language could be classified as receptive and productive skills. Thus, writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Regarding to this; Diliberto (2004) cited in Robinson (2016) stats that writing is a very

important skill that will benefit students for their whole lives by helping them to establish communication to the world on all sides of them. According to Surono (2015) Writing is at the very heart of academic life because (1) interrelated skills of writing and reasoning as the two most important skills for success in higher education, (2) appropriate academic writing presents a polished and professional image, (3) logic and beauty of language, a good command to help thinking more clearly and deeply, (4) have a positive impact on every aspect of academic work. When teachers introduce and allow students to practice writing with engaging activities in school, they will be able to foster confidence and hopefully a lifelong love of writing by improving the students' grammar knowledge (Robinson, 2016). Several research-based instructional strategies for grammar knowledge have been found to be effective in engaging students in the writing process thereby improving their overall writing performance.

Other scholars like Byrne (1988), Heaton. (1988), and Hedge (1988) view thoughtfully the difficult nature of writing to three factors: cognitive, linguistic and psychological. With regard to cognitive aspect, writers are expected to think and process what they want to put down on paper because writing requires much more care and thinking than speaking as the audience is not present at the time of writing like that of speaking. The linguistic factor is related to the need to consider the accuracy of the linguistic elements in the writing activity. The psychological factor is concerned with the production of writing solitarily which may cause anxiety. Thus, compared to speaking, writing requires much more care, patience, skill and co-operation in its learning. Hedge (1988: 5), for instance explains as, "effective writing requires a number of things: a high degree of organization in the development of ideas, a high degree of accuracy to avoid ambiguity the use of complex grammatical devices for focus and emphasis, a careful choice of vocabulary, etc." Thus, scholars are much concerned with the need for much practice in training the students by integrating grammar with writing during editing and proof reading to correct errors.

Generally, writing is considered to be an indispensable ability in order to obtain the favourable termination of endeavours in the present time of the whole world management of the resources of community, country, etc., especially with a view to its productivity. For this reason, a large number of researchers and scholars have been in motion as definite point of progress so as to state that with the absence some acquaintance of reading skills and writing skills, an occupation probably is to some extent confined within limits whenever it involves doing or runs any situations or activities in English-speaking countries even for day today communications. In the

way just indicated, no matter what the reason is that one needs to improve his/hers English writing skills, he/she will need to work hard. That is why Graham and Perin (2007: 3) put this

Writing well is not just an option for young people—it is a necessity. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

2.2. Definition of Paragraph Writing

Different writers provide various definitions for writing at different times based on their views since there is no universally accepted definition. For example, Ali (no date) defines the paragraph as being an essential part of a unit in a composition. According to him, a text in English comprises a group of paragraphs in which each paragraph includes one central idea which is developed by a group of sentences. In language teaching and learning process, Tribble (1996) defines paragraph writing as a language skill that involves “not just a graphic representation of speech, but the development and presentation of thoughts in a structured way”. This means writers need to be arranged to their ideas logically and systematically. A closer look at the various definitions reveals that they all speak to the fact that paragraph writing is a group of sentences that speak to a single idea.

2.2.1. Parts of a paragraph

As Meyers (2006a: 25) and Khoury (2007: 29) cited in Ali (no date) declare that a paragraph comprises three main parts. These are:

- A. The introduction- includes a theme sentence that gives the central idea of the paragraph to which the rest of the paragraph should be focused. It needs to make clear one’s definite feeling with the respect to the issue. Despite the fact that the topic sentence usually comes at the beginning of the paragraph, it can sometimes come anywhere in the paragraph.
- B. The body- holds supporting sentences that can agree, describe, and elaborate the main idea stated in the topic sentence by giving details, explanations, and examples. It should be combined by way of relating the entire sentences to the topic sentence and to each other as well.
- C. The conclusion- appears at the last of the paragraph residue the reader with important points to remember. It summarizes the main points of the paragraph and gives the sense of finality.

2.2.2. Paragraph writing problems and difficulties

Writing is challenging because many practical and theoretical issues are included. However, writing is extremely important in today's society because in these days, communications is transmitted more through writing than any other type of media. The most binding contracts and agreements are written and signed. Writing is part of a creative project, whether it is a film, building, or a piece of literature. Without writing the flow of ideas halted shortly beyond the source. In fact, writing skill regarded to be requiring great exertion task for most first and foreign language learners (Ingels, 2006). In this regard, according to, Mohammed (2015) grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English. Problems are the real indicators of the error encountered by the learners. The major difficulties of students are related to handwriting, punctuation, syntax, common errors (i.e. problems in the inflection of regular verbs and nouns, subject verb agreement and the use of article), spelling, vocabulary, and beyond the sentences (i.e. problems in presenting and elaborating of a central idea). In sum, all the above aforementioned students' problems could be summarized in the seven aspects of writing (content, organization, coherence, grammar, vocabulary, mechanics and spelling). According to Hailemariam (2011) found that students (L2 writers) conform several challenges such as vocabulary selection, punctuation error, ideas generating and organizing problem, spelling error, and challenges of appropriate grammar usage in writing activities. Generally, vocabulary power, ideas generating and organizing problems, use of punctuation, capitalization and spelling errors with poor grammar usage are some of the problems students commonly face in developing independent and readable texts of any type.

From the above discussion, it is possible to deduce that L2 students face difficulties to use appropriately all the essential features of any genres of writing unless they are deliberately learnt about where they commit errors or learners could be instructed where, when and how these aspects really used in writing activities so as to produce effective text or paragraph.

2.3. Aspects of Writing

Before looking at how to teach writing skills, consider many aspects of effective writing. Correctness and accuracy are needed in the following ways. Grammar is important for both speaking and writing. However, when we speak we are more likely to use simple grammar and

it's easier to get away with in correct sentences. In writing every grammar error stands out, which is why it is especially important to know the rules. Vocabulary must be considered and the writers are able to choose the most accurate words to express their thoughts in writing is the key to being understood. Regard to mechanics, there are few spelling rules in English, and the connection between how a word is spelled. Our students need to learn the spelling of each word. Punctuation also helps us understand written text the way in to nation helps us understand another person's speech.

Investigating the techniques of teaching grammar, specially, using explicit grammar in EFL classes although recent studies did not emphasized on the improvement of each aspects of writing with respect to writing strategies in writing classes. These studies focused on few aspects of writing, having forgotten to include all other language aspects together such as content, organization, cohesion, vocabulary, grammar, mechanics and spelling. For example, Hayashi (2005) investigated how French immersion students scaffold each other in collaborative writing tasks, focusing on form from an output perspective; Hayashi (2005) also pinpoints the most problematic area for learners in the writing process: the development and organization of ideas. Li's (2012) study also focused on only writing strategies in the second language learning of target forms in peer interaction without focusing each aspects of writing. However, the present study tried to investigate the improvement of each aspect of the language through mediation.

2.4. A General notion of grammar and its teaching

2.4.1. What is Grammar?

There are many different researchers and scholars who have given different definitions for grammar; some of the definitions are presented below:

Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. English Club (2009) defines grammar as the system of a language. Grammar is sometimes described as the "rules" of a language. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. Languages started by people making sounds which evolved into words, phrases and sentences. What we call "grammar" is simply a reflection of a language at a particular time. Grammar is the structural foundation of our ability to express ourselves. The more we aware of how it works, the more we can monitor the meaning and effectiveness of the way and others use

language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English (Sharaf, 2011).

Grammar is the sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers. Grammar is the structure and system of language or of language in general, usually considered to consist of syntax and morphology. It is the set of structural rules governing the composition of clauses, phrases and words in any natural language such as subject-verb-object, word order in a syntax or sentence structures, punctuation (mechanics), rules of spelling and word selection. In addition, it is the study of the way words are used to make sentence with the use of punctuation and structured together to form coherent in written communication, (Oxford Advanced learners Dictionary; retrieved from <http://grammar.Com.Grammar> for sentence construction).

Likewise, as Beverly (2007, p, 1) cited in Lin (2008) quoted, "grammar is a sound, structure and meaning system of language. All languages have their own grammar". Moreover, Brown (2006) cited in Abraham (2008) declares that people who speak the same language can communicate because they intuitively receive equally the grammar of the language. Students who are the native speakers of English already recognize the grammar of English. They also know the sound of these words, and different ways of putting words to make meaningful sentences.

2.4.2. The Role of Grammar in English Language Teaching

It is clear that when and how much a teacher ought to teach grammar to his/ her students have always been debatable issues or areas during the whole period of language teaching. In fact, grammar, which gives sentence, to language, is a great significant part of language we use in ordinary communication. Rutherford (1987) believes that the teaching of grammar has frequently been having the same meaning with foreign language teaching and it presents the great value of grammar in language learning, as well. In other words, grammar is considered an indispensable element of language teaching. Every language is systematically organized by its grammar that is inextricable linked to meaning and communication. It is very difficult to make meanings clear without shaping grammatical and linguistic structures (Blyth, 1998 and Richards and Renandy, 2002).

Furthermore, other scholars also explained that knowledge of grammar is the central area of the language system around which the other areas resolve; however important the other components of language may be in themselves, they are connected to each other through grammar. For example, Weaver (1996) stated that grammar has been the most thrilling area of language teaching. It has also played a central role as the only activity in language classroom. In connection to this, Ellis (2006: 83) explains grammar teaching as follows: Grammar teaching insists of every teaching technique of manner in which something fulfils that its intended purpose that draws learners' concentration to some particular grammatical patterns in such a way that either to understand it mentalinguistically and/ or process it in understanding and/ or production so that they are able to incorporate it.

Moreover, grammar is a constituting rules and principles of language that helps a learner to convey meaning in a proper manner. It concerns with form and structure of words and their relationships in sentence. This means that as the word order or form in a sentence changes, the meaning also changes. Thus, without the right grammar rule of a language communication will be broken and the message between the writer and reader and will be distorted. For this reason, grammar plays an important role in learners' language acquisition.

In this case, different scholars define grammar differently. Harmer (1987: 1) defines grammar as “the study and practice of the rules by which words change their forms and are combined in to sentences. In addition, grammar is a backbone of language system without which communication exists difficult. In other words, grammar is a skeleton of language up on which the whole language system is built. According to Harmer (1987) grammar is the mental system of rules and categories that allows humans to form and interpret the words and sentences of language.

According to Chin (2000), effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. Therefore, as teachers, we must determine what the students already know about grammar and build upon that knowledge. Grammar has always been an integral part of composition instruction in high school students and even in college level. There are many effective writing teachers who understand that grammar is a tool for making meaning and not an end in itself. “Teaching grammar and mechanics can help students improve their writing style since it is just global as organization and content” (Noguchi, 1991:13).

Further, Chin (2000: 1) stated that research strongly suggests that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts. Noguchi (1991: 124-125) added on the above point as, "teaching grammar and mechanics can improve students' writing style which mainly involves of syntax or sentence structure." Chin (2000) also strengthened this as, "Sentence combining is the strategy of joining short sentences into longer, more complex sentences. As students engage in sentence combining activities, they learn how to vary sentence structure in order to change meaning and style." So, teachers should integrate grammar instruction with writing instruction and teach the most vital terms and the most frequently made errors (Noguchi1991:17-18). Moreover, the importance of teaching grammar and conventional English at the secondary level of education improve the students' writing performance (Hillocks, 1986). So, explicit grammar instruction into the revising and editing process helps students make immediate applications, thus allowing them to see the relevance of grammar to their own writing.

Grammar, syntax, organization of the content, vocabulary development, punctuation, sentence structure, spelling, usage of active and passive voice verbs, choice of words, subject-verb or pronoun- antecedent agreement and mechanics are among some of the most important writing skills, in addition to purpose of the message, audience analysis, and organization of the writing tasks.

It is believed that writing demands a great deal of skills and conventions like readiness and grammatical rules for the students to become proficient and effective writer. Therefore, writing demands the writer to have careful choice of vocabulary and understand grammatical patterns and to be able to write sentence structure that is appropriate to the subject matter (Noguchi, 1991). So, we believe that good performance in writing requires several skills like getting grammar right, having a wide range of vocabulary, appropriate mechanics of writing and ability to construct effective and complex sentences. Writing is essentially a reflective activity that requires enough time to think about the specific topic and to analyze and classify any back ground knowledge in the form of coherence discourse.

So, the researcher believes that good performance in writing requires several skills like organize ideas logically, know the content they want to write, getting grammar right, having a wide range of vocabulary, appropriate mechanics of writing and ability to construct effective and complex

sentences. In short, grammar plays a very significant role in second language instruction, especially in improving student's writing performance.

2.4.3. Approaches to Grammar Teaching in Language Classroom

Even though there is a general agreement amongst persons who study this subject in great detail on the importance of including grammar in second language study of the method and activities of teaching, the issue about how it should be taught continues being controversial.

The cause of this disagreement is because of lack of one best grammar teaching approach used for teaching all grammatical rules. Consequently, we have different power of choosing to the choice used for teaching grammar, such as explicit grammar instruction and implicit grammar instruction approach. Thus, these next parts will discuss the prominent characteristics of these grammar teaching approaches as well as different views raised in connection with them. In the history of language teaching, different approaches to language have been developed. These approaches deal with the issue of grammar teaching differently.

Furthermore, grammar teaching approaches developed in language teaching methods, teachers have been developing their own approaches. The reason for teacher mode approaches to teaching grammar are the disagreement of on the concept and teaching of grammar among language teaching methods, absence of clear guidelines, educational and professional experiences (Borg, 1999). This section however, is limited to discuss different approaches and techniques which have been applied and implemented in teaching grammar.

2.4.3.1. Implicit Approach

Implicit approach refers to grammatical rules and forms are not provided and elaborated for L2 learners in an obvious manner. Instead students are exposed to a number of illustrations which might be in the form of reading text, dialogue or conversation which present a quality or an idea exactly the new grammatical form or rule. According to Ellis et al. (2009) implicit teaching makes students apply the grammatical rules or structures correctly without being aware. Implicit approach to grammar teaching is also known as inductive grammar teaching, skill- oriented approach, or covert instruction. As a result, it is an instruction whose aim is raising the learners' consciousness of specific grammatical structures (Ruthesford and Smith, 1985).

In this connection, according to Harmer (1987) implicit grammar instruction is a technique of teaching grammar by keeping secretes the grammatical rules from students although they are

learning the language. This is to mean that learners could be asked to do different activities/ exercises or read the text where whether new or additional grammar is exercised or presented. Nevertheless, students' attention neither will pay attention to the text nor the grammar.

2.4.3.2. Explicit approach

Explicit grammar teaching includes metalinguistic explanations, grammar rules are presented in different approaches. Carter and Nunan (2001) consider explicit teaching as “an approach in which information about a language is given to the learners directly by the teachers or the course book (p. 222).” Similarly, the local researcher-Girma (2005) and some other foreign researchers for example, (Fortune, 1992; Lock, 1990; and Thornsbury, 1999) added that explicit grammar teaching refers to an approach which starts with direct presentation and explanation of grammatical rules, followed by examples. Besides, Ling (2015) defines that explicit learning refers to learning the vocabulary and grammar in language materials by dominant means, such as memory, grammar analysis, and so on, which is a process conscious and controlled. Furthermore, Ellis (2008) explains that explicit knowledge which is intentional; announce grammar rules clearly, inconsistent and only accessible through controlled processing in planned language use. It is expressed in words, in which case it entails semi-technical or technical form of language or set of symbols used when discussing or describing the structure of the language. Like any type of factual knowledge, it is potentially learnable at any age.

Some researchers like Thornsbury (1999) name it deductive approach to grammar teaching or rule-driven learning. Scholars like Ellis (1993), Azar (2007), Thornsbury (1999) and Harmer (1987) clearly stated that explicit grammar teaching has preeminent importance in making L2 learners have the necessary and basic grammar knowledge which can form the basement in language acquisition process. Abraham (2008: 19) explains:

This is mainly because, unless one has the basic linguistic knowledge as to how words are combined to form larger meaningful units of language, fluency-focused or meaning-focused language instruction cannot exist. And this linguistic knowledge basement can be achieved through overt explanation of rules for learners."

In this regard, Fotos (1998) as cited in Abraham (2008) stated that explicit instruction not only strengthens students' consciousness of the intended pattern and brings to more desirable

conditions of accuracy in its use but also supplying chance for fluency comprehension and production of the target structure.

From the above reviewed grammar instruction approaches, I support explicit grammar because this approach is used to train students about grammar by explaining and presenting it to students in order to have certain knowledge of grammar, in turn, they can have ability to writing effective paragraph. In addition, it motivates the students to write without fear of the features/ aspects of writing.

2.4.4. The Effects of Explicit Grammar Instruction on English Language Writing Ability

Some researches' results show that the students who received explicit grammar instruction outperformed those who were instructed using the focus-on-meaning approach/ implicit grammar instruction. Thus, we better start with what Schmidt's(1990) prediction that less salient target language features may benefit from focusing learners' attention on form (i.e., explicit learning). Alanen's experimental study (1995) presented three groups of language learners with different forms of language input: implicit presentation, explicit rule presentation, and a combination of both. The study concluded that "the overall effect of the explicit rule-based instruction was clearly beneficial" (p. 294). Erlam (2003) examined deductive instruction, which included rule presentation, metalinguistic information, and inductive instruction focusing on form with no explicit grammar instruction. Students in the deductive group showed consistent gains in acquiring presented grammar material, unlike those in the inductive group. Here are some more examples which are more related to this study.

Ling (2015) conducted a research entitled 'the role of explicit grammar in language teaching'. The study result has shown that the learners in explicit grammar instruction-oriented class have better writing performance than those who are in implicit grammar instruction. He/she explains:

It is suggested that explicit grammar instruction helped process input and developed grammatical competence so that the learners in the experimental class were able to use the linguistic knowledge for written communication. Grammar instruction in the present study may have enhanced not only the learners' grammatical competence, i.e., the ability to recognize a rule and use it, but also their ability to communicate with it in writing (p, 767).

Thus, one is able to understand that teaching grammar explicitly improves EFL learners' writing ability.

Wang and Wang (2014) studied an issue on the topic of ‘the effect of explicit grammar instruction for EFL writing and editing at Korean university.’ The purpose of the study was to explore the effect of explicit grammar instruction on Korean students’ perceptions on their writing and editing at sentences level in an experimental research design. The result of the study has revealed that explicit grammar instruction had extremely positive impact for EFL writing and editing. As a result, from this outcome one is able to understand that in order to develop writing skills explicit grammar instruction plays its own role.

Rajabi and Dezhkam (2014) also conducted a research on the title of ‘the effect of explicit grammar instructional on improving writing accuracy on Iranian EFL learners’ by using four task-focused exercises (story telling (written, orally), pictorial material, reading aloud free composition, filling blanks) so as to elicit grammatical difficulties of EFL learners. The objective of the study was to identify whether explicit grammar instruction could have effects in the learners’ writing accuracy for university level students in experimental research design. The findings indicated that explicit grammar instruction as a scaffolding device could provide a fertile ground for students to improve their writing accuracy.

Having these findings, grammar practices are often done through writing. Students are frequently given homework exercises which ask them to practice specific language items. Harmer (1987:51) suggests there are written activities to use in the teaching of grammar items. Word order, sentence writing, parallel writing and the like are well known written grammar activities. Moreover, Nazari (2013) cited in Sahebkhair and Aidinlou (2014) investigated the effects of implicit and explicit language instruction on students' ability to learn grammar and use it appropriately in their writing and the results indicated the outperformance of the participants in the explicit group over the performance of the participants in the implicit group in both productive and receptive modes. Furthermore, according to (Sahebkhair and Aidinlou, 2014, Rahimpour & Salimi, 2010; Marzban & Mokhberi, 2012) found explicit instruction is more effective than the implicit one. (Alanen,1995; Robinson, 1995; Williams & Evans, 1998) cited in Sahebkhair and Aidinlou (2014) show that instructions, which provide explicit instructions of grammar rules, especially simple rules involving transparent form-function relations, proves beneficial to adult learners’ writing skill. Besides Nunan (2001) as cited in Sahebkhair and Aidinlou (2014) proposes:

A major challenge for language educators is to investigate different ways of helping language learners produce coherent written discourse. It seems that what stands in

the way of producing a coherent text is deficient knowledge of cohesive ties on the part of language learners which is complemented by insufficient practical opportunities to engage in the process of writing within the classroom and under the supervision of the teacher. Such opportunities can be provided in the form of individual pair and group writing activities of different types proceed by explicit instruction of major elements of written discourse (p, 122).

Thus, their study results show that there is a significant difference between two groups in the post-test. In the post-test, the experimental group which was treated in explicit grammar instruction outperforms the control group in using conjunctions correctly.

In conclusion, the researcher believes that good performance in writing requires several skills like organize ideas logically, know the content they want to write, getting grammar right, having a wide range of vocabulary, appropriate mechanics of writing and ability to construct effective and complex sentences. In short, grammar plays a very significant role in second language instruction, especially in improving student's writing.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

The concern of this study was to investigate the effect of explicit grammar instruction on grade 11 EFL students' paragraph writing performance. To that end, this chapter discusses the design and procedures of the study. In the first part, the subjects and instruments used are discussed, followed by the second part in which the procedures for data gathering, analysis and discussion are presented.

3.1. Design of the study

This study used quasi-experimental; non-equivalent group pre- test and post-test design research method to examine the effect of explicit grammar instruction on the students' paragraph writing performance. This type of research method is used in this study, because it uses intact groups of individual in the educational world, such as students in a classroom. Quasi- experimental research can use intact groups of subjects in experiment rather than assigning subjects at random to the experimental treatments (McMillan, 2000).

3.2. Setting and Research participants

The study was conducted at Adet preparatory school which is found in West Gojjam Zone, Yilimana Densa Woreda. Firstly, the school was selected purposely since the researcher teaches in this school. Secondly, having been working in the school and realizing the poor performance of students' writing and the fear that students display during the writing classes, the researcher thought of conducting the research in the school to try out if the explicit grammar teaching affects the students' paragraph writing performance or not.

The participants of the study were two sections of grade 11 EFL students at Adet preparatory school. The population of the study was 347 students in seven sections who enrolled in grade 11 in the academic year 2017/2018. Among these 7 sections, the researcher took 2 sections ('M' and section 'N') each having 49 students. The sampling techniques were: to select the grade level there were two alternatives in Adet Preparatory School since it offers education for 11th and 12th grade students. Since 12th grade students were to take entrance exam for the higher education by the end of May, which is about a month before the actual academic year-end, 11th grade was selected. Therefore, the samples for this study were from grade 11 social science students. There were three social science sections in this school in this year. Since one of the three sections was in the opposite shift, the rest two sections were taken as a sample based on

purposeful sampling because the researcher was assigned to teach in that shift. This made the situation convenient for frequent follow up of the experiment. Afterwards, these two groups were assigned into the experiment and control conditions by casting lottery and it was believed that these sections would be manageable, and they can be representative of the population. Beside this, the sample is selected from the same school to be equivalent in the social, cultural, economical and academic levels.

3.3. Data Collecting Instrument

The instrument used for collecting information to address the purpose of the study was writing test. The pre-test and post-test paragraph writing on both control and experimental groups were used as data collection instrument, which exposed the effects of each section explicit grammar teaching method on gains and outcomes in overall paragraph writing performance of 98 students. The dependent variable-paragraph writing performance and the independent variable-explicit grammar teaching were measured in their writing samples before and after teaching. Forty-nine students in the control group and 49 students in the experimental groups each wrote paragraphs before and after were used as data sources for analysis.

3.4. Reliability and validity of the instrument

Before the actual study, pilot study was conducted to check the statistical reliability doing the study on the raters' agreement in marking students' writing test. Hence, the pilot study was performed on volunteer and randomly selected fifteen students of grade 11 section 'O' who were not participated in actual study. A paragraph writing test was given to pilot students and then it was scored by three raters. Then, the reliability of the tool was determined using Cronbach's Alpha. Having this notion, the result of the reliability value is 0.76 which shows that the scale can be considered reliable since the gained reliability (0.76) is in the range of an acceptable reliability for coefficients for most instruments. An acceptable range of reliability for coefficients for most instruments is 0.70 to 0.90 (Yalew Endawoke, 2005). Regarding to the validity before the final formats were developed, the first draft of writing tests were introduced to the researcher's colleague. They were critically evaluated to ensure their validity and clarity of the instruction by two colleague teachers who earned their second degree in TEFL and the researcher also consulted his thesis advisor for further comments and evaluation for the appropriateness of these writing tests. Consequently, after the researcher gathered some information about the time-allotted,

qualities of the instruction, clarity of checklist, and method of scoring as a result there were some modification and omitting of some instructions and finalized for the actual study. Beside to this, the researcher was guided by what Patel and Jain (2008: 131) put how teachers select the topics which could be appropriate/ valid to students. Thus they explain:

Teacher should give interesting topic to the students so that he could make paragraph writing very interesting. The teachers should give only those topics, on which students could write. For example teachers may give these types of topics:

• *For primary classes:*

My class teacher, My School, My Class room

• *For intermediate class:*

The Railway station, The Public Park, The post man

• *For Advanced Classes:*

A Visit to a Museum, Do I like tea or Milk, A Visit to a Zoo

From this point of view, students for this study were asked to write paragraphs with the titles/ topics (please see appendix B) which is mainly appropriate for primary classes because these students' writing performance is really below their level as the researcher stated in the statement of the problem above.

3.5. Data Analysis Techniques and Interpretation

To analyze the collected data, the independent sample t-test before and after intervention for experimental group and without intervention / isolated explicit grammar teaching for control group was used. These pre-test and post-test were analyzed by using SPSS version 20. In addition, paired sample t-test for experimental group was used to examine if there is the pre and posttests mean score differences. For statistical analysis, three raters, two grade 11 English teacher and the researcher marked the written texts which were produced by students in both groups using Alderson et al. (1995: 109-110) analytic scale marking (see Appendix A). This marking scale (the average result) was used to address how the students perform the writing aspects: contents, organization, cohesion, vocabulary, grammar, mechanics and spelling. Using this scale, each text was marked out of 35 in order to see the reliability of the three raters' correlation that the test conducted was 0.76. These techniques-using raters was used for statistical analysis of the scores to determine if there was a significant correlation between the rating of the researcher and the other teachers scoring or rating of the student's paragraph writing performance.

The pre-training test was used to examine if the control and experimental groups were in the same level of paragraph writing performance at the beginning of the study. The students in both groups wrote a paragraph within fifty minutes. Then, writing scores of the two groups were averaged out and compared to know their paragraph writing performance, (Please see Appendices C & E). Besides this, Post-training writing activities were conducted after the experimental and control group students were given explicit grammar teaching and implicit grammar teaching respectively. The training was given for four months (February to May). During the training or intervention, the researcher facilitated the trainers to give explicit grammar instruction to the experimental group so as to find the right writing performance (Please see Appendix G).

The written paragraphs of both groups were used for analysis. For the experimental group, the first paragraph which was written without any explicit grammar teaching/ intervention and the paragraph after intervention were analyzed. Besides the writing features, students focused on and the proportion of training students incorporated into their writing were also assessed. For the control group, the paragraphs which were produced without intervention were also analyzed. The written paragraphs produced by the students in both groups were marked by the raters to find out the differences in writing performance between the two groups. Students in both groups wrote paragraphs on the same topics before and after the treatment. The topic of the pre-test writing before training was “my school” and that of post-test after intervention on writing was “my town.” These topics were selected because the researcher believed that the students could easily generate ideas for their writing paragraphs (see appendix B).

3.6. Procedures

Since the researcher planned the research in quasi-experimental design, experimental procedure and controlling procedures are included to make the intervention and treatment effective and have reliable and valid data. They are discussed briefly as follows:

3.6.1. Experimental Procedures

Treatment or intervention to the experimental group is one of the features of quasi-experimental research design. Before the treatment, the paragraph writing task was administered to both groups in order to measure the students’ writing performance, to evaluate how much the students have used grammars accurately and correctly in their paragraph writing task.

The learning theories that support the structural approach were taken into account during the preparation of teaching materials for the experimental group. Exercises were adapted and adopted from different books which have similar feature and approach in presenting grammar for learners. Most of the exercises in students' book were taken and the experimental group teachers were also asked to use the book as additional source. Thus, for example the grammatical structures were chosen from the grade nine, ten and eleven syllabus and student textbook in case of their appropriateness and significance to the grade level by adapting adopting them. The treatment was conducted by two teachers who are teaching English with the researcher and they have M.ED in TEFL. A guideline designed by the researcher was used to carry out the treatment in order to better ensure the adoption of explicit grammar instructional approach to the targeted aspects of writing correctly.

Treatment was provided to the experimental group in makeup or tutor classes' time so as not to clash with the actual classes' time if it was given in the actual classes. The grammars were presented in explicit grammar instructional approach via consciousness raising tasks adopted from the textbook, reference guide books prepared by the researcher (See appendix I). Rules and patterns were directly provided and explained to each of the targeted grammatical structures explicitly. Having the rules and structures of the targeted structures, students practice them using their own examples and with the help of feedback from their trainer.

3.6.2. Controlled Procedures

Both the experimental and comparison groups of the students were relatively similar in many aspects. For instance, they all came from same school (Adet preparatory). They have been taught all subjects except for Amharic in English. They were taught the same material for equal amount of time and frequency per day; beside they all are social science students. In similar manner, the treatment was given by the same teachers. The purpose of setting comparison group in this research was to exactly trace out peculiar effects of the intervention. It would be therefore advisable for the two conditions to be similar except for the applying of explicit grammar instructional approach so that changes could be attributed to the treatment only.

3.7. The Classroom Teaching

3.7.1. Teaching Grammar through explicit approach

The following points below are some of the things that the teachers should accept that were considered while they were conducting the lesson through explicit instructional approach for the experimental group.

1. An explicit explanation on the specified linguistic items was the method of performance used for teaching.
2. Not only the explanations but also the exercises given for learners were highly form-focused.
3. Exercising masterly of one linguistic item during any particular moment as well as going forward to the other item was the main rule underlying the teaching and learning of grammar.
4. Since most of the exercises were accuracy focused, grammatical errors were not tolerated. Error correction was direct and immediate by the trainers.
5. Students' talking time was very much limited. Most of the classroom talking was dominated by the trainers.

3.7.2. Teaching Grammar through implicit approach

This is the approach by which students of the controlled group learnt. During the control teaching the following conditions were reflected and made to be employed.

1. All the grammar patterns on the material had to be presented purely implicitly. This is to mean that the focus was meaning rather form in that grammatical forms hidden to students and were taught in accordance with their meaning.
2. Students' talking time was relatively higher than the classroom teacher. This is mainly made to give the learners more chance to explore the new linguistic item by themselves through a kind of discovery activity.
3. Mostly the teacher was oriented to ignore errors committed during the teaching-learning process.
4. Group work and/ or pair work were used to engage learners to work on the linguistic items they have learnt and thereby to encourage communication.

3.8. Answering the research questions

3.8.1. Comparing the Writing Performance of the Control and Experimental Group

After the control and experimental groups produced their first drafts, marking was conducted. Then, the marks of the paragraphs of both groups before and after the intervention were summed up and averaged out for further analyses. The analysis was made by using SPSS version 20. The t-test was mainly employed to examine if there was any significant mean difference in writing performance between the two groups.

3.8.2. Comparing the Writing Aspects Performance of the Control and the Experimental Groups

To find out the writing performance of each group after the training, a comparison was made between the mean scores of the writing aspects/features of both groups. This was also meant to find out the writing features that brought a difference in writing performance if any. For this purpose, the scores each group obtained in the writing features were identified and analyzed. The analysis was also conducted by using independent sample t-test.

3.8.3. Comparing the pre-test and post-test writing performance of the experimental group

To examine the writing performance of experimental group after the treatment was provided, a comparison was made between the mean score of the pre-test and the post test of the experimental group. In other words, the scores experimental group obtained in pre- test and post-test were identified and analyzed. The analysis was conducted by using paired sample t-test.

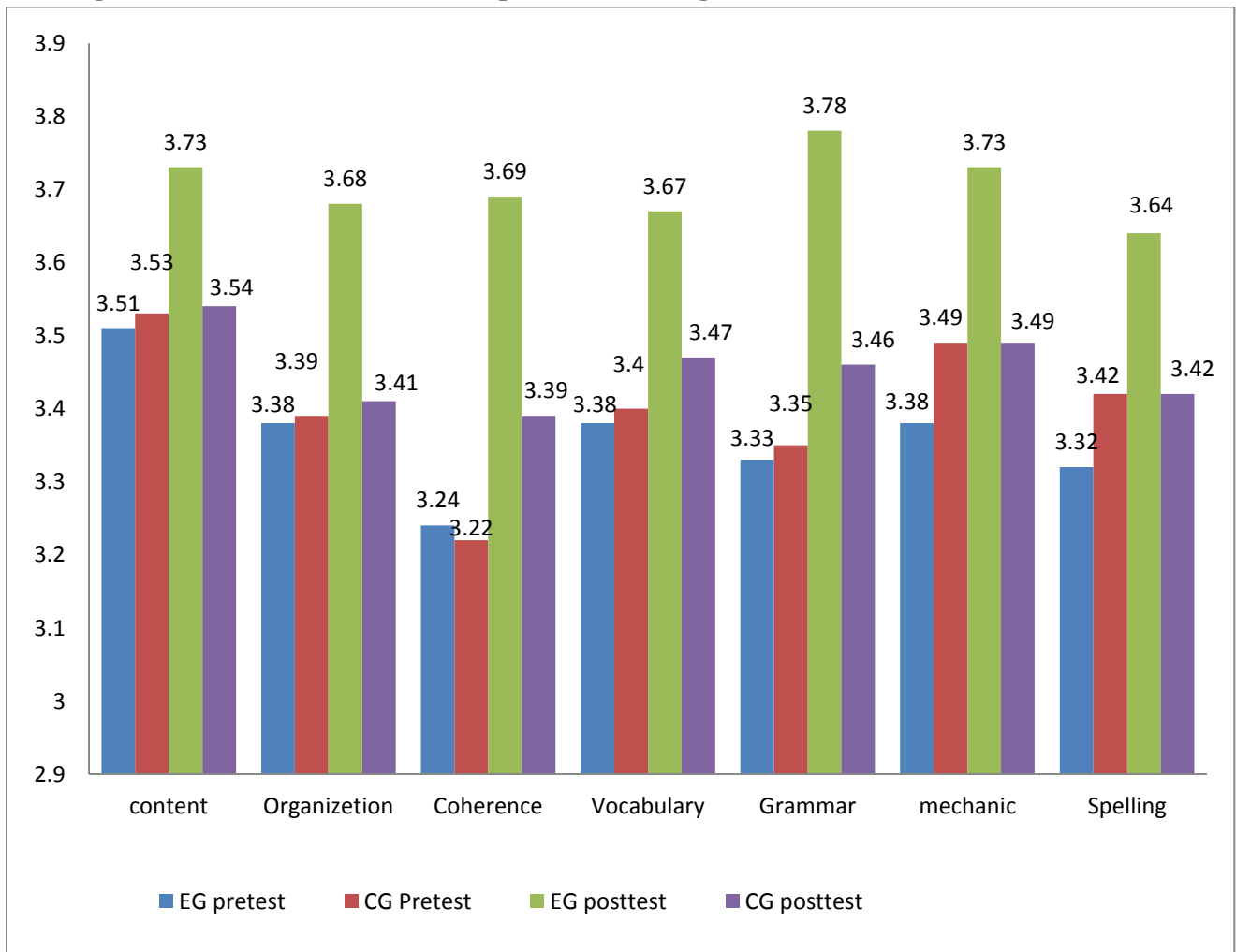
CHAPTER FOUR: DATA ANALYSES AND INTERPRATETION

As mentioned in the previous chapters, the objective of this study was to examine the effect of explicit grammar teaching on the students' paragraph writing performance in EFL classes. To that end, this chapter, therefore, attempted to answer research questions which the study raised in chapter one.

4.1. Comparison of the different aspects of writing for both control and experimental groups

To determine the effect of explicit grammar instruction in paragraph writing performance, each test was scored analytically in both groups. Graph 1 below showed the analysis of the overall mean scores for each aspects of writing.

Graph 1: Comparison of both experimental and controlled groups' pre and post writing tests mean scores of each aspects of writing



Hence, the graph comparing the pre and post-writing test mean scores of the two groups. This revealed that experimental group brought improvement on each aspects of writing. As seen in the graph, all aspects of writing make better improvement in post-test in the experimental group. In this group, the results gained showed that there was significant mean score difference between the pre- and post-tests in content (0.22), organization (0.30), cohesion (0.45), vocabulary (0.29), grammar (0.40), mechanics (0.35) and spelling (0.32).

4.2. The Writing Performance of both groups before the treatment is provided

It was important to find out the level of paragraph writing performance of the two groups at the beginning of the study. This was used to see if the two groups have similar paragraph writing performance before intervention of explicit grammar teaching for writing to experimental group.

4.2.1. Students' writing performance at the beginning of the study

The students in both groups produced two paragraphs during the phase of the study. (The full information about the results of the students obtained is presented in Appendices C & E). In the following table 4.1, the summary of the results of both groups is given. In order to find out if there was a significant mean score difference in paragraph writing performance between the two groups a comparison was made by using independent sample t-test.

Table 4.1: students' overall writing performance before the treatment is provided.

Test	Group	Number of students	Mean	SD	MD	DF	T	P (significance)
Pre-test	Control	49	23.63	0.869	0.10	96	0.701	0.487
	Experiment	49	23.53	0.848				

Significant at $p < 0.05$

As shown from Table 4.1 above, the mean score of the control group writing performance is 23.63 with standard deviation 0.869. For the Experimental group the mean score is 23.53 with standard deviation 0.848 in the pre-writing test and the mean difference of the two groups is 0.10. Here, it is possible to see that the mean score of the writing performance of the two groups is closer. The calculated t-value was found to be 0.701, $p=0.487$ and the critical t-value is (DF= 96; $p=1.980$). Here, the observed independent sample t- test value (0.701 at p-value, $p>0.05$). In this analysis, as the calculated t-value (0.701) is less than the table value of t (1.980), and the observed p-value which is 0.487 is greater than 0.05, it is possible to conclude that there was no statistical significant difference in the writing performance mean score between the two groups at the

beginning of the study. Hence, this could be evidenced to claim that the students in two groups were nearly at equal level of writing performance.

4.2.2. The control and experimental groups' writing aspects performance before the treatment is provided

The performance in each writing feature has a relation with overall writing performance. This is because writing performance is seen in terms of the ability to use different writing skills. To find out the level of difference in performance between the two groups in the seven writing aspects, a comparison was made using the control group students and the experimental group students writing aspects performance scores at the beginning of the study.

Table 4.2: Control and experimental groups writing performance mean scores difference in aspects of writing before the treatment is provided.

Writing aspects	Groups	Pre-writing mean	SD	MD	DF	T	P
Content	Control	3.53	0.215	0.02	96	0.44	0.661
	Experimental	3.51	0.224				
Organization	Control	3.39	0.268	0.01	96	0.14	0.888
	Experimental	3.38	0.274				
Cohesion	Control	3.22	0.268	-0.02	96	-0.27	0.791
	Experimental	3.24	0.280				
Vocabulary	Control	3.40	0.276	0.02	96	0.52	0.607
	Experimental	3.38	0.273				
Grammar	Control	3.35	0.305	0.02	96	0.34	0.735
	Experimental	3.33	0.320				
Mechanics	Control	3.49	0.313	0.01	96	1.89	0.064
	Experimental	3.38	0.302				
Spelling	Control	3.41	0.264	0.09	96	1.85	0.070
	Experimental	3.32	0.267				

Significant at a $p < 0.05$ level

As the above table 4.2 shows, there appeared to be no statistical significant difference between the two groups in the seven writing aspects indicated. The independent sample t- test analysis t-value for content is ($t=0.44, p > 0.05$); organization ($t=-0.14, p > 0.05$); cohesion ($t=0.27, p > 0.05$); vocabulary ($t=0.52, P > 0.05$); grammar ($t=0.34, p > 0.05$); mechanics ($t= 1.89, p > 0.05$) and spelling ($t=1.85, p > 0.05$) all of which the pre-test mean scores of the writing aspects are almost the same that indicate there is no significant difference. All calculated t-values are less than the critical t-

value (1.980, DF= 96) set at $p>0.05$ level of significance. Thus, there was no significant difference between the two groups in writing aspects performance at the beginning of the study. The groups were relatively at a similar level of performance in each writing aspects.

4.3. Students' writing performance after the treatment is provided

As stated earlier, in order to see if the teaching of explicit grammar has an effect on the students' paragraph writing performance, the experimental group produced a paragraph under the treatment of explicit grammar teaching of writing. On the other hand, the control group also produced a paragraph without the treatment of explicit grammar teaching of writing, but both control and experimental groups wrote on the same topic. In this section, the students' writing performance in relation to each writing aspects was presented. Next, the overall writing performance of the students after the teaching of explicit grammar for the experimental group is provided basically to answer the research questions at the beginning of the study.

4.3.1 The control and the experimental groups' writing performance after explicit grammar teaching

To find out how the groups were performing in the seven writing aspects, each aspect was compared by taking each writing aspect into account. Then, t-test was calculated to find out the level of difference between the groups in each aspect (Appendix D&F) for the post training writing results of the group.

Table 4.3: Control and experimental groups writing performance mean scores difference in aspects of writing after the treatment is provided.

Writing features	Group	Post-writing Mean	SD	MD	DF	T	P
Content	Control	3.54	0.201	-0.19	96	-3.89	0.00**
	Experimental	3.73	0.353				
Organization	Control	3.41	0.265	-0.27	96	-4.95	0.00**
	Experimental	3.68	0.391				
Cohesion	Control	3.39	0.250	-0.30	96	-4.76	0.00**
	Experimental	3.69	0.378				
Vocabulary	Control	3.47	0.226	-0.20	96	-4.27	0.00**
	Experimental	3.67	0.277				
Grammar	Control	3.46	0.252	-0.32	96	-5.31	0.00**
	Experimental	3.78	0.362				
Mechanics	Control	3.49	0.313	-0.24	96	-4.29	0.00**
	Experimental	3.73	0.374				
Spelling	Control	3.42	0.250	-0.22	96	-3.77	0.00**
	Experimental	3.64	0.378				

Significant at a $p < 0.05$ level

As indicated in the table 4.3 above, the writing aspects mean score was significantly improved that of the experimental group when comparing with the pre-test of the same group but no improvement in pre and post-tests mean score of control group. The improvement was in all the writing aspects. These analyses revealed that the teaching of explicit grammar for writing had significant effect on the writing performance. It was found out that teaching explicit grammar has a significant effect on content ($t=3.89$, $p < 0.05$), organization ($t=4.95$, $p < 0.05$), cohesion ($t=4.76$, $p < 0.05$), vocabulary ($t=4.27$, $p < 0.05$), grammar ($t=5.31$, $p < 0.05$), mechanics ($t=4.29$, $p < 0.05$), and spelling ($t=3.77$, $p < 0.05$). Hence, explicit grammar teaching brought a writing performance between the control and experimental groups by enabling the experimental group improve the content, organization, cohesion, vocabulary, grammar, spelling and mechanics of their writing. This result answered the research question 'in which aspects of writing students show improvement as a result of explicit grammar teaching?' Since the sign of the t-test is negative,

then the posttest mean score of the experimental group is significantly greater than posttest mean score of the control group in students' writing performance.

4.3.2. Students' overall writing performance after explicit grammar teaching is provided

This section presents the writing performance (writing aspects all together) of the control and the experimental groups after explicit grammar teaching. The mean scores of the post- teaching wiring paragraphs of the two groups were compared to examine the research question raised at the beginning of the study.

The two groups' of overall writing performance is the sum total of the writing aspects. The mean scores of both groups writing performance were analyzed as follow.

Table 4.4: Control and experimental groups' post-test writing performance mean scores after the teaching of explicit grammar.

Test	Groups	no. of students	Mean	SD	MD	DF	T	P
Post test	Control Group	49	24.19	0.699	1.77	96	-6.413	0.00**
	Experimental Group	49	25.96	1.597				

Significant at $p < 0.05$ level

To find out if the two groups were performing differently or in the same way, a comparison was made using independent sample t-test. To prove the significant mean score difference the post-test writing performance mean scores of the control and the experimental groups were compared. Due to this, the mean score of control group is 24.19 with standard deviation 0.699 and that of experimental group is 25.96 with standard deviation 1.597. The mean score difference of the writing performance for experimental and control groups is 1.77, and there is statistically significant mean difference of overall writing performance between the two groups.

For this analysis, the critical t-value (DF=96) at 0.05 level of significance is 1.980, and the calculated t-value is found to be ($t = -6.413$, $**p = 0.00$). The calculated t-value (-6.413) is greater than the critical table value of t (1.980) and $**p < 0.05$. So, there is statistically significant difference between the two means. Here, the observed t-value (-6.413) is greater than the critical t-value (1.980) showing the presence of a significant difference between the mean scores of the

two groups. Hence, the research questions proved that the teaching of explicit grammar teaching has a significant effect on the students' paragraph writing performance. From this, it is possible to say that there was a significant difference in writing performance between the two groups. This finding is in agreement with the previous findings of foreign researchers: Rajabi and Dezhkam (2014), Ling (2015), Macaro and Masterman (2006), Wang and Wang (2014), and Bagheri and Mahmoudi (2015). Rajabi and Dezhkam's study was the Effect of Explicit Grammar Instruction on Improving Writing; Ling's study was; the Role of Explicit Grammar in Language Teaching; Macaro and Masterman's was Does intensive explicit grammar instruction make all the difference?; Wang and Wang's study was Explicit Grammar Instruction for EFL Writing and Editing; and Bagheri and Mahmoudi's was Differential Effects of Explicit, Implicit, and Incidental Teaching on Learning Grammatical Cohesive Devices. Moreover, local researcher-Girma (2005) confirmed the above researchers' findings that explicit knowledge of grammar helps learners to perceive certain linguistic items in the later language acquisition process. It can function as a kind of 'advance organizer' which helps them to establish meaning-form relationship which in turn is very important to comprehend meaning.

Table: 4.5: The writing Performance of pre-test and post-test means scores of experimental group after the treatment was provided

Group	Number of participants	Tests	Mean	SD	MD	DF	T	P
Experimental	49	Pre	23.53	0.848	-2.43	48	40.696	0.00**
		Post	25.96	1.597				

Significance at $a^{**}p < 0.05$ level

From the above table: 4.5, we can infer that there is a mean difference (2.43) between the pre-test and post-test of the experimental group. This shows there is a significant difference between the pre and post-test of experimental group before and after intervention. In addition to this, the paired sample t-test calculated t-value ($t=40.696$, $p < 0.05$) is greater than the table value at ($DF=48$, 2.000) at 0.05 level of significance. Based on this we can say that, there is a significant difference on the students' paragraph writing performance between the mean score of pre and post-tests of experimental group. So, this finding answered the raised research question 'is there a significant mean difference between pre-test and post-test of experimental group writing performance?'

4.4. Discussion of the results

This study was set out to examine whether explicit grammar teaching has an effect on the EFL student's paragraph writing performance, and addressed the stated three research questions so let us discuss all of them within the context of prior research and the theoretical foundations underlying the variables or constructs. In other words, the results and findings of this research were discussed on the basis of the findings of the previous studies. Based on the statistics above, one could clearly observe the differences in the experimental and control groups' paragraph writing performance improvement. For this, the independent and paired sample t-tests indicated that the two groups were similar prior to the intervention. Since their pre-test mean scores were closer, the difference was not significant at 5% level of significance. Thus, the two groups did not have significant difference in their paragraph writing skills in the pre-test. However, the experiment group significantly outperformed the controlled after the treatment in their writing skills. Possibly, one can justify that the improvement of language performance must be because of explicit grammar instruction that they have received from the training.

Most importantly, recent findings revealed that the development of writing skills shed more light on the explicit grammar instruction when the experimental group gets training in the regard (Norris & Ortega, 2000, Borg, 2003, Nazari, 2013). In this connection, Schmidt, M. (1990) asserts, "I will claim that conscious processing is a necessary condition for one step in the language learning process, and is facilitative for other aspects of learning (p, 131)". Moreover, the finding of this study is also in line with the findings of great many of the following researchers and could answer the stated research questions.

1. Is there a significant difference in the writing performance between students who are provided or trained in explicit grammar teaching and those who are not provided explicit grammar teaching? If we go back to look the research history in this field of action points out that researchers are separated concerning explicit versus implicit teaching. For example, White (1987) emphasizes that teaching grammar is indispensable due to the fact that some structure is not able to be learned naturally. On the other hand, Krashen (1982) declares that grammar is acquired naturally if learners are exposed to enough comprehensible input; consequently, it does not have to be explicitly or deductively taught while Larsen-freeman (1995) explains that even if grammar is naturally acquired, instruction is absolutely necessary in order to intensify

it. Thus, teaching grammar explicitly has a beneficial effect for learners so as to produce/write grammatically correct sentences. Students who cannot understand how sentence is structured also cannot readily see how the sentences in a paragraph relate. In this connection, Wu (2007: 51) reports, "in some educational circles for the idea that conscious grammar teaching/ instruction could have the useful benefit of improving writing performance". It is believed that very many L2 students require advanced level writing proficiency for academic and professional purposes. According to Azar's (2007) experiences as an English teacher, students with no concept of grammar will also have difficulties to "grasp the principles of rhetoric which affect their academic writing (p. 3)".

Besides, the recent researchers explain the benefit of explicit grammar teaching for writing. For example, Rajabi and Dezhkam (2014) conducted a research on the issue of explicit grammar instructional approach on improving writing accuracy and consequently, the gained result indicated that explicit grammar instruction as a scaffolding device could provide a fertile ground for students to improve their writing accuracy. Wang and Wang (2014) conducted a research entitled in 'the effect of explicit grammar instruction for EFL writing and editing at Korean university'. So, the results of the study revealed that explicit grammar instruction had extremely positive impact for EFL writing and editing. As a result, from this outcome one can understand that in order to develop writing skills explicit grammar instruction plays its own role. Moreover, according to (Ellis, 2006 and Frodesen, 2001) further findings of classroom researches have begun to point out that students who have experienced grammar instruction have an advantage over those students who haven't.

2. In which aspect(s) of writing do students show improvement as a result of explicit grammar instruction? Likewise, Frodesen (2001:233) proposes that grammar is of aid to "writers develop their knowledge of linguistic resources and grammatical systems to express ideas meaningfully and appropriately to intended readers." In relation to this, Bagheri and Mahmoudi (2015) carried out a research entitled in 'differential effects of explicit, implicit, and incidental teaching on learning grammatical Cohesive Devices'. The study was on Iranian intermediate EFL learners in quasi-experimental research design. The findings indicated that the participants with explicit instruction performed better as compared with participants who received implicit and incidental instruction. However there was not a statistically significant difference between the implicit and incidental groups' performance. Similarly, Sahebkhair and

Aidinlou (2014) conducted a research on the issue of the role of explicit instruction on using conjunctions in Iranian EFL learners' written performance. The aim of this study was to examine the effects of a process oriented program, focused on the teaching of three types of conjunctions (coordinating, correlative and Transitional) on Iranian EFL learners' ability to produce coherent and well –organized texts. The researcher used a quasi-experimental research design. In this study, the researcher followed a presentation, practice and production (PPP) approach for the experimental group. In other words, explicit teaching of conjunctions was provided to the experimental group students by the researcher. However, the control group students did not get any explicit instruction about using conjunctions. After the treatment with this procedure, the results show that students in the experimental group outperformed the control group in terms of using conjunctions appropriately.

Dabaghi et al. (2015) also conducted a research on the issue of 'Pedagogical Efficacy of Planned vs. Unplanned Focus on Form Instruction in Scaffolding Transitional Devices Used by Iranian EFL Learners in Writing Paragraphs'. The main objective of this study was to investigate the impact of planned and unplanned focus on form instruction on students' ability to learn grammar and use it appropriately in their writing. For this purpose three intact classes registering for the Grammar and Writing course in university of Isfahan ,Iran were chosen for teaching the target structure (i.e., transitional devices) through different methods of focusing on form instructions. Hence, the findings of these foresaid researches are really congruent/ agreeing with the present study and its result answered this research question, especially question number two.

3. Is there a significant difference gained between pre and post-test of experimental group? Many SLA researchers have suggested a focus on form and its importance for the L2 proficiency development. For example, Akakura, M. (2012) asserts that explicit instruction can benefit implicit L2 knowledge as well as explicit knowledge. So particularly, this research's result corroborates previous research that has reported a positive effect for explicit instruction (e.g. Ling, 2015, DeKeyser, 1998, Ellis, 2008 and local Girma, 2005). Having this notion, the analysis indicated that all research questions are confirmed with the findings or results. So, explicit grammar teaching has a beneficial effect for learners when grammar and

writing share one explicitly teaching that it helps students to construct grammatical correct sentences.

The findings of the data analyses indicated that there was no significant difference on the overall writing performance and writing aspects between the experimental and control groups pre- training test results. Whereas the post-test after the training showed that the students' overall writing performance had a significant difference between the control and experimental groups in all aspects.

In the light of this, the results of this study are important not only in providing robust empirical evidence of the potential benefit of teaching grammar explicitly for writing, but also highlighting the interaction effect between teacher and students intervention. Moreover, it opens the way for further experimental and qualitative research which will investigate grammar teaching strategy which enhance or hinder the transfer of grammatical knowledge in to written output.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

This section presents the main highlights of the whole study by referring up on the objectives, the methodology and the findings of the study. The very complex nature of learning and teaching writing skills where students show weakness, and the predominant way, yet the way of teaching grammar for writing initiated this researcher. In other words, it was with the examining that the effect explicit grammar teaching can contribute to the students' writing skills development that this study was designed.

As stated above, this study was concerned with examining the effect grammar teaching explicitly on grade 11 EFL students. The study attempted to find out if there was a significant difference in writing performance between the group treated with grammar teaching explicitly and the one that was not treated this way. Similarly, the writing aspects that could be improved because teaching of grammar explicitly for writing, how the students apply their grammar knowledge to writing and how students could be effective in their writing performance were the concerns of the study.

The subjects of the study were grade 11 students who were learning at Adet preparatory School. The students were grouped in to comparison/ control and experimental groups. The instrument used was t-test. That means independent sample and paired sample t-tests analysis were used. The paragraphs produced by the students were used to find out the level of the students writing performance before and after grammar training for writing (teaching grammar explicitly and implicitly for experimental group and controlled group respectively).

The major findings of the study are as follow:

1. There was a significant mean difference in the overall writing performance of the students who were treated with explicit grammar teaching for experimental group and implicit grammar teaching for control group.
2. The teaching of grammar explicitly was found to significantly improve all the writing features: content, organization, cohesion, vocabulary mechanics, spelling and grammar. The t-test analysis showed that explicit teaching of grammar made significant change in aspects of writing (content, organization, cohesion, vocabulary, grammar, mechanics and spelling).
3. The explicit teaching of grammar has an effect on overall writing performance and showed a significant mean difference between pre and post-tests of experimental group by analyzing paired-sample t-test.

5.2. Conclusions

This study was conducted to find out the effects of explicit grammar teaching on the paragraph writing performance of grade 11 students. In general, based on the above findings/ the results from this research suggest the following significant points or the following conclusions are drawn.

1. There is a relationship between explicit grammar teaching and the writing performance of the EFL students. That is, explicit grammar teaching enhances students' overall writing performance.
2. The explicitly grammar teaching was found to be helpful mainly for improving the seven aspects of writing. The students were able to understand and use them in their writing performance to write their thoughts or ideas fluently and accurately through writing.
3. Moreover, the experimental group participants' knowledge and background of grammatical items were dramatically improved as they were taught or instructed grammar using explicit grammar instructional approach. It means teaching grammar explicitly gives students opportunity to write and rewrite before producing the final text in specified writing features.

In sum, this study, therefore, explicit grammar instructional approach encourages learners in order to write or produce an effective text. Grammar activities also have to be integrated with writing skills so that students can develop grammatical accuracy in their writing tasks and activities. On the basis of the findings from post-test (paragraph writing performance), it may be reiterated that students in the experimental group have significantly improved their grammar accuracy in their writing tasks after the intervention.

5.3. Recommendations

This study has a bearing on the teaching and learning of the writing skills. Based on the findings and the conclusions made above, the following recommendations are forwarded.

5.3.1. Recommendation for Practice

The practical aspects of the current study provide to the area of common instruction especially with students who lack adequate writing accuracy in the writing performance. In many classes of any grade level, students don't have even the capability of writing an accurate, complete and meaningful paragraphs and even sentences. A possible alternative solution for the lack of writing accuracy might therefore be the lack of grammar accuracy and employing appropriate grammar instructional approach in teaching them. To this effect EFL teachers need to create a supportive learning environment whereby learners work in improving their writing performance. In this way:

1. Curriculum and course designers should integrate the grammar items to the writing skill of the lesson as they have been designed in different sections in the textbook. In other words, explicit grammar teaching for writing performance implementation could also be encouraged by preparing teaching material. Thus, material writers are advised to consider how to apply explicit grammar teaching with writing lessons in the text books by presenting situations. English teachers who teach writing skills should be aware of the benefits of explicit grammar teaching for writing in order to enhance the students' writing performance and it also make them to be confident, creative and motivated.
2. Students should be intensively trained on how to use their grammar knowledge for their writing performance. Beside this, students should learn actively during writing activities by integrating their grammar knowledge to forward their thoughts to their readers by improving the use of writing aspects to avoid communication barriers since learning grammar explicitly has positive effect on their writing improvement.

5.3.2. Recommendation for future researches

It is difficult to generalize the effect of explicit grammar teaching for writing on the students' paragraph writing performance based on this limited study. Further studies in the area are highly recommended to substantiate the findings of the present study. Further study in this domain should deal with other factors to that of grammar teaching explicitly should be examined for the students writing improvement.

The subjects involved in the study were preparatory school level learners. As Ellis (2002) declares that explicit grammar instructional approach is suitable for both younger and adult learners. From his suggestion we can understand that the approach can be employed to the elementary, secondary, college and university level learners. Thus, researchers might also consider working with elementary, high school, college and university level learners.

Learners did not rely on their own cognitive processes and take an active role in their own learning process. They worked with only using the input they have from their teacher. Consequently, the effect of explicit grammar instruction on learners' autonomy and motivation also needs to be studied, as the researcher did not come across such studies while conducting his study.

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Appendixes

Appendix A:

Checklist to Score the Students' Writing Test

CONTENT	Rating Scales
The answer bears almost no relation to the task set; totally inadequate answer	0
Possibly major gaps in treatment of topic and/ or pointless repeating.	1
Somewhat answers the task set despite some redundant information	2
For the most part answer task set though may be some gaps of information	3
Almost relevant and adequate answers the task set	4
Totally relevant and amply adequate to the task set	5
COMPOSITIONAL ORGANIZATION	
No apparent organization	0
Very little organization of content; underlying structure not sufficiently apparent	1
Some organization skills in evidence but not adequately controlled	2
Sufficient organizational skills in evidence and almost controlled	3
Overall shape and internal pattern clear	4
Logically well-structured and internal pattern clear	5
Adequacy of Vocabulary for purpose	
Vocabulary inadequate even for the most parts of intended communication	0
Frequent inadequate in vocabulary for the task; only rare and circumlocution	1
Frequent adequacy in vocabulary for the task. Perhaps frequent some lexical inappropriateness	2
Almost no inadequate and inappropriateness in vocabulary for the task set	3
Almost no inadequate and inappropriateness in vocabulary for the task set	4
Totally adequate and appropriate in vocabulary for the task set	5
GRAMMAR	
Almost all grammar patterns inaccurate	0
Frequent grammatical inaccuracies	1
Some grammatical inaccuracies	2
Grammatical inaccuracies rarely appear	3
Almost no grammatical patterns inaccurate	4
All grammatical patterns exactly accurate	5

COHESION	
Cohesion almost totally absent-writing is so fragmentary that comprehension of the intended communication is virtually impossible	0
Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication	1
For the most part satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective	2
Satisfactory use of cohesion resulting in effective communicate	3
All most no cohesive devices inaccurate	4
All necessary cohesive devices are available	5
MECHANICAL Accuracy I (Punctuation)	
Ignorance of conventional punctuation	0
Low standard of accuracy of punctuation	1
Many inaccuracy of punctuation	2
Some inaccuracy of punctuation	3
Almost no inaccuracy of punctuation	4
Punctuation totally accurate	5
MECHANICAL Accuracy II (capitalization)	
Ignorance of conventional capitalization	0
Almost all inaccurate capitalization	1
Low standard of accuracy in capitalization	2
Some inaccuracies in capitalization	3
Almost no inaccuracies in capitalization	4
capitalization completely accurate	5
SPELLING	
Ignorance of conventional spelling	0
Almost all inaccurate capitalization	1
Low standard of accuracy in spelling	2
Some inaccuracies in spelling	3
Almost no inaccuracies in spelling	4
Spelling completely accurate	5

From: Alderson et al. (1995: 109-110)

Appendix B: Writing Tests

Appendix B₁: Pre-writing test: Paragraph Writing for EG and CG

Student's code name: _____ NO _____ Time allotted = 50'

Direction: you are requested to write two descriptive paragraphs about your "My School." The paragraphs you produce should have a topic sentence, supporting details and concluding sentences. The purpose of this test is to evaluate your writing performance in terms of content, organization, vocabulary, grammar, cohesion, mechanics and spelling, each being assigned 5 points.

Appendix B₂: Post-writing test: Paragraph Writing for EG and CG

Student's code name: _____ **NO** _____ **Time allotted = 50'**

Direction: you are requested to write two descriptive paragraphs about your "My Town." The paragraphs you produce should have a topic sentence, supporting details and concluding sentences. The purpose of this test is to evaluate your writing performance in terms of content, organization, vocabulary, grammar, cohesion, mechanics and spelling, each being assigned 5 points.

Appendix C: Control Group Pre-Writing Results

Code	content				Organization				cohesion				vocabulary				grammar				mechanics				spelling				Sum Av
	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	
01	3.5	3	4.5	3.67	3	3	3	3	4	3	3	3.33	3.5	3.5	3	3.33	3	2.5	4	3.17	4	4	4	4	3	3	3	3	23.5
02	3	3	4.5	3.5	3	3.5	3.5	3.33	4	3	4	3.67	4	3.5	3	3.5	3	3	3.5	3.17	3.5	4	4.5	4	3.5	3.5	3.5	3.5	24.67
03	3.5	4	4	3.83	4	3.5	3	3.5	4.5	3	3	3.5	3	3	3	3	2.5	3	4	3.17	4.5	3	3	3.5	4.5	3	3	3.5	24
04	4	4.5	3	3.83	4	4	4	4	3.5	3.5	3.5	3.5	4.5	4	3	3.83	4.5	3	3	3.5	3.5	3	4	3.5	3	3	3	3	25.16
05	3	4	3	3.33	3	3	3	3	3	4	4	3.67	3	2.5	4	3.17	4.5	4	3	3.83	2.5	4	3	3.17	3	4	4	3.67	23.84
06	3	4.5	3	3.5	3	3.5	3	3.17	3	3	3	3	3	3	3	3	3	3	4	3.33	2.5	4	3	3.17	4	4	3	3.67	22.81
07	3.5	3.5	3.5	3.5	3.5	3	3	3.17	4	3	3	3.33	2.5	4	3	3.17	4	4	3	3.67	4.5	4	3	3.83	2.5	4	3	3.17	23.84
08	3.5	4	4	3.83	3	4	4	3.67	3	3	3.5	3.17	2.5	4	3	3.17	4	4	3	3.67	3.5	3	3	3.17	3.3	4	2	3.17	23.85
09	4	4	3	3.67	2.5	3	4	3.17	4	3	3	3.33	4.5	4	3	3.83	4	4.5	3	3.83	4	3	4	3.67	3	3	3	3	24.5
10	3.5	3.5	3	3.33	4	3	3	3.67	3	3	4	3.33	3.5	3	3	3.17	3	4	3	3.33	3	4	3	3.33	3	3	3	3	23.16
11	3	4.5	3	3.5	2.5	4	3	3.17	3	4.5	3	3.5	3	3	3	3	2.5	4.5	2.5	3.17	3	4	3	3.33	3	3	3	3	22.67
12	3	3	3	3	3.5	3.5	3.5	3.5	4.5	3	3	3.5	4.5	3	3	3.5	2.5	3	2.5	2.67	4	3	3	3.33	4	3	3	3.33	22.83
13	4.5	3	3	3.5	3	2.5	4	3.17	4	3	3	3.33	3.5	3	4	3.5	3	2.5	2.5	2.67	3	3	4	3.33	2.5	3	3.5	3	22.5
14	3.5	3.5	3.5	3.5	3	3	3	3	4	3	3	3.33	3.5	2.5	3	3	2.5	3	3	2.83	3	3	3	3	4.5	3	3	3.5	22.16
15	3.5	3	4.5	3.67	4	4	2.5	3.5	3	3	4.5	3.5	4	4	3	3.67	4	3	4	3.67	4.5	3	3	3.5	2.5	3	3	2.83	24.34
16	3.5	3	4.5	3.67	3.5	3	3	3.17	2.5	3	3	2.83	3.5	3.5	3	3.33	4.5	3	3	3.5	4	3	3	3.33	4.5	3	3	3.5	23.33
17	3	3	4.5	3.5	3	3	3.5	3.17	3	4	4.5	3.83	3	4.5	3	3.33	3.5	3	3	3.17	4	3	3	3.33	4	3	3	3.33	23.66
18	3.5	4	4	3.83	3	3.5	3	3.17	4	3	4	3.67	3.5	3.5	4	3.67	3	3	4.5	3.5	3	3	3	3	4	3	3	3.33	24.14
19	4	4	3	3.67	3	4.5	3	3.5	4.5	3	3	3.5	3	3	4	3.33	4.5	4	3	3.83	3	3	3	3	3.5	3	3	3.17	24
20	4	4	3	3.67	3	3.5	4.5	3.67	3.5	3.5	3.5	3.5	4	4	3	3.67	4.5	3	3	3.5	4.5	3	4	3.83	4	3	3	3.33	25.17
21	4	4.5	3	3.83	3	3	4	3.33	2.5	3	3	2.83	4	4	3	3.67	3.5	3	4.5	3.67	4.5	3	3	3.5	4.5	3	3	3.5	24.33
22	3	4	3	3.33	3	4.5	3	3.83	3	3	3	3	4	4.5	3	3.83	3	3	4.5	3.5	4	3	3	3.33	3.5	3.5	3.5	3.5	24.32
23	3	4.5	3	3.83	3.5	3.5	3.5	3.5	3.5	3	3	3.17	3	4	3	3.33	3.5	4	4	3.83	4	3	3	3.33	3.5	3	4.5	3.67	24.66
24	3.5	3.5	3.5	3.5	3.5	4	4	3.83	3	3	3	3	3	4.5	3	3.83	3.5	3.5	3	3.33	3.5	3	3	3.17	3.5	3	4.5	3.67	24.33
25	3.5	4	4	3.83	4	4	3	3.67	4.5	3	3	3.5	4	3	3	3.33	3	4.5	3	3.5	4	3	3	3.33	3	3	4.5	3.5	24.66
26	4	4	3	3.67	3.5	3.5	3	3.33	3	3	4	3.33	3	3	4	3.33	4.5	3	4	3.83	3.5	3	3	3.17	3.5	4	4	3.83	24.49
27	3.5	3.5	3	3.33	3	3	3	3	3	3	3	3	3	4.5	3	3.5	4.5	3	3	3.5	4.5	4	3	3.83	4	4	3	3.67	23.83

28	3	3	3	3	3	3	3	3	3	3	3	3	3	4.5	3	3	3.5	4	3	3	3.33	4	3	4	3.67	3	3	3	3	22.5
29	3	3.5	4.5	3.67	4.5	3	3	3.5	4.5	2.5	3	3.33	4	3	3	3.33	4	3	3	3.33	4.5	3	3	3.5	4.5	3	3	3.5	24.16	
30	3	3	4	3.33	3	3	4	3.33	3	3	3.5	3.17	4	3	3	3.33	3.5	3	3	3.17	4	4	3	3.67	4	4	3	3.67	23.67	
31	3	3	4.5	3.5	4	3	4	3.67	3	2.5	2.5	2.67	4	3	4	3.67	2.5	4	3	3.17	3	4	4	3.67	3	4	2.5	3.17	23.58	
32	4.5	4	3	3.83	4.5	3	3	3.5	3	2.5	4	3.17	4	3	3	3.33	3.3	4	2	3.17	3	3	3	3	3	3	3	3	23.06	
33	3	4	4.5	3.83	3.5	3.5	3.5	3.5	3	3	3	3	3	3	4	3.33	3	3	3	3	4	3	3	3.33	3	3	3	3	22.99	
34	4	3	4	3.67	3	3.5	3.5	3.33	2.5	4	3	3.17	3	4.5	3	3.5	3	3	3	3	3	3	3	3	4	3	3	3.33	23.03	
35	4.5	3	3	3.5	3	3	3	3	3	4	2.5	3.17	4.5	3	3	3.5	3	3	3	3	4.5	3	3	3.5	3	3	3.5	3.17	22.87	
36	3.5	3.5	3.5	3.5	4	3	3	3.33	3	3	3	3	4	3	3	3.33	4	3	3	3.33	3	3	3	3	4	3	3	3.33	22.82	
37	3.5	3	4.5	3.67	3	3	3.5	3.17	3	3	3	3	4	3	3	3.33	2.5	3	3	2.83	3	3	3	3	3	3	4	3.33	22.33	
38	4	4	3	3.67	4	3	3	3.33	4	3	3	3.33	3	2.5	4	3.17	4.5	3	3	3.5	3	3	3	3	3	4	4	3.67	23.67	
39	3	3	4.5	3.5	3	3	4	3.33	3	3	3.5	3.17	3	3	3	3	3.5	3	3	3	4	3	3	3.33	3	3	3	3	22.33	
40	2.5	4	3	3.17	3	2.5	3	2.83	4	3	3	3.33	2.5	4	3	3.17	3	4	3	3.5	2.5	4	3	3.17	3	2.5	3	2.83	21.73	
41	4.5	3	3	3.5	4.5	3	3	3.5	3	3	4	3.33	3.5	4	2	3.17	3	3.5	3	3.17	2.5	4	3	3.17	4	3	4	3.67	23.51	
42	3.5	3.5	3.5	3.5	4	3	3	3.33	3	2.5	2.5	2.67	3	3	3	3	4	3	3	3.33	3	3	3	3	4.5	3	3	3.5	22.33	
43	3	3	3.5	3.17	4	3	3	3.33	3	4	2.5	3.17	3	4	4	3.67	3.5	3	3	3.17	4	4	4	4	3.5	3	3	3	23.51	
44	4	3	3	3.33	3	3	4.5	3.5	3	2.5	2.5	2.67	3	3	3	3	4	3	3	3.33	4.5	3	3	3.5	3.5	4	4	3.83	23.16	
45	3	3	4	3.33	4.5	4	3	3.83	3	2.5	4	3.17	4	3	3	3.33	3	3	4	3.33	3.5	3	3	3.17	4	4	3	3.67	23.83	
46	3	4.5	3	3.5	3	4	4.5	3.83	3	3	3	3	4.5	4	4	4.17	3	4.5	3	3.5	4.5	4	3	3.83	3.5	3.5	3	3.33	25.17	
47	4.5	3	3	3.5	4	3	4	3.67	2.5	4	3	3.17	4.5	4	3	3.83	4	4	4	4	3.5	4	2	3.17	3	4.5	3	3.5	24.84	
48	4	3	3	3.33	4.5	3	3	3.5	3.5	4	2	3.17	4	3	4	3.67	3.5	3.5	3	3.33	4.5	4	4	4.17	3	3.5	4.5	3.67	24.81	
49	4	3	3	3.33	3.5	3.5	3.5	3.5	3	3	3	3	4.5	3	3	3.5	3.5	3.5	3	3.33	3.5	4	4.5	4	3	3	3.5	2.83	23.33	
su	173.15				166				158.01				166.82				164.16				166.83				163.34				1158.3	
m																													1.	
me	3.53				3.39				3.22				3.40				3.35				3.40				3.33				23.63	
an																														

R1: 1st Rater

R3: 3rd Rater

Sum Av: sum average

R2: 2nd Rater

Av: Average

Appendix D: Control Group Post Writing Results

Code	content				Organization				Cohesion				Vocabulary				grammar				mechanics				spelling				Sum
	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	Av
01	3	4.5	3	3.5	3	3	3	3	3	3	3	3	3.5	3.5	3	3.33	3	2.5	4	3.17	4	4	4	4	3	4	3	3.33	23.33
02	4.5	3	3	3.5	3	3.5	3.5	3.33	3.5	3	3.5	3.33	4	3.5	3	3.5	3	3	3.5	3.17	3.5	4	4.5	4	3.5	3.5	3.5	3.5	24.33
03	4	3	3	3.33	4	3.5	3	3.5	4.5	3	3	3.5	3	3	4	3.33	2.5	3	4	3.17	4.5	3	3	3.5	4.5	3	3	3.5	23.23
04	4	3.5	4	3.83	4	4	4	4	3.5	3.5	3.5	3.5	4.5	4	3	3.83	4.5	3	3	3.5	3.5	3	4.5	3.67	3	3	3	3	25.33
05	3	3	4.5	3.5	3	3	3	3	3	3	3	3	3	2.5	4	3.17	4.5	4	3	3.83	2.5	4	3	3.17	3	4	4	3.67	23.33
06	4.5	4	3	3.83	3	3.5	3	3.17	3	3.5	3.5	3.33	3.5	3.5	3	3.5	3	3	4	3.33	2.5	4	3	3.17	4	4	3	3.67	24.5
07	3	4	4.5	3.83	3.5	3	3	3.17	4	3	3	3.33	2.5	4	3	3.17	4	4	3	3.67	4.5	4	3	3.83	2.5	4	3	3.17	24.17
08	4	3	4	3.67	3	4	4	3.67	3	3	3.5	3.17	2.5	4	3	3.17	4	4	3	3.67	3.5	3	3	3.17	3.5	4	2	3.17	23.69
09	4.5	3	3	3.5	2.5	3	4	3.17	4	3	3	3.33	4.5	4	3	3.83	4	4.5	3	3.83	4	3	4	3.67	4.5	3	4	3.83	25.16
10	3.5	3.5	3.5	3.5	4	3	3	3.67	3	3	4	3.33	3.5	3	3	3.17	3	4	3	3.33	3	4	3	3.33	3	3	3	3	23.33
11	3.5	3	4.5	3.67	2.5	4	3	3.17	3	4.5	3	3.5	3.5	4	4	3.83	2.5	4.5	2.5	3.17	3.5	4	4	3.83	3	4	3.5	3.5	24.67
12	4	4	3	3.67	3.5	3.5	3.5	3.5	4.5	3	3	3.5	4.5	3	3	3.5	4	3	4	3.67	4	3	3	3.33	4	3	3	3.33	24.5
13	3	3	4.5	3.5	3	2.5	4	3.17	4	3	3	3.33	3.5	3	4	3.5	3	4	4	3.67	3	3	4	3.33	2.5	3	3.5	3	23.5
14	2.5	4	3	3.17	3	3	3	3	4	3	3	3.33	3.5	2.5	3	3	3.5	3.5	3	3.33	4	4	3	3.67	4.5	3	3	3.5	23
15	4	4	4	4	4	4	2.5	3.5	3	3	4.5	3.5	4	4	3	3.67	4	3	4	3.67	4.5	3	3	3.5	2.5	3	3	2.83	24.67
16	3.5	3.5	3.5	3.5	3.5	3	3	3.17	3.5	3.5	3.5	3.5	3.5	3.5	3	3.33	4.5	3	3	3.5	4	3	3	3.33	4.5	3	3	3.5	23.83
17	3	3	3.5	3.17	3	3	3.5	3.17	3	3.5	3.5	3.33	3	4.5	3	3.33	3.5	3	3	3.17	4	3	3	3.33	4	3	3	3.33	22.83
18	4	3	3	3.33	3	3.5	3	3.17	3	3	3.5	3.17	3.5	3.5	4	3.67	3	3	4.5	3.5	3	4	4	3.67	4	3	3	3.33	23.84
19	3	3	4	3.33	3	4.5	3	3.5	4.5	3	3	3.5	3	3	4	3.33	4.5	4	3	3.83	3	3	3	3	3.5	3	3	3.17	23.66
20	3	4.5	3	3.5	3	3.5	4.5	3.67	3.5	3.5	3.5	3.5	4	4	3	3.67	4.5	3	3	3.5	4.5	3	4	3.83	4	3	3	3.33	25
21	4.5	3	3	3.5	3	3	4	3.33	3	3	3	3	4	4	3	3.67	3.5	3	4.5	3.67	4.5	3	3	3.5	4.5	3	3	3.5	24.17
22	4	3	3	3.33	3	4.5	3	3.83	3	3	3	3	4	4.5	3	3.83	3	3	4.5	3.5	4	3	3	3.33	3.5	3.5	3.5	3.5	24.32
23	4	3	3	3.33	3.5	3.5	3.5	3.5	3.5	3	3	3.17	3	4	3	3.33	3.5	4	4	3.83	4	3	3	3.33	3.5	3	4.5	3.67	24.16
24	3.5	3.5	3.5	3.5	3.5	4	4	3.83	3	3	3	3	3	4.5	3	3.83	3.5	3.5	3	3.33	3.5	3	3	3.17	3.5	3	4.5	3.67	24.33
25	3.5	4	4	3.83	4	4	3	3.67	4.5	3	3	3.5	4	3	3	3.33	3	4.5	3	3.5	4	3	3	3.33	3	3	4.5	3.5	24.66
26	4	4	3	3.67	3.5	3.5	3	3.33	3	3	4	3.33	3	3	4	3.33	4.5	3	4	3.83	3.5	3	3	3.17	3.5	4	4	3.83	24.49
27	3.5	3	4.5	3.67	3	3	3	3	3	3	3	3	3	4.5	3	3.5	4.5	3	3	3.5	4.5	4	3	3.83	4	4	3	3.67	24.17

28	3	3	4.5	3.5	3	3	3	3	3	3	3.5	3.17	4.5	3	3	3.5	4	3	3	3.33	4	3	4	3.67	3	3	3	3	23.17
29	3.5	4	4	3.83	4.5	3	3	3.5	4.5	2.5	3	3.33	4.5	4	3	3.83	4	3	3	3.33	4.5	3	3	3.5	4.5	3	3	3.5	24.82
30	4	4.5	3	3.83	3	3	4	3.33	3	3	3.5	3.17	4	3	3	3.33	3.5	3	3	3.17	4	4	3	3.67	4	4	3	3.67	24.17
31	3	3	4.5	3.5	4	3	4	3.67	3	2.5	2.5	2.67	4	3	4	3.67	2.5	4	3	3.17	3	4	4	3.67	3	4	2.5	3.17	23.52
32	4.5	3	3	3.5	4.5	3	3	3.5	3	2.5	4	3.17	4	3	3	3.33	3.3	4	2	3.17	3	3	3	3	3	3.5	4	3.5	23.17
33	3	4	4.5	3.83	3.5	3.5	3.5	3.5	3	3	3	3	3	3	4	3.33	3	3	3	3	4	3	3	3.33	3	3	3	3	22.99
34	4	3	4	3.67	3	3.5	3.5	3.33	2.5	4	3	3.17	3	4.5	3	3.5	4	3.5	4	3.83	3	3	3	3	4	3	3	3.33	23.83
35	4.5	3	3	3.5	3	3	3	3	3	4	2.5	3.17	4.5	3	3	3.5	3	3	3	3	4.5	3	3	3.5	3	3	3.5	3.17	22.84
36	3.5	3.5	3.5	3.5	4	3	3	3.33	3.5	3.5	3.5	3.5	4	3.5	4	3.83	4	3	3	3.33	3.5	4	4	3.83	4	3	3	3.33	24.66
37	3.5	3	4.5	3.67	3	3	3.5	3.17	3.5	3.5	3.5	3.5	4	3	3	3.33	3.5	4	4	3.83	4	3	4	3.67	3	3	4	3.33	24.5
38	4	4	3	3.67	4	3	3	3.33	4	3	3	3.33	3	2.5	4	3.17	4.5	3	3	3.5	3	3	3	3	3	4	4	3.67	23.67
39	3	3	4.5	3.5	3	3	4	3.33	3	3	3.5	3.17	3	3	3	3	3.5	3.5	4	3.67	4	3	3	3.33	3.5	3.5	3.5	3.5	23.5
40	2.5	4	3	3.17	3	4	4	3.67	4	3	3	3.33	2.5	4	3	3.17	3	4	3	3.5	2.5	4	3	3.17	3.5	4	4	3.83	23.84
41	4.5	3	3	3.5	4.5	3	3	3.5	3	3	4	3.33	3.5	4	2	3.17	3	3.5	3	3.17	2.5	4	3	3.17	4	3	4	3.67	23.51
42	3.5	3.5	3.5	3.5	4	3	3	3.33	3	3	3	3	4.5	3.5	3	3.67	4	3	3	3.33	4.5	3	4	3.83	4.5	3	3	3.5	24.16
43	3	3	3.5	3.17	4	3	3	3.33	3	4	2.5	3.17	3	4	4	3.67	3.5	3	3	3.17	4	4	4	4	3	3	4	3.33	23.17
44	4	3	3	3.33	3	3	4.5	3.5	3	3	3	3	3	3	3	3	4	3	3	3.33	4.5	3	3	3.5	3.5	4	4	3.83	24.16
45	3	3	4	3.33	4.5	4	3	3.83	3	2.5	4	3.17	4	3	3	3.33	3	3	4	3.33	3.5	3	3	3.17	4	4	3	3.67	23.83
46	3	4.5	3	3.5	3	4	4.5	3.83	3.5	3.5	3.5	3.5	4.5	4	4	4.17	3	4.5	3	3.5	4.5	4	3	3.83	3.5	3.5	3	3.33	25.66
47	4.5	3	3	3.5	4	3	4	3.67	2.5	4	3	3.17	4.5	4	3	3.83	4	4	4	4	3.5	4	2	3.17	3	4.5	3	3.5	24.84
48	4	4	3.5	3.83	4.5	4	3	3.83	3.5	4	2	3.17	4	3	4	3.67	3.5	3.5	4	3.67	4.5	4	4	4.17	3	3.5	4.5	3.67	26.01
49	4	3	3	3.33	3.5	3.5	3.5	3.5	3	3.5	4	3.5	4.5	3	3	3.5	3.5	3.5	3	3.33	3.5	4	4.5	4	3	3	4	3.33	24.49
sum	174.32			167.17			158.83			170.15			169.5			171.17			167.83			1151.97							
mean	3.56			3.41			3.24			3.47			3.46			3.49			3.43			23.50							

R1: 1st Rater

R3: 3rd Rater

Sum Av: sum average

R2: 2nd Rater

Av: Average

Appendix E: Experimental Group Pre-Writing Results

Code	content				Organization				Cohesion				vocabulary				Grammar				mechanics				spelling				Sum
	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	Av
01	3.5	3	4.5	3.17	3	3	3	3	4	3	3	3.33	3.5	3.5	3	3.33	3	2.5	4	3.17	4	4	4	4	3	3	3	3	23
02	3	3.5	4.5	3.67	4.5	3	3	3.5	4.5	2.5	3	3.33	4	3	3	3.33	4	3	3	3.33	4.5	3	3	3.5	4.5	3	3	3.5	24.16
03	3	3	4	3.33	3	3	4	3.33	3	3	3.5	3.17	4	3	3	3.33	3.5	3	3	3.17	4	4	3	3.67	4	4	3	3.67	23.67
04	3	3	4.5	3.5	4	3	4	3.67	3	2.5	2.5	2.67	2.5	3	4	3.17	2.5	4	3	3.17	3	4	4	3.67	3	4	2.5	3.17	23.08
05	4.5	4	3	3.83	4.5	3	3	3.5	3	2.5	4	3.17	4	3	3	3.33	3.3	4	2	3.17	3	3	3	3	3	3	3	3	23.06
06	3	4	4.5	3.83	3.5	3.5	3.5	3.5	3	3	3	3	3	3	4	3.33	3	3	3	3	4	3	3	3.33	3	3	3	3	22.99
07	4	3	4	3.67	3	3.5	3.5	3.33	2.5	4	3	3.17	3	4.5	3	3.5	3	3	3	3	3	3	3	3	4	3	3	3.33	23.03
08	4.5	3	3	3.5	3	3	3	3	3	4	2.5	3.17	4.5	3	3	3.5	3	3	3	3	4.5	3	3	3.5	3	3	3.5	3.17	22.87
09	3.5	3.5	3.5	3.5	4	3	3	3.33	3	3	3	3	4	3	3	3.33	4	3	3	3.33	3	3	3	3	4	3	3	3.33	22.82
10	3.5	3	4.5	3.67	3	3	3.5	3.17	3	3	3	3	4	3	3	3.33	2.5	3	3	2.83	3	3	3	3	3	3	4	3.33	22.33
11	4	4	3	3.67	4	3	3	3.33	4	3	3	3.33	3	2.5	4	3.17	4.5	3	3	3.5	3	3	3	3	3	4	4	3.67	23.67
12	3	3	4.5	3.5	3	3	4	3.33	3	3	3.5	3.17	3	3	3	3	3.5	3	3	3	4	3	3	3.33	3	3	3	3	22.33
13	2.5	4	3	3.17	3	2.5	3	2.83	4	3	3	3.33	2.5	4	3	3.17	3	4	3	3.5	2.5	4	3	3.17	3	2.5	3	2.83	21.73
14	4.5	3	3	3.5	4.5	3	3	3.5	3	3	4	3.33	3.5	4	2	3.17	3	3.5	3	3.17	2.5	4	3	3.17	4	3	4	3.67	23.51
15	3.5	3.5	3.5	3.5	3	3	3	3	3	2.5	2.5	2.67	3	3	3	3	4	3	3	3.33	3	3	3	3	4.5	3	3	3.5	22
16	3	3	3.5	3.17	4	3	3	3.33	3	4	2.5	3.17	3	4	4	3.67	3.5	3	3	3.17	3.5	3	3.5	3.33	3.5	3	3	3	22.84
17	4	3	3	3.33	3	3	4.5	3.5	3	2.5	2.5	2.67	3	3	3	3	4	3	3	3.33	4.5	3	3	3.5	3	3.5	3.5	3.33	22.66
18	3	3	4	3.33	4.5	4	3	3.83	3	2.5	4	3.17	4	3	3	3.33	3	3	4	3.33	3.5	3	3	3.17	4	4	3	3.67	23.83
19	3	4.5	3	3.5	3	4	4.5	3.83	3	3	3	3	4.5	4	4	4.17	3	4.5	3	3.5	4.5	4	3	3.83	3.5	3.5	3	3.33	25.17
20	4.5	3	3	3.5	4	3	4	3.67	2.5	4	3	3.17	3	3	3	3	4	4	4	4	3.5	4	2	3.17	3	4.5	3	3.5	24.01
21	4	3	3	3.33	4.5	3	3	3.5	3.5	4	2	3.17	4	3	4	3.67	3.5	3.5	3	3.33	4.5	4	4	4.17	3	3.5	4.5	3.67	24.81
22	4	3	3	3.33	3.5	3.5	3.5	3.5	3	3	3	3	4.5	3	3	3.5	3.5	3.5	3	3.33	3	3	4.5	3.5	3	3	4	3.33	23.33
23	3	4.5	3	3.83	3.5	3.5	3.5	3.5	3.5	3	3	3.17	3	4	3	3.33	3.5	4	2	3.17	4	3	3	3.33	3.5	3	4.5	3.67	24
24	3.5	3.5	3.5	3.5	3.5	4	4	3.83	3	3	3	3	3	4.5	3	3.83	3	3	3	3	3.5	3	3	3.17	3.5	3	3	3.17	23.5
25	3.5	4	4	3.83	4	4	3	3.67	4.5	3	3	3.5	4	3	3	3.33	3	4.5	3	3.5	4	3	3	3.33	3	3	4.5	3.5	24.66
26	3	3.5	3	3.17	3.5	3.5	3	3.33	3	3	4	3.33	3	3	4	3.33	4.5	3	4	3.83	3.5	3	3	3.17	3.5	4	4	3.83	23.99
27	3.5	3.5	3	3.33	3	3	3	3	3	3	3	3	3	4.5	3	3.5	4.5	3	3	3.5	4.5	4	3	3.83	4	4	3	3.67	23.83

28	3	3	3	3	3	3	3	3	4	4	3.5	3.83	4.5	3	3	3.5	4	3	3	3.33	4	3	4	3.67	3	3	3	3	23.03
29	3	3	4.5	3.5	3	3.5	3.5	3.33	4	3	4	3.67	4	3.5	3	3.5	3	3	3.5	3.17	3.5	4	4.5	4	3.5	3.5	3.5	3.5	24.67
30	3.5	4	4	3.83	4	3.5	3	3.5	4.5	3	3	3.5	3	3	3	2.5	3	4	3.17	4.5	3	3	3.5	4.5	3	3	3.5	24	
31	4	4.5	3	3.83	4	4	4	4	3.5	3.5	3.5	3.5	4.5	4	3	3.83	4.5	3	3	3.5	3.5	3	4	3.5	3	3	3	25.16	
32	3	4	3	3.33	3	3	3	3	3	4	4	3.67	3	2.5	4	3.17	4.5	4	3	3.83	2.5	4	3	3.17	3	4	4	3.67	23.84
33	3	4.5	3	3.5	3	3.5	3	3.17	3	3	3	3	3	3	3	3	3	3	4	3.33	2.5	4	3	3.17	4	4	3	3.67	22.81
34	3.5	3.5	3.5	3.5	3.5	3	3	3.17	4	3	3	3.33	2.5	4	3	3.17	4	4	3	3.67	4.5	4	3	3.83	2.5	4	3	3.17	23.84
35	3.5	4	4	3.83	3	4	4	3.67	3	3	3.5	3.17	2.5	4	3	3.17	4	4	3	3.67	3.5	3	3	3.17	3	3	3.5	3.17	23.85
36	4	4	3	3.67	2.5	3	4	3.17	4	3	3	3.33	4.5	4	3	3.83	4	4	3.5	3.83	4	3	4	3.67	3	3	3	3	24.5
37	3.5	3.5	3	3.33	4	3	3	3.67	3	3	4	3.33	3.5	3	3	3.17	3	4	3	3.33	3	4	3	3.33	3	3	3	3	23.16
38	3	4.5	3	3.5	2.5	4	3	3.17	3	4.5	3	3.5	3	3	3	3	2.5	4	3	3.17	3	4	3	3.33	3	3	3	3	22.67
39	3	3	3	3	3.5	3.5	3.5	3.5	4.5	3	3	3.5	4.5	3	3	3.5	2.5	3	2.5	2.67	4	3	3	3.33	4	3	3	3.33	22.83
40	4.5	3	3	3.5	3	2.5	4	3.17	4	3	3	3.33	3.5	3	4	3.5	3	2	3	2.67	3	3	4	3.33	2.5	3	3.5	3	22.5
41	3.5	3.5	3.5	3.5	3	3	3	3	4	3	3	3.33	3.5	2.5	3	3	2.5	3	3	2.83	3	3	3	3	4.5	3	3	3.5	22.16
42	3.5	3	4.5	3.67	4	4	2.5	3.5	3	3	4.5	3.5	4	4	3	3.67	4	3	4	3.67	4.5	3	3	3.5	2.5	3	3	2.83	24.34
43	3.5	3	4.5	3.67	3.5	3	3	3.17	2.5	3	3	2.83	3.5	3.5	3	3.33	4.5	3	3	3.5	4	3	3	3.33	4.5	3	3	3.5	23.33
44	3	3	4.5	3.5	3	3	3.5	3.17	3	4	4.5	3.83	3	4.5	3	3.33	3.5	3	3	3.17	4	3	3	3.33	3.5	3	3.5	3.33	23.66
45	3.5	4	4	3.83	3	3.5	3	3.17	4	3	4	3.67	3.5	3.5	4	3.67	3	3	4.5	3.5	3	3	3	3	4	3	3	3.33	24.14
46	4	4	3	3.67	3	4.5	3	3.5	4.5	3	3	3.5	3	3	4	3.33	4.5	4	3	3.83	3	3	3	3	3.5	3	3	3.17	24
47	4	4	3	3.67	3	3.5	4.5	3.67	3.5	3.5	3.5	3.5	4	4	3	3.67	4.5	3	3	3.5	4.5	3	4	3.83	3.5	3.5	3	3.33	25.17
48	4	4.5	3	3.83	3	3	4	3.33	2.5	3	3	2.83	4	4	3	3.67	3.5	3	4.5	3.67	4.5	3	3	3.5	4.5	3	3	3.5	24.33
49	3	4	3	3.33	3	4.5	3	3.83	3	3	3	3	4	4.5	3	3.83	3	3	4.5	3.5	4	3	3	3.33	3.5	3.5	3.5	3.5	24.32
sum	171.52				165.67				158.84				164.99				163.5				165.66				163.34				1152.48
mean	3.50				3.38				3.24				3.37				3.34				3.38				3.33				23.52

R1: 1st Rater

R3: 3rd Rater

Sum Av: sum average

R2: 2nd Rater

Av: Average

Appendix F: Experimental Group Post Writing Results

Code	content				Organization				cohesion				vocabulary				grammar				mechanics				spelling				Sum
	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	R1	R2	R3	Av	Av
01	3.5	4.5	3.5	3.5	3.5	4	3.5	3.67	4.5	3	3.5	3.67	3.5	3.5	3	3.33	3.5	4	4.5	3.67	4.5	4	4.5	4	3.5	4	3.5	3.33	26.17
02	4.5	3	3	3.5	3	3.5	3.5	3.33	4	3	4	3.67	4	3.5	3	3.5	4.5	4.5	3.5	4.17	3.5	4	4.5	4	3.5	3.5	3.5	3.5	25.67
03	4	3	3	3.33	4	3.5	3	3.5	4.5	3	3	3.5	3	3	4	3.33	4.5	3.5	4.5	4.17	4.5	4	4.5	4.33	4.5	4.5	4	4.33	26.39
04	4	3.5	4	3.83	4	4	4	4	3.5	3.5	3.5	3.5	4.5	4	3	3.83	4.5	3	3	3.5	3.5	3	4.5	3.67	3	3	3	3	25.33
05	3	3	4.5	3.5	3	3	3	3	3	4	4	3.67	3.5	3.5	4	3.67	4.5	4	3	3.83	2.5	4	3	3.17	3	4	4	3.67	24.51
06	4.5	4	3	3.83	3.5	3.5	3.5	3.5	3.5	4.5	4.5	4.17	3.5	3.5	3	3.5	4.5	3.5	4.5	3.83	3.5	4	3.5	3.67	4	4	3.5	3.83	25.66
07	4.5	4.5	4.5	4.5	3.5	4.5	4.5	4.17	4.5	4	4.5	4.33	3.5	4.5	3	3.67	4.5	4.5	3.5	4.17	4.5	4	4.5	3.83	3.5	4.5	3.5	3.83	29
08	4	3.5	4	4.17	4.5	4	4.5	4.33	4.5	4.5	4.5	4.5	3.5	4.5	3	3.67	4	4	3.5	4.17	3.5	4	4.5	4	3.5	4	4	3.83	28.67
09	4.5	3	3	3.5	2.5	3	4	3.17	4	3	3	3.33	4.5	4	3	3.83	4	4.5	3	3.83	4	3	4	3.67	4.5	3	4	3.83	25.16
10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.5	4.5	4.5	4.5	4.5	4	4.5	4.33	4	4	4	4	28.83
11	3.5	3	4.5	3.67	2.5	4	3	3.17	3	4.5	3	3.5	3.5	4	4	3.83	2.5	4.5	2.5	3.17	3.5	4	4	3.83	3	4	3.5	3.5	24.67
12	4	4	3	3.67	3.5	3.5	3.5	3.5	4.5	3	3	3.5	4.5	3	3	3.5	4	3	4	3.67	4	3	3	3.33	4	3	3	3.33	24.5
13	4.5	4.5	4.5	4.5	4	4.5	4.5	4.33	4	4.5	4	4.17	4.5	4.5	4	4.33	4	4	4	4	4.5	4	4.5	4.33	4.5	4.5	3.5	4.17	29.83
14	3.5	4.5	3.5	3.83	4.5	4.5	3.5	4.17	4	3.5	3.5	3.67	3.5	4.5	3	3.33	3.5	4.5	3.5	3.83	4.5	4	4.5	4.33	4.5	4.5	4.5	4.5	27.66
15	4	4	4	4	4	4	2.5	3.5	3	3	4.5	3.5	4	4	3	3.67	4	3	4	3.67	4.5	3	3	3.5	2.5	3	3	2.83	24.67
16	3.5	3.5	3.5	3.5	3.5	3	3	3.17	4.5	3.5	3.5	3.83	3.5	3.5	3	3.33	4.5	3	3	3.5	4.5	4	3.5	4	4.5	3	3	3.5	25.5
17	3	3	3.5	3.17	3	3	3.5	3.17	3	4	4.5	3.83	3	4.5	3	3.33	3.5	3	3	3.17	4	3	3	3.33	4.5	4.5	4.5	4.5	24.5
18	4	3	3	3.33	3	3.5	3	3.17	4	3	4	3.67	3.5	3.5	4	3.67	3	3	4.5	3.5	3	4	4	3.67	4	3	3	3.33	24.34
19	3.5	3.5	4.5	3.83	3.5	4.5	4.5	4.17	4.5	3.5	4.5	4.17	4.5	3.5	4	4	4.5	4	3	3.83	3.5	3	3.5	3.33	3.5	3	3	3.17	26.5
20	3	4.5	3	3.5	3	3.5	4.5	3.67	3.5	3.5	3.5	3.5	4	4	3	3.67	4.5	3.5	4	4	4.5	3	4	3.83	4	3	3	3.33	25.5
21	4.5	3	3	3.5	3	3	4	3.33	4.5	4	3	3.83	4	4	3	3.67	3.5	3	4.5	3.67	4.5	4	3.5	4	4.5	3.5	3.5	3.83	25.83
22	4	3	3	3.33	3	4.5	3	3.83	3	3	3	3	4	4.5	3	3.83	3	3	4.5	3.5	4	3	3	3.33	3.5	3.5	3.5	3.5	24.32
23	4.5	4.5	4	4.33	4.5	3.5	4.5	4.17	3.5	4.5	3.5	3.83	4.5	4	3	3.83	3.5	4.5	4.5	4.17	4.5	4	4.5	4.33	3.5	4.5	4.5	4.17	28.83
24	3.5	3.5	3.5	3.5	3.5	4	4	3.83	3	3	3	3	3	4.5	3	3.83	3.5	3.5	3	3.33	3.5	3	3	3.17	3.5	3	4.5	3.67	24.33
25	3.5	4	4	3.83	4	4	3	3.67	4.5	3	3	3.5	4	3	3	3.33	3	4.5	3	3.5	4	3	3	3.33	3	3	4.5	3.5	24.66
26	4.5	4.5	3.5	4.17	3.5	3.5	4.5	3.83	4	4.5	4.5	4.33	4	3.5	4	3.83	4.5	3.5	4.5	4.17	4.5	4	3.5	4	3.5	4	4	3.83	28.16
27	3.5	3	4.5	3.67	3	3	3	3	3	3	3	3.67	3	4.5	3	3.5	4.5	3	3	3.5	4.5	4	3	3.83	4	4	3	3.67	24.84

28	4.5	4.5	4.5	4.5	3.5	3.5	3.5	3.5	4	3.5	3.5	3.67	4.5	3.5	4	4	4.5	3.5	4.5	4.17	4	3	4	3.67	3.5	3.5	4.5	3.83	27.34
29	3.5	4	4	3.83	4.5	3	3	3.5	4.5	2.5	3	3.33	4.5	4	3	3.83	4	4.5	4.5	4.33	4.5	3	3	3.5	4.5	3	3	3.5	25.82
30	4	4.5	3	3.83	3.5	3.5	4.5	3.83	4.5	4.5	3.5	4.17	4.5	3.5	3	3.33	4.5	3.5	4.5	4.17	4	4	3	3.67	4	4	3	3.67	27.17
31	3	3	4.5	3.5	4	3	4	3.67	3.5	4.5	4.5	4.17	4	3	4	3.67	2.5	4	3	3.17	3	4	4	3.67	3	4	2.5	3.17	25.02
32	4.5	3.5	3.5	3.83	4.5	4	3.5	4	3	3.5	4	3.5	4.5	3.5	3	3.67	3.5	4	3	3.5	4.5	3	3.5	3.67	3	3.5	4	3.5	25.67
33	3	4	4.5	3.83	3.5	3.5	3.5	3.5	4.5	4.5	4.5	4.5	3	3	4	3.33	3.5	3.5	4	3.67	4	3	3	3.33	4.5	4.5	4.5	4.5	25.16
34	4	3	4	3.67	3	3.5	3.5	3.33	3.5	4	3.5	3.67	3	4.5	3	3.5	4	3.5	4	3.83	3	3	3	3	4	3	3	3.33	24.33
35	4.5	3	3	3.5	3.5	4.5	4.5	4.17	3	4	2.5	3.17	4.5	3	3	3.5	4.5	5	4	4.5	4.5	3	3	3.5	3	3	3.5	3.17	25.52
36	3.5	3.5	3.5	3.5	4	3	3	3.33	3.5	3.5	3.5	3.5	4	3.5	4	3.83	4	3	3	3.33	3.5	4	4	3.83	4	3	3	3.33	24.66
37	3.5	3	4.5	3.67	3	3	3.5	3.17	3.5	3.5	3.5	3.5	4	3	3	3.33	3.5	4	4	3.83	4	3	4	3.67	3	3	4	3.33	24.5
38	4.5	4.5	3.5	3.67	4.5	3.5	3.5	3.83	4.5	3.5	4.5	4.17	4.5	4.5	4	3.17	4.5	3	3	3.5	3	3	3	3	3	4	4	3.67	26.67
39	3	3	4.5	3.5	3	3	4	3.33	3	3	3.5	3.17	4.5	4	4	4.17	3.5	3.5	4	3.67	4	3	3	3.33	3.5	3.5	3.5	3.5	24.67
40	2.5	4	3	3.17	3	4	4	3.67	4	3	3	3.33	3.5	4	4	3.83	4.5	4.5	3	4	4.5	4	4.5	4.33	4.5	4.5	4.5	4	26.33
41	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4	4	4.17	4.5	4.5	4	4.33	4.5	4.5	4	4.33	4.5	4	4.5	4.33	4	4	4	4	30.16
42	3.5	3.5	3.5	3.5	4.5	3.5	3.5	3.83	4	4	3	3.67	4.5	3.5	3	3.67	4	3	3	3.33	4.5	3	4	3.83	4.5	3	3	3.5	25.33
43	3.5	4.5	4.5	4.17	4	4	4	4	3.5	4	3.5	3.67	3	4	4	3.67	3.5	3.5	4	3.67	4	4	4	4	3	3	4	3.33	26.51
44	4	3	3	3.33	3	3	4.5	3.5	3	4	4	3.67	4	4.5	4	4.17	4	3	3	3.33	4.5	3	3	3.5	3.5	4	4	3.83	24.16
45	4.5	3.5	4.5	4.17	4.5	4.5	4.5	4.5	4.5	3.5	4	4	4.5	3.5	3	3.67	4.5	4.5	4	4.33	3.5	3	4.5	3.67	4	4	3.5	3.83	28.17
46	3	4.5	3	3.5	3	4	4.5	3.83	3.5	3.5	3.5	3.5	4.5	4	4	4.17	3	4.5	3	3.5	4.5	4	3	3.83	3.5	3.5	3	3.33	25.66
47	4.5	3	3	3.5	4	3	4	3.67	2.5	4	3	3.17	4.5	4	3	3.83	4	4	4	4	3.5	4	2	3.17	3	4.5	3	3.5	24.84
48	4	4	3.5	3.83	4.5	4	3	3.83	3.5	4	2	3.17	4	3	4	3.67	3.5	3.5	4	3.67	4.5	4	4	4.17	3	3.5	4.5	3.67	26.01
49	4	3	3	3.33	3.5	3.5	3.5	3.5	3	3.5	4	3.5	4.5	3	3	3.5	3.5	3.5	3	3.33	3.5	4	4.5	4	3	3	4	3.33	24.49
su	184.64				180.01				180.03				182.31				186.84				182.38				178.64				1274.
m																													66
me	3.77				3.67				3.67				3.72				3.81				3.72				3.64				26.01
an																													

R1: 1st Rater
R2: 2nd Rater

R3: 3rd Rater
Av: Average

Sum Av: Sum Average

Appendix G: Training Manual/ material for the experimental group

The experimental group took this training material explicitly.

1. Content

Content is the information you provide in your paragraph/ essay. When starting a paragraph/ an essay, you should ask yourself what you really want to say about the subject. If you want to write something about cars, you have to decide what the purpose of your paragraph/ essay is. Is it to explain how to find a good used car? (How to or process essay) Do you want to present an argument about the effects of your dependence on cars? (Cause and effect) Or you may want to point out the differences and similarities between two or three different cars as a way of determining which would be the best buy. (Compare and contrast) You might choose to describe a favorite car (description) or tell a story about the first car you owned (narrative). It takes time to develop content. Because it needs critical thinking about the subject or issue you want to write. You may have some prior knowledge of your subject or you may have to do some reading to fill in some gaps that you are going to write.

2. Organization (Structure): Structure is the way you organize your writing. It contains fluency, idea clarity, logical sequence, and appropriate use of connector. A clearly organized piece of writing is easy for readers to follow. There are some basics to organizing your writing. Paragraphs should have clear topic sentences, supporting points and concluding sentences. Essays need a clear idea and enough evidence to make a good case for the idea. Essays can run into many paragraphs, but they will all maintain the same basic organization pattern: an introduction in which the idea is presented; supporting paragraphs which provide evidence to back up the idea; and a concluding paragraph which looks back to the idea and sums up or acknowledges the points that have been made in the essay.

The first paragraph should include an idea statement, which announces the main idea or argument of the paper. The rest of the sentences should lead up to or anticipate the thesis, either directly or indirectly. The body paragraphs should support the thesis statement and should be arranged in a clear hierarchy. Readers should be able to understand how each paragraph relates to what has come before it. This can be accomplished by the use of transition sentences.

2. Cohesion: Cohesion concerns the flow of sentences and paragraphs from one to another. It involves the tying together of old information and new. When we write academic essays, particularly in the humanities, we work hard to foster cohesion structurally; this enhances a reader's understanding of our ideas. Cohesion can be set by using appropriate transitions or connectors.

3. Transitions: Transitional words and phrases, also known as "discourse marks," are used to hold a paper together. They can be simple conjunctions, like *and* & *but*, or they can be more complex.

Here is a chart of transitional devices accompanied by a simplified definition of their function:

Transition	Function
Addition	again, also, and, and then, besides, equally important, finally, first, further,

Transition	Function furthermore, in addition, in the first place, last, moreover, next, second, still, too
Comparison	also, in the same way, likewise, similarly
Contrast	although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, though, yet
Emphasis	certainly, indeed, in fact, of course after all, as an illustration, even, for example, for instance, in conclusion, indeed, in
Example/illustration	fact, in other words, in short, it is true, of course, namely, specifically, that is, to illustrate, thus, truly
Summary	all in all, altogether, as has been said, finally, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, therefore, to put it differently, to summarize
Time sequence	after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, further, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, second, shortly,
Place/direction	above, below, father on, nearby, to the right, close
Relationships	therefore, so, consequently, for this reason, since, thus, simultaneously, since, so far, soon, still, subsequently, then, thereafter, too, until, until now, when

Activity 1: complete this letter to local newspaper. Choose the correct discourse markers. The first one is done for you.

There's been a lot of talk about a "spaceship" seen over the town at about eleven o'clock on Friday night. (→) As a result/Nevertheless, hundreds of enthusiastic sky-watchers have arrived in town, hoping that it will return. But was it really a spaceship? About twenty people say they saw it. (1) Consequently/Furthermore, there is a photographer which is supposed to show the object in the sky. We know (2) however/as a result, which trick photos are easy to produce. (3) By the way/In other words, it is almost certainly a fake. But it would be wrong to treat the whole thing as a joke. (4) All the same/ On the contrary, all such reports should be carefully investigated. (5) After all/Anyway, the arrival of a spacecraft from other world would indeed be serious matter. But usually there is a more simple explanation. Many supposed spaceships turn out to be weather balloons, (6) for example/ or rather. A simple mistake probably lies behind the belief that someone from another world really did pay us a visit last Friday.

4. Vocabulary (Style): Once you have figured out what you want to say and how to organize it, you have to decide how to say it. Style involves the choice of words, tone and the arrangement of phrases and sentences that give each writer a unique "voice". While the content may attract us to a piece of writing, it is the writer's style that keeps us reading. In learning English writing, everyone knows a number of vocabularies or words which aim helping the learners to do many things through learning of vocabulary in order that students could communicate with the language easily each other (Hornby, 1995).

5. Grammar: Grammar is needed in writing in order to arrange the correct sentence. If students do not have grammar skill, they may not able to produce sentence that are grammatically correct. Due to this, they feel a sense of fear when they want to write English texts (Hornby, 1995). Writing is constructed by putting sentences in sequence, one after another and, if a single sentence is read aloud, it should be understandable.

Meaning should flow from one sentence to the next, carrying the argument or point of view forward in a clear and concise manner. If you do not use correct grammar and punctuation, or your sentences are too long and complex, what you are trying to say will become unclear and the reader will be unable to follow the text because the flow of meaning is interrupted.

Inconsistencies of grammar and mistakes in grammar blur the meaning of written work and cause confusion in the mind of the reader. They slow the reader down and distract him or her from the meaning of the sentences and the key messages contained.

5.1. Sentence Construction: A sentence is a collection of words that convey sense or meaning and is formed according to the logic of grammar. Clear, short sentences are preferable, and more effective, than long, complex ones. The simplest sentence consists only of a **noun**, a naming word, and a **verb** or action word. For example, in the sentence "*Mary walked*", *Mary* is the naming noun and *walked* is the action verb. *Mary* is the **proper noun** in the example sentence above but can be substituted in following sentences by the pronoun *she*. A **pronoun** is a word that can be used instead of a noun when a noun has already been mentioned. Other pronouns are *he*, *we*, *they* and *it*. Most sentences have a **subject noun** and an **object noun**. For example, consider the sentence "*Mary walked towards the hotel*". *Mary* is the subject noun (a person or thing performing the action of walking), and the hotel is the object noun (a person or thing towards which the action is directed).

In conclusion, we tend to think of a sentence as a group of words with a period, a question mark, or an exclamation point at the end and a capital letter at the beginning, but there is more to it than that. In order to be a sentence, a word group must be complete enough to stand independently. In other words, sentence is a group of words that expresses a complete thought.

5.2. Adjectives: describe nouns. Adjectives usually come before the noun. They are sometimes known as 'describing words'. When two adjectives are used to describe one noun, they are set apart with the use of a comma. For example: The *lazy* dog dozed. The *hairy, lazy* dog dozed.

5.3. Adverbs: describe verbs, adjective and another adverb. The adverb should always follow the verb. For example: Mary walked *slowly*. Or Peter ran away *quickly*.

Activity 2: Write a few sentences using adjectives and adverbs. Example: I am rather busy.

Adjective=**busy**, adverb=**rather**

Let's see some rule about sentence constructions.

Rule 1. Use concrete rather than vague language. **Vague:** *The weather was of an extreme nature on the West Coast.* This sentence raises frustrating questions: When did this extreme weather occur? What does "of an extreme nature" mean? Where on the West Coast did this take place? **Concrete:** *California had unusually cold weather last week.*

Rule 2. Use **active voice** whenever possible. Active voice means the subject is performing the verb. **Passive voice** means the subject receives the action. Notice that the party responsible for the action—in the previous example, whoever hit the ball—may not even appear when using passive voice. So, passive voice is a useful option when the responsible party is not known. **Example:** *My watch was stolen.*

Rule 3. Avoid overusing *there is, there are, it is, it was,* etc. **Example:** *There is a case of meningitis that was reported in the newspaper.* **Even better:** *The newspaper reported a case of meningitis.*

Rule 4. To avoid confusion and pompousness; don't use two negatives to make a positive without good reason. **Unnecessary:** *He is not unwilling to help.* **Better:** *He is willing to help.*

Rule 5. Use consistent grammatical form when offering several ideas. This is called **parallel construction**. **Correct:** *I admire people who are honest, reliable, and sincere.* Note that, *are* applies to and makes sense with each of the three adjectives at the end. **Incorrect:** *I admire people who are honest, reliable, and have sincerity.* In this version, *are* does not make sense with *have sincerity*, and *have sincerity* doesn't belong with the two adjectives *honest* and *reliable*. **Correct:** *You should check your spelling, grammar, and punctuation.* Note that *check your* applies to and makes sense with each of the three nouns at the end.

Incorrect: *You should check your spelling, grammar, and punctuate properly.* Here, *check your* does not make sense with *punctuate properly*, and *punctuate properly* doesn't belong with the two nouns *spelling* and *grammar*. The result is an insensitive and incompetent sentence.

Rule 6. Word order can make or ruin a sentence. If you start a sentence with an incomplete phrase or clause, such as *while crossing the street* or *Forgotten by history*, it must be followed closely by the person or thing it describes. Furthermore, that person or thing is always the main subject of the sentence. Breaking this rule, results in the anxiety all-too-common **dangling modifier**, or **dangler**.

Dangler: *Forgotten by history, his autograph was worthless.* The problem: *his autograph* shouldn't come right after *history*, because *he* was forgotten, not his autograph.

Correct: *He was forgotten by history, and his autograph was worthless.*

Dangler: *Born in Chicago, my first book was about the 1871 fire.*

The problem: the sentence wants to say *I* was born in Chicago, but to a careful reader, it says that *my first book* was born there. **Correct:** I was born in Chicago, and my first book was about the 1871 fire. Adding an- *ing* to a verb (as in *crossing* in the example that follows) results in a versatile word called a **participle**, which can be a noun, adjective, or adverb. Rule 6 applies to all sentences with a participle in the beginning. Participles require placing the actor immediately after the opening phrase or clause.

Dangler: While crossing the street, the bus hit her. (Wrong: the bus was not crossing.) Correct: while crossing the street, she was hit by the bus. This sentence corrected as follow she was hit by a bus while crossing the street.

Rule 7.Place descriptive words and phrases as close as is practical to the words they modify.

Example: I have a cake that Mollie baked in my lunch bag. Cake is too far from *lunch bag*, making the sentence ambiguous and silly.

Better: In my lunch bag is a cake that Mollie baked.

Rule 8.A sentence fragment is usually an oversight, or a bad idea. It occurs when you have only a phrase or dependent clause but are missing an independent clause.

Sentence fragment: After the show ended. **Full sentence:** After the show ended, we had coffee.

5.4. Tense: Verbs or action words are expressed in tenses; present, past or future. The tense of verb is its setting in time. For example: Marry walked (past tense); Marry walks (present tense); Marry will walk (future tense).Tenses are also other, more complex tenses not covered here. An important point is to be consistent in your use of tense. Decide whether you are explaining an event in the past, present or future and then be consistent in the use of that tense until there is a good reason for changing. The incorrect use of tenses is one of the most common mistakes of grammar. For example consider the following sentence. “Almaz describes the new techniques, how they varied in approach and attitude.”

The verb describes is in the present tense but varied is in the past tense. The correct tensing of the sentence should be: “Almaz describes the new techniques, how they vary in approach and attitude.”

5.5. Agreement Errors

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

There are two major kinds of agreement problems which most writers commonly face. The first kind is subject and verb agreement problem. The second is pronoun and antecedent agreement problem.

5.5.1. Subject- verb agreement error

The subject of a sentence should always agree with the verb in such as that when the subject is singular, the verb must also be singular and when the subject is plural, the verb must also be plural. This is true even when there are intervening components of the sentence.

Examples: recent discoveries about the weather reveal that several cycles are involved, the writer has used a singular verb reveals because of the proximity of the word weather. However, the subject of

the sentence is plural (i.e. Recent discoveries about the weather). So, the sentence should be revised→ recent discoveries about the weather reveal that several cycles are involved.

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

Indefinite pronouns

Always singular				
Each	everyone	nobody	anything	
Either	everybody	nothing	someone	
Neither	everything	anybody	somebody	
One	no one	anyone	something	
Always plural				
	Several	few	both	many
Singular or plural				
	Some	all	most	none

5.5.2. Pronoun and antecedent agreement

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

Examples: 2.1. Inconsistency in number and person

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

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

2.2. Vague pronoun reference

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

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

Activity 3.1: What kind of word?

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

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

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

Activity 3.2: A list of sentence is given below. Read each of them carefully then identify the error type (in any), and writing the correct version in the space provided.

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

Type of error-----

Correct version-----

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

Type of error-----

Correct version-----

Looking forward to a prosperous and fulfilling career.

Type of error-----

Correct version-----

6. Writing Mechanics (Punctuation) Punctuation is the system of signs or symbols given to a reader to show how a sentence is constructed and how it should be read. It is used for the written word so that the reader gains meaning. In speech the meaning is conveyed by the use of emphasis and pause. Punctuation has to serve the same purpose with written language, and groups the words in to meaningful chunks for the receiver to process.

Sentences are the building blocks used to construct written accounts. They are complete statements. Punctuation shows how the sentence should be read and makes the meaning clear. Every sentence should include at least a capital letter at the start, and a full stop, exclamation mark or question mark at the end. This basic system indicates that the sentence is complete.

Writing mechanics refers to the correct use of grammar and spelling. As you build your ability to generate ideas and develop them into paragraphs and essays, you will have to edit your writing for punctuation and sentence structure according to the rules of Standard English grammar

The Basic Signs of Punctuation

a. The Comma (,)the comma is useful in a sentence when the writer wishes to:

Pause before proceeding; add a phrase that does not contain any new subject; separate items on a list and use more than one adjective (a describing word, like beautiful)

For example, in the following sentence the phrase or clause between the commas gives us more information behind the actions of the boy, the subject of the sentence:

The boy, who/that knew his mother was about to arrive, ran quickly towards the opening door.

Note that if the phrase or clause were to be removed, the sentence would still make sense although there would be a loss of information. Alternatively, two sentences could be used: The boy ran quickly towards the opening door. He knew that his mother was about to arrive.

Commas are also used to separate items in a list. For example: The shopping trolley was loaded high with bottles of beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.

- b. Full Stop/the period (.)** A full stop should always be used to end a sentence. The full stop indicates that a point has been made and that you are about to move on to further explanations or a related point.

Less frequently, a series of three full stops (an ellipsis) can be used to indicate where a section of a quotation has been omitted when it is not relevant to the text, for example: *“The boy was happy... at the start of his summer holiday.”* A single full stop may also be used to indicate the abbreviation of commonly used words as in the following examples:

Telephone Number = Tel. No; September = Sept. Pages = pp.

c. Exclamation Mark (!)

An exclamation mark indicates strong feeling within a sentence, such as fear, anger or love. It is also used to accentuate feeling within the written spoken word.

For example: *“Help! I love you!”* In this way, it can also be used to indicate a sharp instruction.

Exclamations mark are poor way of emphasizing what you think are important points in your written assignments; the importance of the point will emphasize itself without a sequence of!!! in the text. An exclamation mark should only be used when absolutely essential, or when taken from a direct quote. The exclamation mark should be used sparingly in formal and semi-formal writing.

d. Question mark (?)

The question mark simply indicates that a sentence is asking a question. It always comes at the end of a sentence: For example: *Are we at the end?* Note that the question mark also serves as a full stop.

e. Semi-colon (;)

The semi-colon is perhaps the most difficult sign of punctuation to use accurately. If in doubt, avoid using it and convert the added material into a new sentence.

As a general rule, the semi-colon is used in the following ways: **When joining two connected sentences.** For example: *We set out at dawn; the weather looked promising.* Or *Assertive behavior concerns being able to express feelings, wants and desires appropriately; passive behavior means complying with the wishes of others.* **The semi-colon can also be used to assemble detailed lists.** For example: *The conference was attended by delegates from Addis Ababa, Ethiopia; Paris, Texas; London, UK; Khartoum, Sudan; Nairobi, Kenya; and Egypt, Cairo.*

- f. Colon (:)** The colon within a sentence makes a very pointed pause between two phrases. There are two main uses of the colon:

It is most commonly used when listing. For example: *She placed the following items into the trolley: beer, fruit, vegetables, toilet rolls, cereals and cartons of milk.* **Or it can be used within a heading, or descriptive title.**

For example: *Human Resource Management: Guidelines for Telephone Advisers.*

- g. Quotation or Speech Marks (“...”)** Quotation or speech marks are used to:

We can put quotation marks around titles, e.g. do you watch that American comedy series called “Roseanne”?

When quoting someone else's speech. For example: My grandmother said, "*Share your chocolates with your friends.*" "*George, don't do that!*" said the teacher. "*Will you get your books out please?*" said Mrs. Jones, the teacher, "*and quite down!*"

h. Apostrophe (')

We use apostrophe in short forms when there is a missing letter, e.g. we're (=we are).we also use an apostrophe with s to form possessive of a noun, e.g. **Daniel's** car.

7. Spelling: Many people experience problems with English language spelling. The reason for this may be that there are so many inconsistencies in the English language. English spelling can be frustrating for the writer to master. It is, however, worth persisting with learning to spell correctly as poor spelling can be both embarrassing and costly. Would you buy from a company whose marketing materials were peppered with spelling mistakes? Correct spelling improves the overall presentation of your work and will help with your confidence in writing. Apart from asking somebody else how to spell a word, which is not always reliable, there are two main ways of finding the correct spelling of a word: using a dictionary or using the spell check facility on your computer.

(Sources: MISHQEN COLLEGE: Sophomore English, 2012; St. Merry University College, 2006; St. Frumentus Abba Selama Kesate Berhan: basic writing skills, 2010; and [http//www. Edu.com](http://www.Edu.com))

Appendix H: A Sample of a Teacher Guide (For the experimental Group)

Introduction

This material is designed to provide comprehensive support for experimental group, meeting the requirement for testing the effectiveness of explicit grammar instruction on students' paragraph writing. In this writing section, a variety of skills are developed. Students learn to write for different purposes and to use the appropriate register and style. Exercises aim to develop a range of writing including descriptive, argumentative, expository and narrative. The students taught to writing paragraphs using topic sentences, supporting and concluding sentences. In addition, sub-skills are developed throughout the course such as grammar, mechanics, vocabulary, organization, cohesion, spelling and content. In other words, a balance of the seven aspects/features of writing such as grammar, mechanics, vocabulary, organization cohesion, spelling and content is provided. This section is intended therefore to develop the students' skill of paragraph writing. It therefore focuses on the writing skill. This material is designed to provide a comprehensive English language writing aspects/ features for grade 11 students. Assessment activities and revision sections give the teacher the opportunity to recycle writing skill and to assess the students against their writing proficiency, and to assess an end-of-section test. This may be used for a variety assessment purposes including remediation, checking progress and recording performances.

Map of the Book

The following guide to lesson planning is for the teacher convenience. It is based on a 16 weeks school semester, with each of the 15 sections divided into four periods a week, and includes your revision sections and end-of-section tests. Teachers should adapt it to suit their own classes and local conditions.

Sections	Contents	Weeks
Section 1	Vocabulary-Building -Using dictionary Word-formation	Fist Week
Section 2	Parts of Speech: Identifying Parts of speech [noun, verb, adjective, adverb, conjunctions, articles and preposition]	Second Week
Section 3	Filling gaps: Rearrange the letters to form correct words Fill the gaps so as to make complete the sentences Complete the sentences correctly Fill in the blank spaces in the paragraph with suitable words	Third Week

Section 4	Parts of a Sentence: Write the subjects and predicates in each sentence. Arranged words in the correct order to form meaningful sentences. Write the correct verbs that don't agree with their subject.	Fourth Week
Section 5	Punctuation: Punctuate the paragraph with correct punctuation and capitalization	Fifth Week
Section 6	Sentences: Combining sentences into one sentence with a compound subject or a compound verb. Identifying fragment and run-on sentences Correcting sentence fragment and run-on sentences where necessary Eliminating rambling sentences. Writing concise sentences	Sixth Week
Section 7	Discourse markers: Put the discourse markers given into the correct groups according to their function. Complete the sentences with suitable discourse markers. Write and, but or so instead of the underlined words in the given sentences.	Seventh & eighth Week
Section 8	Writing Process: Choosing topics to write paragraphs Writing specific or limited subjects for each topics Writing specific or limited subjects Writing paragraphs about each limited subject	Ninth Week
Section 9	Capital letters: Use capital letter at the beginning the sentences and for the word I Use capital letter to begin the names of people, places, companies, etc. Use capital letter for days of the week, months of the year, holidays and festivals, historical times, nationalities and most abbreviations.	Tenth Week
Section 10	Mechanics: Avoiding or adding irrelevant details where relevant Editing your paragraphs by correcting errors in capitalization, punctuation	Eleventh Week
Section 11	Language Focus-Tenses Identifying the use of each types of tense Completing sentences with appropriate tenses	Twelfth Week
Section 12	Letter Writing Formal & Informal Letters	Thirteenth Weeks

Section 13	Writing Report: Writing a report about the information in the table.	Fourteenth Week
Section 14	Punctuation <i>Revision</i> : Punctuating paragraphs by adding capital letters, full stops and question marks where necessary	Fifteenth Week
Section 15 and Section 16	Paragraph Organization: Writing jumbled (disordered) sentences in the correct sequence to have a complete paragraph	sixteenth Week

Lesson Planning

Before teaching each section, teacher should follow these steps in order to present the writing lesson successfully.

Make a note of objectives listed at the start of each section in the teacher guide (see where these lie in with your syllabus). You:

Plan what exercise you will teach during the lesson you have available. For your convenience, each section is broken down into lesson plans for each week suited for your 2:20-hour lesson. You should allocate exercises for homework and class work.

Plan how you conduct ongoing assessment during the section.

Plan beforehand what you want to assess and how you will assess it.

Elicit students' prior knowledge of a particular aspect of grammar before they study the notes in the students' book.

Encourage students to work on all activities

Move around each students to monitor their work

Make the students complete exercises in individually, pairs & groups in the class or at home

Check their work afterwards by asking individuals to call out their answers

Make a note of what needs further revision, extension and re-teaching

Classroom Management

In order to individual/pair/group work to be successful, the teacher should bear the following in mind:-

Vary the partner and group that a student works with.

Try to avoid too much disruption in a lesson when students move into a pair or group activity.

Allocate particular roles in different members of a group.

Use a signal to indicate to the class that pair / group work is over and everyone should be silent and listen to the next instruction

Use pair or group work for checking and marking work

Ways of helping during the Writing Lesson

Teachers should help students improve their paragraph writing through appropriate support. Teachers should apply all features of learning strategies of writing during the lesson (writing activities) appropriately when they are required. They help/mediate in the way they should:

encourage students to develop strategies or their own learning styles and methodology that helped them learn further writing tasks of the more general value of learning writing convey to students precisely what they wanted them to do/what is required of them and be ready and willing to accomplish goals/the task by providing a clear set of instructions:

- provide clarification and explanation by focusing on what was not clear or discrepant encourage a positive self-image, self-esteem and self-competence,
- encourage students to write without embarrassment and feared,
- encourage learners to equip with strategies to learn in their own by breaking the problem down, gathering and assessing information,
- arouse the students' interest to be responsible in their own goal setting and to seek realistic ways of achieving them for themselves,
- encouraged students to grapple with appropriate challenges, which are not too difficult/simple,
- develop an awareness of change, arouse the interest of students to monitor and self- evaluate their changes or each other's work,
- encourage students in a belief that there was always a solution to a problem and positive outcome,
- aroused the interest and willingness of students to work collaboratively/cooperatively in writing activities,
- encourage students to have a growing awareness of the important of individualization; to develop and exercise their own learning,
- encourage students to have a sense of belongingness to a team, to be engaged in writing classes where everyone had a contribution to perform and no one is left out,

Appendix I: Sample Writing Texts for both Groups

The following two texts could really show the seven aspects of paragraph writing.

Text one: this text narrates the tale (story) about a thirsty crow. The text tell us where the crow find water, how he get and what he did to do to drink water and become satisfied from his thirst.

One day a crow felt very thirsty. **Although** he looked everywhere for some water, he couldn't find any. **Then** he saw a water pot, which made him very happy. He flew down to the pot, hoping to have a long cool drink, **although** he found there was only a little water inside the pot. **Despite** this, that he stretched out his neck as far as it would go, **but** he found he couldn't reach the water **however** hard he tried.

Then he tried pushing the pot with his head, **since** he knew that the water would run out if he could turn the pot over. He and pushed at the pot, **but** it was too heavy to move. **Finally** he realized that since he couldn't reach the water by pushing it over, he must try another method. He looked round and saw some pebbles lying nearby. He discovered that if he dropped the pebbles one by one into the pot, **then** the water rose slowly up inside it. **Finally** the thirsty crow could drink the water **since** he could now reach it. **So** he sipped the water until he had drunk enough quench (satisfy) his thirst.

Text two: a written text is the dialogue between Sarah and Hanna. The dialogue is presented as in the form of text.

Sarah: "Where are you going?" asked Sarah.

Hanna: "I'm going to the market to buy lots of food and drink. My cousin Kathy is coming to visit me from Gondar and she enjoys eating lots of healthy food. She leads a very healthy life style." replied Hanna.

Sarah: "What are you going to buy?" asked Sarah.

Hanna: "I'm going to buy lots of fresh fruit and vegetables and rice. She also likes Doro watt, so I'll buy a hen and eggs. For dessert, I'll buy a cake as treat for her as she doesn't eat sweet foods very often." said Hanna.

Sarah: "How long is your cousin staying," asked Sarah?

Hanna: "She will be staying for three days. I'm looking forward to seeing her. Why don't you join us for dinner tonight?" said Hanna.

Sarah: "I would love to." replied Sarah. "What time shall I come?"

Hanna: "Eight o'clock. See you later." "

Sarah: "See you later. I'll bring some fresh fruit juice for us to enjoy." said Sarah.

From the above texts the students can learn how the seven writing aspects/ features (content, organization, cohesion, vocabulary, grammar, mechanics and spelling) are used in writing. The students identify: the tense types, vocabulary choices, select appropriate cohesive devices, punctuations, and know the content of the given situation and how the ideas are organized when they learn these based on context or created situations.

Appendix J: Sample written paragraph

Some written paragraphs which were written by students are attached from pages 79-90. These samples written paragraphs are taken from both control and experimental groups. The attached papers are three pre-test & three post-test from controlled group and 3 pre-test & 3 post-test from experimental group as well respectively. Besides, all paragraphs entitled in 'my School' are pre-tests and the rest which are entitled in my town are post-tests.

Name. Amjed Derebe

No. 7

Section M

MJ School

Azet Preparatory school is the best school and ~~student~~ ~~and~~ teacher are hard working, in this school the best book is Prof but Gade book is not Prof, in this school many problems there are lab class. Plasma. Laboratory ~~and~~ water etc.

in ~~the~~ Azet school student is not homework and classwork and not hard working, in group lesson is not work, student is not preserve material,

seen
11

~~seen~~ 12

seen
13

My School

Name Kendineh Yeshe was

Grade 11th m

Number 31

my School name addit ~~ed~~ secondary School

~~Pre~~ Laboratory School my School is contain number of

Student are more than

but some student are ^{not} respect Rule & regulations.

This ~~is~~ school material plasma. Black Board

PHYSICS Laboratory. Biology Laboratory. CHE

MISTRY Laboratory. ICT LAB CLASS

multimedia Library.

~~is~~
seen
11

~~is~~
seen
11

~~is~~
seen
11

13 seen

MY School

My school is found in Wilmana Denda mereda in the town of Adet. the name of my school call Adet preparatory & secondary school. my school located in the two cat roads in the south part of the main Adet town. but in this time Adet town very larger through time to time.

my school is a beautiful to learning teaching process for all students and teachers. It consists of many people about 6,000 in my school. example: student, teacher, self gard, and others. in my school many clever students and many parent teachers, but ^{were. sometimes} ~~at this time~~ the lack of communication between student and teacher were happened before this week. by the way my school is comfortable to learning. unless laboratory others are comfortable.

see
11 Name Yuyesh Fenty
No 02
11M
see
13

English.

Name Penduren Yesheung

Grade 11th M

number 31.

my City is ^{more} warehouse
my City is ^{more} ~~more~~ ^{not full} and not full
water and not electricity ener
ge light.

my City is me. best of best.

my City is full Rode

my City is full for KEGY

my City is full School house

my City is my ~~my~~ full teacher and

full Computer and full Studen

+ Exercise book. and me full laybru

Ry.
seen
11

[Handwritten signature]

[Handwritten signature] seen
3

Name: Aniel Darebe

No 7

ms city

ms city is Adet, Adet city is derts. Adet city is many character example water, electric, etc. in ms city not Graf house. in ms city many Sanolla such as Gumiare, Garabe, Kelema, Avola, etc.

Adet city human is dependent as Godastori. ~~but it is pure city~~ in ms city is pure city and human is not hard working.

ms Adet city two religions such as Islam and Cristian

Adet city is many banks Amispa NBS bank. Abiairia bank etc.

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7
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Name Yaqesh Fenta

Grade 11th No. 02

MY TOWN CITY

The name of my city Adet it is found in Yilman densa warda Adet is the capital city of Yilman densa warda.

It is located between the rivers of Skine and Shiges in the form of mountain. so the net bit place Adet is in and in the part of Adamu Adet mountain.

Adet slight consist difference between Preparatory and shift school

Preparatory secondary

and it is consist of beautiful like that of preparatory & secondary school.

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Name Abriham Melkamu

Grade 11th N no. 1

MY School

Adet preparatory school is source of knowledge.

many / a lot of students participate in this school.

This school includes from grade 9-12. So many Un;
versity students, doctors, teachers, Engineers can be
obtained from this preparatory school, and also
^{consist of}
~~the~~ many buildings such as laboratory class, guid
ance and council class, computer classes, library
class and so on.

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Name Fasika Alemayehu

NO-48

Grade 11th / V

MY SCHOOL

MY School is benite foma Adat Grama
ry school the student is do stalaant Adat
Gramary school good because the class
Alan the house.

Adat Gramary School is ^{eg} good teachers
Good student has good clasmes Good Campto
Alabracor good text books my Scandent
School is Sartar. it is my failed.

Adat Gramary School is bad eg
I drink water.

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~~English~~ English

Name Meseret worku

Grade 11A

Number 24

MY School

MY School is very beautiful, attractive and good weather or condition because in school ground, center and all parts of the school compound are covered with trees. This school trees are used/many used in this school students because they are very shady.

MY School is very good, because they have clever students, they have many quite students as well as they have many noisy students, they have full teachers, clever teachers etc, but my school compound is many problems these are, toilet are full and dirty and school field is not grass. Generally ~~and~~ I think MY School is very beautiful compare/construct than other schools.

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r3

English

Name Abriham mekam

Grade 1st N no 1

My City

Adet city is the best city in woreda in the present day. most of people's life is depend on this city. Adet city is the popular city in which most of people arrive on it to live better.

Adet city is the foundation of many infrastructures. For instance, water, electric, road ^{SUPPLY} ~~supply~~ ~~water~~, computer consumption and so on.

Not only this but also all electronic devices found in the city. this electronic devices much better to do work easier.

In Adet city there are a lot of buildings exist. in this buildings all activities takes place for example used as hotel.

In general speaking Adet city is comfortable to humans life.

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Y₂

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Y₃

Name Fasika Alemayehu

No 48

Grade 11W

MY City

MY City Addis has not but quite or attractive because in winter season has very dust particles & muddy.

my city is one of the largest in war da in west Gossam and popular in the city

MY City is not suitable road because the people a car and a people emergency or damage.

MY City is a beautiful city in other words know Addis many situation in all said place

Generally, MY city is very emergency

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Name Meseret Worku

Grade 11N

Number 24

Introduction: MY CITY

MY CITY is not beautiful or attractive because in winter season in Ethiopian calendar Adet is very muddy deposit and also in summer season Adet is very dusty. Other way Adet is floody in all place.

MY CITY is not a suitable road because the people, bus, lorry, car and cart are walk on to gether. Adet is not separate road. And also that not attractive compare to that other cities.

MY CITY is a beautiful city in other way. I know Adet is many institutions in all side (place). But Adet has many shortage these are electricity, water, and services of people in some institutions.

Generally - MY CITY has many problems in the lot. The above paragraph describe of muddy, dust, floody and others are not cross road, shortage of electricity and water.

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