

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**ASSESSING THE EFFECTIVENESS OF THE TEACHING OF COMPOSITION
WRITING: THE CASE OF GRADE 10 STUDENTS AT HAMLE 19 AND DOSHA
SECONDARY SCHOOLS**

BY

TSEHAY EDEA

AUGUST, 2017

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**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL
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IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

BY

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Declaration

I, the under signed, declare that this thesis is my own work and all sources of materials included in this thesis have been acknowledged.

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Abstract

The purpose of this study was to assess the effectiveness of the teaching of composition writing at Hamle 19 and Dosha Secondary Schools in Oromia region, Arsi Zone, Asella town. The aim was to determine whether students who were taught through the process approach to writing produced better written texts in terms of organization, elaboration, and grammar and mechanics than students who were taught through the product approach to writing. To achieve the objective of the study, pre-test and post-test equivalent groups, and experimental research design was used. The subjects of the study were two English language teachers and thirty six grade ten students who were randomly distributed in to two groups: eighteen were assigned to the experimental group and taught through the process approach while the other eighteen were assigned to the control group and taught through the product approach. The data were collected through pre and post-test, questionnaire, and classroom observation. A t-test data analysis method was used for the data collected through pre and post-tests and supported by SPSS version 20. The data collected through questionnaire and classroom observation were also analysed quantitatively. The study result indicated that the process writing approach had a significant effect on students' writing success. The data obtained from the questionnaire and classroom observation also revealed that the English language teachers have not been committed to help their students in order to engage in the writing process. Therefore, it is recommended that teachers should shift their composition writing teaching method from product approach to process approach and should also play their role effectively in improving students' composition writing skill.

Chapter One

1. Introduction

In the introductory chapter of this study, background of the study, statement of the problem, hypotheses, the general and specific objectives of the study, and research questions are discussed. In addition, significance of the study, scope of the study, limitation of the study, and definition of terms are presented.

1.1 Background of the Study

English is a language of wider communication these days and it is a dominant language throughout the world. It is used for many purposes around the world and there are many reasons for which it is important to be learned such as for academic purpose, business, science, politics, and others. The relevance of English as an international language continues to increase as more and more people are being required to express themselves in English, especially within the scientific community. Besides, access to scientific and technical literature is becoming increasingly difficult for those who do not know the language.

In Ethiopia, the language is widely exercised in the education sector and it is also used as a medium of instruction at secondary and tertiary level but the effectiveness of the teaching and learning of the language is a significant challenge. The existence of the problem forces the government, language educators, language teachers, and all concerned bodies to evaluate and take actions in order to improve and to enhance the quality of the teaching and learning of the language.

Cheryl Francisconi, the director of IIE/ Ethiopia, on a conference entitled by 'Enhancing the Quality of English Language Education in Ethiopia (2012), for example, mentioned that teaching English to non-English speaking students is a significant challenge in Ethiopia. One of the reasons according to him is many teachers of English are not native speakers. In the report, it was also mentioned that many efforts were underway to address these challenges including investments in improving English teaching skills at teacher training colleges, and the expansion of English language departments at selected universities. In addition, Francisconi reported that in

an English Language Improvement Program (ELIP), more than 150,000 teachers have already addressed and English Language Improvement Centres were set up at most teacher training colleges and universities. However, the report indicated that there was still a significant gap remaining.

The teaching and learning of English language has a long history in education sector of the country but, it has not been shown appreciable progress as compared with its age. So it needs further improvements because most students in secondary schools and even in colleges and universities are not efficient on the different areas of English language skills. Among these, the productive skill, writing is very tough and needs careful instruction.

Many scholars such as Dehaven (1988), Marsen (2003), Brown (2004) and others assure that writing is a complex and the most difficult skill which has not been given due consideration. Nunan (1999), for example argues that producing a coherent and fluent piece of writing is probably the most difficult thing of the language for the native speakers, but there are enormous challenges for the learners of the language as a foreign language. Richards and Renandya (2002) also point out about its difficulty for ESL learners due to generating and organizing ideas and translating these ideas into readable texts.

Several local researches also show that writing is a challenging activity for students of the language. For example, Berhanu (2015), Mesfin (2013), Tariku (2013), and Temesgen (2013) in their studies contended that writing is the most difficult skill of the language skills and needs considerable attention.

These days, of course, the curriculum and syllabus of English treat writing as one area of focus along with the other skills. For instance, the current grade ten English language text book contains twelve units and in each unit there are at least two writing activities that range from sentence writing to composition. However, the problem of the teaching and learning of the writing skill, particularly composition writing is questionable. Concerning this, Tekle and Ebabu (2012:30), point out “Although writing lessons are included in all high school English textbooks, implying that writing should be taught as an independent skill, students who completed preparatory schools and join universities seem to be below the required level.” Elizabeth and Rao (2004:313), support this idea and say “No doubt, writing ability is given sufficient importance in

the schools these days. The fact is that the students hardly express themselves.” These show that though the writing skill has given due attention in the current English language curriculum and syllabus, improvements on students' writing performance have not made yet.

Students at Hamle 19 and Dosha secondary schools also face different problems concerning the writing skill. The problem could be associated with the teaching method, the teaching materials, teachers' perception to the writing skill, or other problems but as a former staff member of these schools, the researcher informally observed that English teachers frequently employ the product approach in their writing classes. According to Hedge (2005) this kind of teaching writing does not allow students to develop their writing skills. Despite the problem, no research has been made in these schools concerning the teaching of composition writing. It is from this background that the researcher is interested to assess the effectiveness of the teaching method employed by the teachers in the English as a foreign language (EFL) writing classes.

1.2 Statement of the Problem

It is a common complaint to hear that secondary and tertiary students are incapable of expressing themselves in a clear, correct, and comprehensible manner in writing. One of the different reasons for the challenge might be the complex nature of the writing skill itself. Brown (2004:1) for example, expresses the unique characteristics and the complex nature of learning writing in any language even in one's native language in this way “Every educated child... learns the rudiments of writing in his or her native language, but very few learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose.” Langan (2002:11) on the other hand says “competent writing comes from plain hard work; from determination, sweat, and head-on battle.” So, these indicate that the teaching and learning of the writing skill demands a lot of attention and both the teachers and students are equally responsible in developing the skill.

In Ethiopian context too, majority of secondary school, college, and university students face similar problems. Dawit and Demis (2008) for example, contend that the current language teaching and learning is focusing on the four language skills; however, according to them, the standard of English among students is on the decline though they were learning for several years. They also argue that students who are attending in colleges and universities are still weak in

English, especially in their writing skills. Tekle and Ebabu (2012) also emphasize that many university students cannot construct correct and meaningful sentences, acceptable paragraphs, and essays. They believe that students' poor performance in universities could be the result of poor experience in secondary schools.

With the current practice of the teaching and learning of the writing skill at the targeted schools Hamle 19 and Dosha Secondary Schools, the problem of composition writing is prominent. Most of the time English language teachers blame their students for the poor performance in the writing classes. They believe their students show little or no interest to composition writing. The cause of the problem could be the teachers, students, the teaching materials, or other factors but from the researcher's teaching experience in these schools, the truth is that students' composition writing performance is undoubtedly poor. Students encounter a number of difficulties in their composition writing such as lack of organizing ideas, using correct grammar, punctuation, capitalization, and spelling.

There are a number of local researches conducted on the teaching and learning of the writing skills at various educational levels in the country. To mention some, Eskedar (2014) studied on the practice of teaching writing at secondary level focusing on grade 9 students in Addis Ababa. In her conclusion, she reported that most English language teachers were not teaching the writing skill successfully. Mesfin (2013) also conducted an exploratory study on the implementation of the process approach to teaching/learning of the writing skills with reference to the course 'Basic Writing' Skills at Hawasa University and he came up with the conclusion that the process approach was not fully implemented in the writing sessions.

Moreover, Mohammedamin (2015) conducted his research on assessing students' paragraph writing problems focusing on grade 10 students at Bedeno Secondary School. In his conclusion he indicated a lot of problems that the students face in writing paragraph and the factors are related to both teachers and students. Thus, the present study differs from the above mentioned studies in its research methodology, context, and variables it considered and it attempts to fill the gap that has not been filled yet by assessing the effectiveness of the teaching of composition writing at two secondary schools focusing on grade 10 level. Hence, the study strives to respond to the following hypotheses and research questions.

Alternative hypothesis (HA)

- Grade ten students who are taught through process approach will show better achievement in composition writing than those who are taught through product approach.

Null Hypothesis (HO)

- There is no significant difference between grade ten students who are taught through process approach and those who are taught through product approach in composition writing achievement.

Research Questions

- What method and techniques do the English teachers use to teach composition writing?
- Are the method and techniques effective?
- To what extent do the English teachers expose their students to the writing process?

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of this study is to assess the effectiveness of the teaching of composition writing skill at Hamle 19 and Dosha Secondary Schools in Asella town, Arsi Zone, Oromia Region.

1.3.2 Specific Objectives

The specific objectives of the study are:

1. To assess the method and techniques employed by the English teachers in composition writing classes.
2. To examine the effectiveness of the teaching method and techniques of composition writing that the teachers use.

3. To assess to what extent the English teachers expose their students to the writing process.

1.4 Significance of the Study

This study aims at assessing the effectiveness of the teaching of composition writing. The researcher hopes that the result of this study will have some contributions in enhancing the quality of students' composition writing. Therefore, students, English language teachers, curriculum planners, and any researcher will be beneficiaries. Students benefit because the result of this study suggests ways of developing composition writing. It helps English language teachers to engage their students in the different stages of the writing process that promote composition writing. The study result also helps curriculum planners to recognize the prevalent difficulties in order to shape the teaching materials. Furthermore, it gives considerable help to any researcher who wants to conduct further research in the same area of study.

1.5 Scope of the Study

There are ten governmental and private schools in Asella town, which is found in Oromia Region of Ethiopia. However, to make the study manageable and achieve its objective, this research was restricted to Hamle 19 and Dosha Secondary Schools. Besides, from the various skills of English language, this study only tries to assess the effectiveness of the teaching of writing, particularly composition writing among the various aspects of writing skills and only grade 10 level among other grade levels. The subjects of the research were 2 grade ten English language teachers who were observed twice each and 36 students who responded the questionnaire and involved in the pre and post writing tests and attended the writing practice lessons. Moreover, a pilot study was employed at Asella Andinet Secondary School and the research was carried out under the experimental research method.

1.6 Limitation of the Study

Due to time constraint and being an experimental study, this research could not involve large number of participants from different secondary schools. It was only limited to Hamle 19 and Dosa Secondary Schools. So, the conclusions drawn from this narrow context might not include all secondary schools.

1.7 Definition of Terms, Acronyms, and Abbreviations

Composition: both the process of writing and the way in which a text is put together (McQuade & McQuade, 2003).

L1: one's first language

IIE: institute of international education

ELIP: English language improvement program

EFL: English as a foreign language

ESL: English as a second language

Chapter Two

Review of Related Literature

2. Introduction

In this chapter, the researcher attempted to review relevant literature regarding composition writing skill. The major areas that were to be addressed in this unit were: the meaning and nature of the writing skill, purposes of teaching writing composition, why composition writing is complex, approaches to writing (the process and product approaches to writing), and the role of teachers in the process writing classes, providing feedback on students' written work, and writing basics.

2.1 What is Writing?

The term writing can be defined from its unique characteristics and different natures of it. Literally, writing is a medium of human communication that represents language and emotion through the inscription or recording of signs or symbols. Baker and Baker say "writing is the act of organizing your thoughts in to recorded words." (2001:4). Carroll (1990) also contends writing as the most important invention in human history that it provides a relatively permanent record of information, opinions, beliefs, explanations, theories, etc. He also argues that it allows us to share our communication not only with our contemporaries but also with future generations and also permits people from the near and far distant past to speak to us.

According to Gorman et al (1988), writing can be analysed from two perspectives; social and cognitive. Writing as a social perspective is an act of communication between the writer and the reader about some topic. This act of writing has a purpose as all or most human activity. Writing is also a cognitive process in which the writer presents and reflects on either externally or internally experienced reality. McQuade and McQuade (2003), also define writing as "...a form of intellectual exhaling- expressing an idea in clear, convincing and memorable terms." (P. 6).

Axelrod and Cooper (2004), on the other hand define writing as a powerful tool for thinking. According to them when writers actually write, they can recall details, remember facts, develop

ideas, examine assumption, and critically question what they know. Wilkinson et al (2003), agree with this idea that writing enhances the ability to think. Furthermore, they believe it is not restricted to language classes and say “Writing crosses the boundaries of subject matter. It is not something that happens only in language arts or English classes. Writing is part of science and social studies and every other school subjects and of real world.” (P. 6).

As many writing specialists agree, writing is a skill that can be learned. Langan for example, says “A sure way to wreck your chances of learning how to write competently is to believe that writing is a natural gift rather than a learned skill.” (2005:12). Turk and Kirkman (1989:1), also support Langan’s idea and say “writing is a skill, like other skills, it can be learned, and like most skills it is not inborn.”(p.1). In addition, Marsen (2003), points out “writing is a skill that is acquired through conscious and persistent effort: it is not an instinctive skill that we are born with.” Furthermore, Anker (2004:5) develops the above ideas and says “...is not a mysterious, divinely inspired gift but a skill that can be learned by any person who is willing to pay attention and practice.”

According to Zamel (2000), writing is a process through which students can explore and discover their thoughts constructing meaning and assessing it at the same time. Other scholars, such as Spore (2008), Glenn et al (2003), and Langan (2011), still define writing as a complex process that is more than developing automatic encoding responses. As they mention when people think of writing, they think of finished pieces of writing. Understanding what writers do, however, involves thinking not just about the texts look like when they are finished but also about what strategies writers might employ to produce those texts because a complete piece of writing does not happen all at once and needs to go through several steps; each bringing them closer to a finished work.

2.2 Purposes of Teaching Writing Composition

Writing is one of the most important skills in learning foreign language. There can be a variety of reasons for teaching the writing skill. Axelrod and Cooper (2004), for example, state that writing as a crucial requirement for academic success of students. Similarly, Atkins et al (1996), point out two points why writing is very important to be taught. Primarily, it is important to promote fluency as well as accuracy. As they mention writing reinforces the language items such as

grammar, punctuation, idioms, and vocabulary. Secondary, it encourages students to express their ideas and promotes communicative language use.

Kinneavy and Warriner (1993), and Ballenger (2008), state that the main purpose of teaching writing is to develop students' skill of expressing themselves in writing. They also point out writing enables the students to share information with others, to persuade or convince others to do something or believe something, and to create literature or to say something in a unique way. In relation to this Elizabeth and Rao (2004), say "Through writing, a person is able to convey his thoughts or ideas to others who are not present in front of the writer." (P. 295). In addition, they mention that unless it is knowingly destroyed, writing makes a record or written document permanent.

Dietsch (2009), on the other hand points out the following benefits that students gain from writing. First, 'writing sharpens thinking,' here she is saying that as students improve their writing skill, their ability to question, analyse, evaluate, and make decisions will be improved. Second, 'writing opens opportunities to learn,' according to her, as they write, they often discover thoughts and ideas that lie beneath the surface of their mind. Third, 'writing nurtures personal development,' by this she signifies, as their ability to express their thoughts improve, their confidence will rise. Besides, as they gain insight, their evaluation skill will improve and they will become more skilful in setting priorities and objectives. Fourth, 'writing helps to establish relationships,' the ability to write well and cultivate a friendly written voice will help the students to establish and maintain relationships with friends, family, and co-workers. Finally, she states 'writing fosters success in college and work place,' as she believes, skills in writing can help students succeed in college and also improve the quality of one's life. (P. 6-7).

2.3 Why is Composition Writing Complex?

Most scholars agree that composition writing is uniquely challenging. The reason is that it requires the mastery and concurrent use of a complex array of language skills, from vocabulary and spelling to the ability to organize and convey ideas. Regarding this, Beard (2000) states that writing often involves a more deliberate use of vocabulary, grammar and various kinds of punctuation in order to meet the social contexts in which writing is being used.

Wilkinson et al (2003) also put its complexity in the following way.

Writing- the word often strikes fear in the hearts of young and old alike because many of us have had tough experiences with writing at a time or another. Writing- whether learning it or teaching, it is hard work. Good writing requires continual improvement and work; searching for ideas; proof reading and revising; vocabulary development; logical thought processes; knowledge of punctuation, capitalization, syntax, and sentence structures; and on and on and on. And all these require time, lots of time, why wouldn't we be afraid. (P. 5-6).

Composition writing is also a creative activity which needs determination and continuous practice. Regarding this, Dietsch (2003), notes that learning to write well is not both a quick and an effortless activity. According to her, writing as a process requires different steps or stages that a learner should pass through. In order to do so, it needs a considerable time and energy. Similarly, Langan (2002:11) says "... competent writing comes from plain hard work from determination, sweat and head-on battle." These scholars indicate that the teaching and learning of the writing skill requires a lot of attention.

In addition, Shewakena and Hana (2004:23), discuss several points that make writing so complex. According to them, writing requires:

- A high degree of organization in the development of ideas and information
- A high degree of accuracy so that there is no ambiguity of meaning.
- The use of complex grammatical devices for focus and emphasis; and
- A careful choice vocabulary, grammatical patterns and sentences structures to create a style which is appropriate to the subject matter and the eventual readers.

Marsen (2003), on the other hand indicates two points why writing is a complex activity. Primarily, 'it is separated from any of physical interaction, secondly, 'writing thought active.' Because of these, Marsen assures that a successful written text doesn't emerge spontaneously, but requires considerable preparation and revision.

2.4 Approaches to Teaching Writing

Writing is one of the most important skills in learning a foreign language. The significance of being able to write in a second or foreign language has become clearer nowadays. However, learning how to write has often been a complex and challenging task for students. Overtimes, different approaches have been introduced in language classrooms how to teach the writing skill. Two of the most commonly used approaches to teaching writing are the product and the process approaches. These approaches originally appeared in education as different strategies for approaching writing in the class.

2.4.1 The Product Approach

The product approach to writing is in line with the audio-lingual ideology, that is, with a structural linguistic view that language is a system of structurally related elements for the encoding of meaning, and a behaviourist view that language learning is basically a process of mechanical habit formation (Richards and Rogers, 2001:57). As many scholars such as (Nunan 1991; Hinkel, 2002; Brown, 2001; Badger and White, 2000) agree that this approach observes writing development as mainly the result of imitation of input in the form of texts provided by the teacher. It considers writing as being primarily concerned with linguistic knowledge stressing the appropriate use of vocabulary, syntax and cohesive devices. The input from the teacher and model texts that provide important source of imitation becomes the major driving force of language learning. Writing tasks mostly encourage learners to imitate texts and transform models provided by teachers or textbooks.

This approach largely concerned with the forms of written products that the students compose. The writing exercises applied in this approach typically deal with sentence level writing and paragraph level organization. Students are often given a framework which illustrates a pattern of rhetorical organization then, they are asked to fit their ideas in to this framework and to practice the patterns of discrete linguistic elements and forms by drilling.

According to Hyland (2003), four stages characterize the product approach; familiarized writing, controlled writing, guided writing, and free writing. Familiarization is preparing students for actual writing by demonstrating one or other of the skills that are to be practiced. (Pincas,1982).

One example of familiarization technique is the provision of contrasting examples and having students write about the difference between them. Another technique of familiarization is to give students confusing instructions and ask them to put them in to the correct order and carry them out. According to Hyland (2003), familiarization can be accomplished by teaching students' specific grammar and vocabulary through the use of a specific context.

Controlled writing techniques are highly controlled by the teacher. The two main activities in this writing method are combining and substituting. Combining entails matching and rearranging sentences. Whereas substitution contains, substituting words and phrases in sentences and the like.

Guided writing is an intermediate between controlled and free writing activities and stands as a bridge between them. The activities in this stage include: completion exercises, (filling blanks, matching words with pictures), making notes from listening texts, paraphrasing, expanding notes in to texts, etc. In free writing exercises, students have freedom to write down their own ideas using their experience. Free writing activities include: expansion, dialogue completion, pictures description, transposition and the like.

2.4.2 The Process Approach

The process approach emerged as a reaction to the product approach. It is originated in L1 writing instruction in English speaking countries. The process movement originally came in to view aiming at improving teaching composition to native English speaking students. The model advocates an approach to composition teaching that emphasizes students' writing process rather than the product. This approach gained popularity in the 1980s in the ESL/EFL professions. The process approach emphasizes that good writing is achieved not in a single pass but through a series of activities involving multiple writing session and student reflection. The process as well as the product, is important. Unlike the product approach, the focus in the process approach shifts from the text to the writer. Concerning this, Tribble (1996), argues "The process approach is an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitations of models" (p.160).

The process approach concerns a process of how ideas are developed and formulated in writing. Writing considered a process through which meaning is created. Tribble (1996) restates that the process approach lays particular stress on a cycle of writing activities which move learners from the generation of ideas and the collection of data through the publication of a finished text. Therefore, this indicates that the process approach helps students write better by aiding them in the actual process of writing. In this approach, teaching occurs during the writing process not only before and after, like the traditional approach.

The role of the teacher and the student differs from other approaches. Teachers facilitate the exercise of writing skills. The provision of input from the instructor or model texts is given less importance. In relation to this, Badger and White (2000), say that in the process approach the teacher only facilitates the student's act of writing instead of presenting information or motivating. Applebee (1986), also points out the process writing has been considered a method of thinking that facilitates students' analysis and organization of ideas. Moreover, Smith (2000) & Wyse & Jones (2001), as cited in Alodwan & Ibnian (2014), mention the different characteristics of the process approach. According to them, it emphasizes writing conference in which the teacher sits with the students as they are writing and offers advice on how to progress; writing normally takes place through a series of multiple drafts; Writing should be a cooperative activity; teachers respond to students' drafts with fewer judgement and more questions and suggestions; and it emphasizes revision as critical to the writing process as teachers give their students opportunities to review, clarify, and reorganize what they have written.

2.4.2.1 The Writing Process

The process approach to writing gives more emphasis on writing skills (planning, drafting, revising, and editing) than on linguistic knowledge (spelling, grammar, punctuation, and vocabulary). Students therefore have to be taught writing through its process stages in order to write freely and arrive at a product (Badger & White, 2000). One of the beneficial aspects of the process approach to writing in the EFL setting, according to Hyland (2003) is that teachers consider a writer/learner to be independent producer of a text.

Writing is a process which involves different stages from the idea to the finished manuscript. Regarding this, Spor states "Writing is a process that takes a writer from brainstorming as a first

step to a finished work that can be published.”(2008:52). Anker (2004:9) also says “A complete piece of writing does not happen all at once. Writers go through several steps, each bringing them closer to a finished piece of writing.” furthermore, Kinneavy and Warriner support the above ideas by saying:

Powerful communication comes from presenting ideas effectively. Good writers use a general method for developing their ideas and communicating them clearly. The method is called the writing process. Different writers use the process differently there is no right way or wrong way to go through it. But there are several steps or stages writers usually work through” (1993).

Dietsch (2009:8) also says “Although there is no one way to write, there are ways to make writing easier and more effective. An excellent way to gain confidence is to dispel any myths you may have heard about writing process.” According to these scholars, although not a set procedure, the writing process has been observed as having several distinct stages that writers often shuttle back and forth between these stages.

2.4.2.1.1 Pre-Writing

According to Dietsch (2003) the first stage of the writing process is a time of discovering ideas and this stage is called pre-writing. It includes generating ideas and details, deciding what subject to write about, for what purpose and audience, thinking, planning and building a plan for presenting ideas (Kinneavy and Warriner, 1993). McLean (2012:385) on the other hand states, “Pre-writing is the stage of the writing process during which the writer transfers his/her abstract thoughts in to more concrete ideas in ink on paper.” he also says that it is very purpose driven and does not follow a set of hard-and-fast rules. The purpose of pre-writing is to find and explore ideas so that the writer will be prepared to write.

2.4.2.1.1.1 Pre-writing Techniques

Free writing: is an exercise in which you write freely about any topic for about five minutes. Regarding this Langan (2002:18) points out, “Free writing will limber up your writing muscles and make you familiar with the act of writing. It is a way to break through mental blocks about writing. ”Anker on the other hand says that it is like having a conversation with yourself on paper. In free writing, the writer does not worry about spelling or punctuating correctly, about

erasing mistakes, about organizing or about finding exact words; it is just to write without stopping.

Asking question: In questioning, the writer generates ideas and details by asking as many questions as possible about a subject. According to McLean (2012), such questions include why?, when?, what?, who?, where?, and how?. As you choose your topic, answering these questions can help the writer revisit the ideas he/she already have and generate new ways to think about his/her topic. The writer may also discover aspects of the topic that are unfamiliar to him/her and that he/she would like to learn more about.

Brainstorming/listing: In making a list or brainstorming, the writer creates a list of ideas and details that relate to his/her subject. The writer piles these items up one after another, without trying to sort out major details from minor ones, or trying to put the details in any special order, even trying to spell words correctly (Langan,2002). According to him, the goal of brainstorming is to accumulate raw materials by making up a list of ideas about the subject that comes to the writer's mind. Regarding this, Dietsch (2003:27) states, "In brainstorming all ideas are respected and recorded, no matter how wild."

Clustering/mapping: Clustering is another strategy that can be used to generate ideas for a paper. In clustering, the writer uses lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to him/her. Clustering is like listing except that the writer arranges his/her ideas visually. This method is helpful for people who like to think in a visual way. According to Dietsch, using this technique helps to produce an overview of a subject, to suggest specific topics, and to yield related details (2003). To create an idea map, the writer starts with his/her general topic in a circle in the center of a blank sheet of paper. Then, as ideas and details occur to him/her, he/she puts them in boxes or circles around the subject using connecting lines to show how they relate.

2.4.2.1.1.2 Drafting

Once the students have planned out their ideas, the next step is to start drafting. Drafting is the stage of the writing process in which the writer develops a complete version of a piece of writing. It is putting ideas that are generated in the prewriting stage. Dietsch (2003) says,

“Drafting, the second stage of the writing process, is the time to rummage through ideas accumulated during prewriting and unfold them in to sentences and paragraphs.” Moreover, Hedge (2000) contends that this stage is one of the difficult stages of the process approach for the reason it requires a great deal of attention, application, and focus.

2.4.2.1.1.3 Revising

At this stage, the writer examines the writing to determine if it makes sense and tells the reader what the writer wants to say. It is the stage that the writer rewrites a paper, building up on what has already been done in order to make it stronger. Revising gives a writer an opportunity to rethink his/her writing, to help him/her accomplish his/her intention more clearly and fully. It also includes determining whether the writing is logically consistent, whether its main idea is supported adequately, whether it is organized clearly, and whether it satisfies the audience’s needs or demands in engaging and accessible terms. Revising enables writers to make sure that their writings are as clear, concise, precise, and effective as possible (McQuade and McQuade, 2003). According to them, revising also allows writers to distance themselves from their work and to see more clearly its strengths and weaknesses. This helps them make constructive, effective decisions about the best ways to produce a final draft.

2.4.2.1.1.4 Proofreading and Editing

After revising, the writer should correct errors. McWrlorter (2007) says that proofreading is the final reading of a paper in order to check for errors. In this final polishing of the writer’s work, the focus is on correctness. When the writer is ready to proofread/edit his/her writing, he/she checks for errors in sentences (run-ons or fragments), grammar, spelling, punctuations, and capitalizations. In this stage the writer goes through his/her piece of writing line by line in order to be sure that each word, sentence, and phrase is as strong as possible.

2.5 What is Feedback?

Feedback refers to supplying students with clues about spoken or written errors in ways which are designed to promote correction by students. It is also used to refer to giving supportive reactions to students’ ideas, way of organizing what they say or write, in such a way as promote

improvement by students. (Atkins et al.1996). Providing constructive feedback to students' work is an important part of writing development and has a great impact on students' ability to produce quality writing.

Learning is supported by a variety of processes, one of which is providing feedback (Askew & Lodge, 2000). According to them feedback need not be limited to the overt correction of errors and the provision of comments and/or grades by the teacher. It should be a learning experience, which provides the link between consecutive writing lessons. The purpose of providing feedback in an educational context is broadly seen as to consolidate and encourage learning. Regarding this Askew & Lodge also state that "Feedback is a crucial feature of teaching and learning processes and one element in a repertoire of connected strategies to support learning."(2000:1)

Furthermore, there is no single way for providing feedback. It can be provided by the teacher, the teacher in collaboration with a learner or group of learners, other learners (peer correction), and the learner him/herself (self-correction). Two of the commonly used, teacher's written feedback and peer feedback are discussed below.

2.5.1Teacher's written Feedback

Although oral response is given much emphasis, teacher written response continues to play an important role in most second and foreign writing classes.(Hyland & Hyland,2006).Many researchers, such as (Beard, 2000; Harmer, 2001; Mamo, 2001) assure that teachers' response to students' composition writing is a significant pedagogical means that provides critical information to students about their writing performance. Harmer (2001), for example, states that feedback is used to help and teach students by offering comments on how they have used the language in the past in order to improve their use in the future.

Teachers may have different purposes when providing feedback on students' work. The purpose of providing feedback can be expressed as praise (positive comments), criticism (negative comments), or suggestions (constructive comments); however, it is suggested that written feedback can be used effectively to facilitate the development of writing only if it responds to the writer's needs (Hyland & Hyland, 2006). In relation to this, they also suggest that teachers should use appropriate language and style when giving feedback in order to build good

relationship among the two groups (teacher and student).

In the process approach to writing, teachers' response/feedback to students' writing is a basic element. Teachers look at their writing process instead of simply grading the final product. This approach emphasizes the importance of the teacher working with the students to overcome difficulties encountered during the writing process. Many activities in the process writing approach involve students and teachers working together because the focus is to help students generate and organize ideas, express themselves, write multiple drafts, receiving feedback from both the teachers and other students, revising, and rewriting the final draft. So, in the process writing, a timely feedback that comes immediately after one step before moving to the other is very important.

2.5.2 Peer Feedback

Peer feedback is one of the techniques that writing classes make use of and most researchers recommended it for learning because they examined its effects on learners and their writing. In peer feedback situations, learners engage in the collaborative activity of reading, critiquing, and providing feedback on each other's writing, both to secure immediate textual improvement and to develop, over time, stronger writing competence via mutual scaffolding.(Hu, 2005:321 in Alnasser, 2013).

Because of its positive impact on the learning process and being a means of creating suitable learning situation, peer feedback has been a commonly used activity within ESL/EFL contexts. (Mendocan & Johnson, 1994 in Hyland & Hyland 2006), emphasise its positive effect, particularly as a way of giving more control and autonomy to students since it involves them actively in the feedback process as opposed to a passive reliance on teachers' feedback to fix up their writing.

Moreover, peer feedback has several advantages. (Gielen et al, 2010b in Alnasser, 2013), mention some of the positive sides of using peer feedback in the writing classrooms. One of these is learners may attempt to put more time and effort into improving their assignments as a result of social pressure. The second advantage is that learners may perceive peer feedback as a more useful and understandable than that of the teacher's feedback. This is because learners

usually tend to be on the same wavelength, while teacher's feedback can be more sophisticated. Third, peer feedback can lead learners to understand what feedback really is and how it works. And as a consequence of practising the assessment process, the learning goals are clarified and internalised. Fourth, when assignments are submitted to the teacher, teachers usually take a long time to provide learners with feedback. It can be said here that immediate imperfect feedback can be more useful than adequate late feedback. Finally, peer feedback can provide more frequent feedback when the teacher is not able or willing to provide it, and can therefore fill the gap for learners who need to receive more frequent feedback on their performance.

2.6 Teacher's role in the process writing classroom

One of the most valuable issues central to the process approach is the role of the teacher in improving student's writing skills. In this approach, the teacher's main role shifts from being the source of authority to that of facilitating tasks and helping students produce well-structured compositions by teaching them the stages of the process approach. Harmer (2004) mentions about five roles of a teacher; teacher as a demonstrator, motivator, supporter, responder, and evaluator.

Teacher's work is inevitably associated with the teaching and learning process at school. Based on this, the teacher's role is crucial to students' success. Developing writers require support and this support can best come through carefully designed writing instruction oriented toward acquiring new strategies and skills. Turbill and Bean (2006:35-40) state four basics of writing and the role of teachers in the writing classrooms as follow.

Basic 1: Effective writers need to understand that like talking, listening, and reading, writing is also a language act and therefore draws on similar semantic and syntactic knowledge. According to them, in classroom this means, teachers give students time for talking and listening before, during, and after writing. Students need time to talk about their topics before they start to write. Talking and listening are used before writing with the purpose of helping the students focus and get an initial sense of audience for their writing, during writing, to clarify and check for meaning and will often lead to revising and rewriting, after writing, to give the writer a sense of satisfaction, which will lead to a desire to write again.

In addition, teachers should take every opportunity to make links between reading and writing. They support a developing awareness of the social nature of writing, in particular the notion that writing is a form of communication. Teacher demonstrations and teacher talk can help young writers notice and appreciate the role of writing as a form of communication to oneself as well as to others. Teachers provide opportunities for students to share the sources of their inspiration for their writing and provide students with opportunities to develop content knowledge for their writing. Semantic knowledge or content knowledge is part of the writing act. Not only do writers need control of the process of writing, but they also need to have content knowledge to engage in the writing act.

Basic 2: Effective writers need to be confident. They need to understand that writing is life empowering and therefore worthy of learning. This means in classroom, teachers give students the opportunity to write every day in a supportive, risk-free environment and value students' writing explicitly through sharing and meaningful feedback because all writers, young and old, experienced and inexperienced, need feedback. While this feedback needs to be supportive, it also needs to be constructive and honest. They also provide many opportunities for students to reflect on their writing and to share their writing with peers. Providing students with time to reflect on their own writing and to share their writing attempts with each other begins to build trust and respect for each other as writers.

Basic 3: Effective writers need to understand the roles that audience and purpose play in shaping the different types or genres of writing. This means, teachers always give students opportunities to talk about the purpose and audience for their writing before they begin writing. They also make appropriate models of various genres readily available in the classroom and engage their students in a range of writing tasks that demand a response such as letter writing.

Basic 4: Effective writers need to have an understanding of the process of writing, including an understanding of why it is important to learn to spell, punctuate, and understand appropriate use of grammatical features. This means, teachers regularly model all aspects of the writing process in an explicit and systematic manner. Engagement in all the processes requires a range of skills, so teacher modelling and instruction are important to ensure the development of these skills. In addition, they regularly remind their students the process of writing and explicitly teach and

model editing and proofreading strategies.

2.7 Writing Basics

Purpose and audience, according to Anker (2007), McQuade and McQuade (2003), Dietsch (2003) and Ramage, et al (2006) are key elements to effective writing. These authors say that writers need to consider both audience and purpose in their writing because the two elements affect the students' writings so significantly and decisions about one will ultimately affect the other so it is crucial to know not only who to write to, but for what purpose to write also helps to bridge the gap between audience and content linking them inextricably to the writer. Writers usually start by searching for and then deciding on a subject to write about, developing their ideas about the subject clarifying their purpose in writing, organizing their thoughts, and considering the audience they want to address.

2.7.1 Purpose

Purpose refers to a writer's motive or reason for writing, which can be stated or implied. The first question for any writer should be "Why am I writing?" "What is my goal or my purpose for writing?" For many writing context, a person's immediate purpose may be to complete an assignment or receive a good grade. But the long range purpose of writing is to communicate to a particular audience. In order to communicate successfully to an audience, understanding the purpose for writing will make the person a better writer McQuade and McQuade (2003).

Purpose is the reason or reasons why a person composes a particular piece of writing. Focusing on purpose as one writes helps him/her to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal and informal the writing style should be, and how much should be written. So, determining the writing purpose means making decision about what to say and how to say it.

Ramage, et al, on the other hand suggest examining the purpose of writing from three different perspectives. According to them, one of the powerful ways to think about purpose is through the general concept of "rhetorical aim." These are to express, to inform, to analyse and synthesize, to persuade, and to give aesthetic pleasure. Thinking of each piece of writing in terms of one or

more of these rhetorical aims can help the writer understand typical ways that his/her composition can be structured and developed and can help he/she clarify his/her relationship with his/her audience. Another important way to think about purpose as they mention is to think about each piece of writing as a response to a particular motivating occasion. The third way to think about the purpose of writing is to focus on the change that the writer wants to bring about in his/her audience's view of the subject. (2006:48-51). According to them, all these perspectives will help the writer make his/her awareness of purpose work for him/her and increase his/her savvy as a writer.

2.7.2 Audience

An audience is a person who reads a particular piece of writing. Whenever a writer writes, he/she always has at least one real person in mind as a reader. Developing a practiced awareness of the person or people for whom a text is composed remains an essential ingredient in any successful act of composition (McQuade & McQuade 2003). Identifying the assumed audience for a specific text is very important and writers need to know their audience before they start writing because all readers have expectations and all readers assume what they read will meet their expectations. Writers should anticipate the needs or expectations of their audience in order to convey information or argue for a particular claim. A writer's job is to make sure those expectations are met, while at the same time, fulfilling the purpose of the writing. More generally, trying to picture the intended audience helps writers articulate what they want to say and how to say it.

Regarding this, McQuade and McQuade (2003, p.19) state:

“Student writers invariably speak of the problems and pleasures of struggling to convey a clear sense of their ideas to an audience, principally because they are uncertain about who will read their writing, other than their instructor. This narrow conception of—or uncertainty about—who will read their work, sometimes leads inexperienced writers to try to please only their instructor and to ignore a wider range of readers including their classmate.

Furthermore, thinking about an audience helps writers make decisions about appropriate subjects, the kinds of examples to be included, the type and level of diction and tone to use and the overall organization of the writing.

Chapter Three

Research Design and Methodology

3. Introduction

This chapter discusses the overall methodologies that were employed for the purpose of the study which includes the research method, the participants, sampling techniques, and the sample size. Furthermore, data collection instruments, data analysis methods, and the result of the pilot study were included.

3.1 Method

As indicated in chapter one, the main objective of this study is to assess the effectiveness of the teaching of composition writing skill at Hamle 19 and Dosha Secondary Schools focusing on grade 10 students. Therefore, to achieve this objective, the following hypotheses need to be examined and the research questions are also required to get answers.

Since the nature of the study is to test these hypotheses, the researcher applied experimental research method, particularly the true experimental (pre-test and post-test) equivalent groups design.

Alternative hypothesis (HA)

- Grade ten students who are taught through process approach will show better achievement in composition writing than those who are taught through product approach.

Null Hypothesis (HO)

- There is no significant difference between grade ten students who are taught through process approach and those who are taught through product approach in composition writing achievement.

Research Questions

- What method and techniques do the English teachers use to teach composition writing?
- Are the method and techniques effective?
- To what extent do the English teachers expose their students to the writing process?

3.2 Participants

The participants of this study were grade 10 students at Hamle 19 and Dosha secondary schools who were 423 in numbers and 2 grade10 English language teachers who were currently teaching English in these schools.

3.3 Sampling Techniques

In order to get the sample size from the total participants of 423 students (201 from Hamle 19 and 222 from Dosha), the researcher used systematic random sampling. It is believed that this method is quite common in educational research and is convenience. Every 11th individual on a list (from alphabetical list of students) were selected. Thus, the researcher selected a sample of 40 students, 21 from Dosha Secondary School and 19 from Hamle 19 but, there were 36 students who completed the writing practice lessons and took both the pre and post-tests. The groups were randomly selected of which one will be experimental and the other a control group. For the teachers, the researcher applied the availability sampling technique since they were only two. So, the sample teachers were two (one from each school).

3.4 Data Collection Instruments

In order to collect data for the study, the researcher used a pre and post-test, observation, and questionnaire as data gathering instruments. The main data gathering instrument for this research was the pre and post- test data collection method whereas observation and questionnaire were supplementary instruments.

3.4.1 Pre-test and post-test

Both the experimental and control groups were given a pre-test before the treatment was applied to the experimental group and a post-test was administered after the six weeks writing practice

lessons were applied. This enabled the researcher to take measure of behaviour before the treatment that could be compared with behaviour after the treatment. The sample students were provided with three topics in order to determine which one they want to compose on. The topics were “My school“, “Effects of deforestation “, and “Water transportation in Ethiopia.” Both the experimental and control groups agreed to compose on the second topic, “Effects of deforestation.” The writing test was also piloted on twenty students of the same level in another school (i.e. Asella Andinet Secondary School) in order to show its reliability and validity.

3.4.2 Observation

According to Best and Kahn (1993), in experimental research, observation is most frequently the method of choice. So, the researcher found conducting classroom observation was important to see and identify the actual situation and used to cross check what students responded about the teaching practice of their teachers in the writing classes and what actually was happening in the classroom. The researcher had a total of four classroom observation sessions on the teaching and learning method of composition writing. Since the English language teachers that are currently teaching English were two, as mentioned in the sampling section, each teacher was observed twice.

3.4.3 Questionnaire

The other instrument that the researcher employed to collect data was a questionnaire. A questionnaire provides adequate evidence which can serve as a guide line for conducting a research. It is also the simplest way of obtaining rich information from respondents. Therefore, close-ended item questionnaires were distributed to the sample students in order to get information about their English language teachers’ practices of teaching composition writing and it was checked by two teachers who are experienced and hold MA in English whether it was appropriate for the intended objective of the study before it had been administered and they approved that the questionnaire was appropriate for the desired purpose of the study (see table 2).

3.5 Data Collection Procedures

In this research method, there were two groups: experimental and control groups. In order to collect the necessary data from the respondents, a pre-test was administered for both the

experimental and control groups immediately after the selection of the two groups. Then, a writing practice lesson was given for six weeks extended from 20 February, 2017 up to 30 March, 2017 for both the experimental and control groups. The experimental group received a treatment (exposed to the techniques of the process writing) by providing it with peer feedback and constructive teacher's written feedback, but the control group did not. The control group was taught through the product approach to writing by providing students with model texts in order to produce similar texts using them as a model. All the writing tasks were individual tasks, but in the experimental group, the pre writing stage/idea generating stage was held in groups.

The students in the experimental group were assigned to be in a group of three and the teacher helped them to work together and learn the different strategies of the process writing: pre-writing, drafting, revising, and rewriting by giving them sufficient time at each stages, letting them discover what they want to say, providing them with the important feedback throughout the composing process both from the teacher and peer feedback. The peer feedback was given with the help of a checklist adapted from Harmer (2004:111) (see appendix E).

The experimental group was taught by the present researcher, while the control group was taught by a colleague of the researcher who has a first degree in English. Here, the researcher gave the necessary training and provided all the model texts and the writing topics to the teacher of the control group.

In addition, the researcher was always nearby her colleague in order to facilitate the teaching and learning process. Furthermore, weekly lesson plans were prepared (see appendices C & D) for both the experimental and control groups.

A class room observation was held after the pre-test had been given. It was believed that this would help the study to obtain an authentic data about the teaching practices of the targeted teachers. Then, the questionnaire data was administered. Finally, after the six weeks writing practice lessons, a post-test was administered for both the experimental and control groups. Both the pre-test and post-tests were checked by two English language teachers using a 'writing analytic evaluation rubric', which is adapted from Glencoe/McGraw-Hill (2010) (see appendix F).

3.6 Data Analysis Method

The researcher employed a quantitative data analysis method. The data that were collected through the pre and post-tests were tabulated and analysed numerically using a T-test analysis method using the SPSS version 20. The data collected through questionnaire and classroom observation were tabulated and described numerically.

3.7 Data Analysis Procedure

In the data analysis procedure, student's actual writing performance (pre and post-test results) were analysed first. Then, data collected through observation were analysed. Finally, data gathered through questionnaire were analysed.

3.8 Pilot Study

A pilot study, according to Monette et al (2002), is a small-scale version or trial run of the data collection procedures that are planned for use in the main study. It is often used to try out research instruments. Therefore, to check the reliability and validity of the data collection instruments, the researcher used pilot-test and inter-rater reliability.

3.8.1 Pilot-test

The pilot test was administered to Asella Andinet Secondary School grade 10 students. Twenty students were involved in the pilot test (composition writing test). The students were given a clear explanation about the test and were provided with five writing sheets for each to enable them to go through the writing process. Here, the researcher told the students to go through the stages of the process approach to writing. However, during the test, it was observed that none of the students tried to apply the writing stages (pre-writing, drafting, revising, editing). They all tried to produce a complete writing at once. They wrote everything that came to their mind that they thought to be included in their composition. The following table shows the results of the pilot test.

Table 1: Results of the Pilot Test

Code	Organization			Elaboration/Support			Grammar & Mechanics			Total
	R1	R2	Av	R1	R2	Av	R1	R2	Av	100%
	35%	35%	35%	35%	35%	35%	30%	30%	30%	
1	2	2	2	3	4	3.5	1	2	1.5	7
2	3	2	2.5	3	3	3	2	1	1.5	7
3	4	3	3.5	5	4	4.5	2	2	2	10
4	3	3	3	4	3	3.5	2	3	2.5	9
5	3	2	2.5	3	3	3	2	2	2	7.5
6	3	3	3	4	3	3.5	2	3	2.5	9
7	3	4	3.5	4	4	4	3	2	2.5	10
8	5	4	4.5	5	5	5	2	3	2.5	12
9	4	4	4	5	6	5.5	3	4	3.5	13
10	4	5	4.5	4	4	4	3	3	3	11.5
11	5	4	4.5	6	5	4.5	4	3	3.5	12.5
12	4	3	3.5	4	5	4.5	2	3	2.5	10.5
13	6	5	5.5	5	6	4.5	3	3	3	14
14	3	3	3	2	3	2.5	2	2	2	7.5
15	2	2	2	3	2	2.5	1	1	1	5.5
16	2	3	2.5	3	3	3	2	1	1.5	7
17	5	4	4.5	5	5	5	4	4	4	13.5
18	5	4	4.5	6	4	5	3	4	3.5	13
19	4	4	4	5	4	4.5	3	2	2.5	11
20	3	4	3.5	4	4	4	2	3	2.5	10
Total			200.5							
Mean			10.025							

Key: R1= first rater

R2= second rater

AV= average

As it can be seen in the above table, the average result (mean) of the pilot test was 10.025, which means almost similar with the pre-test results of the two groups (experimental and control). The mean difference between the pilot test and the experimental group pre-test mean is 0.108 and the mean difference between the pilot test and the control group pre-test is 0.555 (see Table 7). Therefore, from the above discussion, it can be concluded that these data gathering tools were reliable and valid.

3.8.2 Inter-rater Reliability

Inter-rater reliability is used to measure the consistency of the data gathering tools. According to Graham et al (2012), inter-rater reliability measures the relative similarity between two or more sets of ratings. According to these authors inter-rater reliability used by practitioners, researchers, and policy makers but it is more frequently of concern in research studies.

As mentioned in 3.4.3 of this chapter, a questionnaire was one of the data collection instrument for this study. So, to ensure the appropriateness of the questionnaire for the intended objective of the study, the researcher employed an inter-rater agreement checklist. According to Graham et al (2012), there are three types of benchmarks that one can use to judge how much agreement is sufficient; however, one of the commonly used and suggested by various experts is using percentage of absolute agreement. According to (Hartmann, 1977 & Stemler, 2004 in Graham et al, 2012), when using percentage of absolute agreement that values from 75% to 90% demonstrate an acceptable level of agreement.

Table 2: Measure of the Degree of Agreement among Raters

Q-No	Rater 1	Rater 2	Agreement
1	1	1	1
2	1	1	1
3	1	2	0
4	1	1	1
5	1	1	1
6	1	1	1
7	1	1	1
8	1	1	1
9	1	1	1
10	1	1	1
11	1	1	1
12	1	1	1
13	1	1	1
14	1	1	1

13/14

Percent Agreement=92.86

Key: Q-No=question number

1=agreeing with the questionnaire item and between raters

2=disagreeing with the questionnaire item

0=no agreement among raters

Adapted from Graham et al (2012)

Table 2 shows the degree of agreement that the two raters made on the appropriateness of the questionnaire before it was distributed to the respondents of the main study. As it can be seen, because the two raters had high agreement, there was high inter-rater reliability. The 92.86% is exact and adjacent agreement as cited in Graham et al (2012)

Chapter Four

Data Analysis, Findings, and Discussion

4.1 Introduction

As it is stated in the preceding chapters, the main objective of this study was to assess the effectiveness of the teaching of composition writing at Hamle 19 and Dosha Secondary Schools of grade 10 students. In order to achieve this objective, the following hypotheses needed to be examined and the following research questions also were required to be answered.

Alternative hypothesis (HA)

- Grade ten students who are taught through process approach will show better achievement in composition writing than those who are taught through product approach.

Null Hypothesis (HO)

- There is no significant difference between grade ten students who are taught through process approach and those who are taught through product approach in composition writing achievement.

Research Questions

- What method and techniques do the English teachers use to teach composition writing?
- Are the method and techniques effective?
- To what extent do the English teachers expose their students to the writing process

In order to examine the hypotheses and answer the research questions, the researcher used experimental research method, particularly the true experimental (pre-test and post-test) equivalent groups design. All the data collected through pre and post-test, questionnaire, and classroom observation are presented and analysed quantitatively.

4.1 Analysis of Students' writing performance (pre and post-test)

The following two tables show the pre-test results of the control and experimental groups respectively. The target students were asked to write a composition which contains 250-300 words on the selected topic "Effects of Deforestation." They were provided with sufficient writing papers and given unlimited time in order to enable them to apply the different stages of the writing process.

Table 3: Students' Composition Writing Average Result (Control Group Pre-test)

Code	Organization			Elaboration/Support			Grammar & Mechanics			Total 100%
	R1	R2	Av	R1	R2	Av	R1	R2	Av	
	35%	35%	35%	35%	35%	35%	30%	30%	30%	
1	3	3	3	3	4	3.5	2	3	2.5	9
2	3	3	3	4	3	3.5	2	2	2	8.5
3	3	4	3.5	4	4	4	2	3	2.5	10
4	4	4	4	6	6	6	4	4	4	14
5	3	3	3	3	4	3.5	3	3	3	9.5
6	3	3	3	3	4	3.5	2	3	2.5	9
7	3	3	3	3	3	3	2	3	2.5	8.5
8	3	4	3.5	3	4	3.5	3	3	3	10
9	2	3	2.5	3	3	3	2	2	2	7.5
10	3	3	3	3	4	3.5	2	2	2	8.5
11	2	3	2.5	3	2	2.5	2	2	2	7
12	3	3	3	3	3	3	2	2	2	8
13	2	3	2.5	3	3	3	2	2	2	7.5
14	4	4	4	3	4	3.5	5	4	4.5	12
15	4	5	4.5	4	4	4	2	3	2.5	11
16	3	3	3	4	4	4	2	3	2.5	9.5
17	4	3	3.5	3	3	3	2	3	2.5	9
18	3	4	3.5	5	5	5	3	4	3.5	12

Table 4: Students' Composition Writing Average Result (Experimental Group Pre-test)

Code	Organization			Elaboration/Support			Grammar & Mechanics			Total
	R1	R2	Av	R1	R2	Av	R1	R2	Av	100%
	35%	35%	35%	35%	35%	35%	30%	30%	30%	
1	6	7	6.5	7	7	7	6	6	6	19.5
2	4	4	4	2	4	3	4	3	3.5	10.5
3	4	3	3.5	3	4	3.5	4	4	4	11
4	4	5	4.5	4	4	4	4	4	4	12.5
5	2	3	2.5	4	4	4	2	2	2	8.5
6	6	5	5.5	7	6	6.5	5	5	5	17
7	2	3	2.5	4	4	4	2	2	2	8.5
8	2	3	2.5	2	3	2.5	2	2	2	7
9	2	2	2	3	3	3	2	2	2	7
10	2	3	2.5	3	3	3	3	3	3	8.5
11	1	2	1.5	2	3	2.5	2	2	2	6
12	4	4	4	2	3	2.5	2	2	2	8.5
13	6	6	6	5	6	5.5	5	4	4.5	16
14	6	5	5.5	4	5	4.5	5	4	4.5	14.5
15	2	2	2	2	3	2.5	2	2	2	6.5
16	2	2	2	2	2	2	1	2	1.5	5.5
17	2	3	2.5	2	2	2	2	2	2	6.5
18	2	2	2	2	3	2.5	2	1	1.5	6

Table 3 and 4 show the pre-test results of the target students both in the control and experimental groups. Their compositions were checked by two English teachers who were selected by the researcher and they were provided with an evaluation criterion (see appendix F) which was adapted from Glencoe/McGraw-Hill (2010). The criteria focused on three main areas of writing elements: focus/organization, elaboration/support, and grammar, usage, and mechanics as indicated in the above tables.

The following two tables show the post-test results of the control and experimental groups respectively. The post-test was administered after the six weeks writing practice lessons had been completed. The target students in both groups got some knowledge about composition writing though they learnt in different methods and techniques. The students in the control group developed their composition through the product approach, while the students in the experimental group developed their composition spending their time on each stage of the writing process.

Table 5: Students' Composition Writing Average Result (Control Group Post-test)

Code	Organization			Elaboration/Support			Grammar & Mechanics			Total
	R1	R2	Av	R1	R2	Av	R1	R2	Av	100%
	35%	35%	35%	35%	35%	35%	30%	30%	30%	
1	4	4	4	4	4	4	4	3	3.5	11.5
2	4	5	4.5	5	5	5	4	4	4	13.5
3	8	9	8.5	9	9	9	7	6	6.5	24
4	13	14	13.5	14	15	14.5	10	10	10	38
5	5	5	5	6	5	5.5	5	4	4.5	15
6	4	4	4	4	4	4	4	3	3.5	11.5
7	5	5	5	5	4	4.5	4	3	3.5	13
8	13	12	12.5	12	11	11.5	10	9	9.5	33.5
9	5	5	5	5	4	4.5	4	3	3.5	13
10	4	4	4	3	3	3	3	3	3	10
11	4	4	4	4	4	4	4	3	3.5	11.5
12	3	3	3	4	5	4.5	3	3	3	10.5
13	3	3	3	4	3	3.5	3	3	3	9.5
14	12	13	12.5	12	12	12	10	10	10	34.5
15	5	4	4.5	6	6	6	4	3	3.5	14
16	6	5	5.5	6	6	6	4	4	4	15.5
17	5	5	5	5	6	5.5	5	4	4.5	15
18	4	4	4	5	5	5	4	3	3.5	12.5

Table 6: Students' Composition Writing Average Result (Experimental Group Post-test)

Code	Organization			Elaboration/Support			Grammar & Mechanics			Total
	R1	R2	Av	R1	R2	Av	R1	R2	Av	100%
	35%	35%	35%	35%	35%	35%	30%	30%	30%	
1	13	12	12.5	14	14	14	11	10	10.5	37
2	7	8	7.5	9	9	9	7	7	7	23.5
3	9	9	9	9	10	9.5	8	8	8	26.5
4	10	11	10.5	10	10	10	9	9	9	29.5
5	8	8	8	9	9	9	8	9	8.5	25.5
6	6	5	5.5	7	8	7.5	6	6	6	19
7	10	12	11	10	10	10	7	8	7.5	28.5
8	4	5	4.5	5	4	4.5	4	4	4	13
9	10	10	10	8	10	9	8	8	8	27
10	6	5	5.5	6	5	5.5	5	7	6	17
11	8	10	9	8	8	8	6	6	6	23
12	8	9	8.5	8	9	8.5	8	8	8	25
13	13	13	13	14	14	14	12	12	12	39
14	8	10	9	9	10	9.5	8	8	8	26.5
15	5	5	5	5	4	4.5	4	4	4	13.5
16	9	10	9.5	9	11	10	8	8	8	27.5
17	6	7	6.5	7	8	7.5	7	7	7	21
18	5	5	5	5	5	5	4	5	4.5	14.5

As shown in table 5 and 6 above, the students in both the control and experimental groups obtained better scores in the post-test than the pre-test. Their scores had relatively increased after the six weeks' involvement in both learning methods (product and process) in comparison to their scores in the pre-test.

Table 7: Descriptive statistics between the pre and post-test results of the control and experimental groups

Test	Group	N	Mean
Pre-test	Control	18	9.4722
	Experimental	18	9.9167
Post-test	Control	18	17.0000
	Experimental	18	24.2500

As shown in the above table, in the descriptive statistics, the mean for the control group's pre-test result was 9.4 while the mean of the experimental group was 9.92. The mean for the post-test result of the control group was 17 while the mean of the experimental group was 24.25. The means of the two tests (pre and post-tests) results of the two groups showed differences; but, a significant difference was observed in the inter-groups post-test result (see Table 8) below.

Table 8: Independent samples t-test between the pre and post-test results of the control and experimental groups

Test	Mean difference	T	df	Sig.
Pre-test: Control & experimental	-.44444	-.408	34	.687
Post-test: Control & Experimental	-7.25000	-2.658	34	.012*

*The post-test mean difference is significant at $P < 0.05$

As indicated in table 8 above, there are differences between the means of the control and the experimental groups in both the pre and post-tests. However, the independent samples t-test statistics revealed that the difference was only significant to reject the null hypothesis (HO) in the post-test results (.012) at alpha 0.05 level with a degree of freedom (df) of 34. The computed independent samples t-test of the post-test indicated that the mean difference between the pre and

post-tests was around 7.25, and it was statistically significant. So, the result was not occurred due to chance rather it was due to actual difference in the methodology of teaching.

Table 9: Descriptive Statistics for Pre and Post-test *organization, elaboration, and grammar and mechanics* results of the control and experimental groups

Test	Group	N	Mean
Pre-test: organization	Control	18	3.2222
	Experimental	18	3.4167
Pre-test: elaboration	Control	18	3.6111
	Experimental	18	3.5278
Pre-test: grammar & mechanics	Control	18	2.6389
	Experimental	18	2.9722
Post-test: organization	Control	18	5.9722
	Experimental	18	8.3056
Post-test: elaboration	Control	18	6.2222
	Experimental	18	8.6111
Post-test: grammar & mechanics	Control	18	4.8056
	Experimental	18	7.3333

As stated in the above table, the pre-test *organization* results of the control group got a mean of 3.22, while the experimental group got a mean of 3.42. The pre-test *elaboration* results were 3.61 and 3.53 for the control and the experimental group respectively. The pre-test *grammar and mechanics* results also 2.64 for the control group and 2.97 for the experimental group. The post-test *organization* results for the control and experimental groups were 5.97 and 8.31 respectively;

and the post-test *elaboration* results were 6.22 and 8.61 respectively. The post-test *grammar* and *mechanics* results were 4.81 and 7.33 for the control and experimental groups respectively which clearly signify that the results of the post-test is higher than that of the pre-test results.

Table 10: Independent statistics of the inter-group test results of the control and experimental groups

Test	Group	Mean difference	df	T	Sig.
Pre-test Organization	Control & experimental	-.19444	34	-.492	.628
Pre-test Elaboration	Control & experimental	.08333	34	.205	.839
Pre-test Grammar & Mechanics	Control & experimental	-.33333	34	-.909	.372
Post-test Organization	Control & experimental	-2.33333	34	-2.328	.026*
Post-test Elaboration	Control & experimental	-2.38889	34	-2.380	.023*
Post-test Grammar & Mechanics	Control & experimental	-2.52778	34	-3.332	.002*

*The post-test mean difference is significant at $P < 0.05$

Table 10 indicates that the independent samples t-test results of pre and post-tests in terms of organization, elaboration, and grammar and mechanics between the control and experimental groups. The results showed that there were no significant differences in all aspects of the writing elements (organization, elaboration, and grammar and mechanics) in the pre-test; but there were statistically significant differences in all aspects of the writing elements in the post-test results of the two groups at alpha 0.05 level with 34 degree of freedom.

4.2 Analysis of Classroom Observation on the Teaching practice of Composition Writing

In order to examine to what extent the English teachers apply the techniques of the process writing in the actual teaching of composition writing classes, the researcher prepared a checklist which contained five main topics that are directly related to the objective of the research (see appendix A). Two English teachers from the two secondary schools, as mentioned in chapter three were observed and all the targeted students were taught by these teachers in the normal classes. Each teacher was observed twice which means a total of four period observations specific to the teaching of composition writing and the result of the observations in each stage of the writing process were summarized numerically as follows.

Table 11: Analysis of Classroom Observation on the Different Stages of the Writing Skill

IN	Item The teacher	Frequencies											
		Excellent		Very good		Good		Fair		Poor		TW	%
		F	W	F	W	F	W	F	W	F	W		
Pre writing													
1	helps students determine why they write and who their readers are(purpose and audience)	-	-	-	-	-	-	1	2	3	3	5	25
2	encourages them to discuss in pair/groups to generate ideas for writing	-	-	-	-	-	-	-	-	4	4	4	20
3	helps them to organize and make an outline	-	-	-	-	-	-	-	-	4	4	4	20
Average												4.3	21.7
Drafting Stage													
4	helps them to write their first draft	-	-	-	-	-	-	1	2	3	3	5	25
5	guides and follows up while they write their first draft	-	-	-	-	-	-	2	4	2	2	6	30
Average												5.5	27.5
Revising													
6	encourages them to read their first draft in order to help them improve their draft	-	-	-	-	-	-	-	-	4	4	4	20
7	provides opportunities for them to reflect on their work and share their writing with peers	-	-	-	-	-	-	-	-	4	4	4	20
Average												4	20
Editing & Proofreading													
8	helps them to make improvements to the structure and content of their writing	-	-	-	-	-	-	-	-	4	4	4	20
9	helps them to read the revised draft again in order to find and correct errors in grammar, look for errors in word use, spelling, punctuation, and capitalization	-	-	-	-	-	-	-	-	4	4	4	20
10	helps them to rewrite their final draft	-	-	-	-	-	-	-	-	4	4	4	20
Average												4	20
Providing Feedback													
11	gives feedback for each student’s writing	-	-	-	-	-	-	-	-	4	4	4	20
12	Provides feedback at each stage of students writing	-	-	-	-	-	-	-	-	4	4	4	20
13	provides feedback at the final stage of students writing	-	-	-	-	-	-	-	-	4	4	4	20
14	Encourages them to a peer feedback	-	-	-	-	-	-	-	-	4	4	4	20
Average												4	20

Key: F=Frequency

W=Weight (classroom observation times frequency rate)

TW=Total Weight (the sum of the classroom observation times frequency rate)

(-) =no observed teacher has got the indicated frequency rate value

Values of frequency rate_ excellent=5, very good=4, good=3, fair=2, poor=1

Table 11 shows the results of the data collected through the instructional classroom observations. In the table, it was indicated that the extent to which the English teachers help their students in order to be involved in the prewriting activities was (21.7%) and teachers' support regarding the drafting activities of the writing process (27.5%). In addition to these, teachers' support on the revising techniques was (20%). Furthermore, the support that the teachers gave to their students to edit and proofread their revised drafts and providing with the necessary feedback were (20%) and (20%) respectively.

As it can be seen in the above table, the data obtained through the classroom observation indicated that students' involvement in practicing the effective writing techniques was very low and this implied that the teachers were not employing appropriate techniques to teach composition writing.

In general, during the classroom observations, it was observed that both of the teachers in each observed classroom were seen engaging their students in imitating and transforming model texts and telling them to carefully focus on the correct use of form/structure of the language by studying the model texts in order to make them familiarized with the conventions of writing through a model text. Students were left alone on their writing exercises until they complete their writing or end of the period without any guidance and support from their teachers. In addition, teachers were waiting their students' work to paint with a red ink instead of giving constructive feedback. Therefore, it is clear that the teachers were using the product approach to writing instead of the process approach.

Here, the researcher informally interviewed two of the targeted teachers and another two English teachers from Asella Andinet Secondary School who were currently teaching English in grade

ten for the reason they apply the product approach instead of using the process approach in the writing classrooms. In the informal interview, the teachers raised:

- **The large size of the text:** according to them, grade ten English textbook is very large to cover within the allotted time.
- **The large class size:** according to them, having more than fifty students in a class inhibited them to employ the process approach.
- **Being time consuming:** it is clear that it demands much time and attention in order to engage the students in each activity of the writing process, but they thought that it was burdensome.
- **Considering that writing is minor issue in the national examination:** grade ten students are not asked to write a composition in the national exam; so, as they informed me, their focus is on grammar, vocabulary, and punctuation.

4.3 Students' Response to the Questionnaire

This section discusses and analyses students' response to the questionnaires about their teachers' practice on the teaching of composition writing. These data were collected from 36 sample students selected from Hamle 19 and Dosha secondary schools. The data collected from these sample students were presented as follows. The responses for each item of the questionnaire were analysed using frequencies and percentage.

Table 12: Students' Response on the Pre-writing stage of the writing process

IN	Item	Frequencies of Responses											
		Always		Usually		Sometimes		Rarely		Never		TW	%
		R	W	R	W	R	W	R	W	R	W		
1	Helps me to determine 'why' and to 'whom' I write (purpose & audience)	3	15	3	12	5	15	9	18	16	16	76	42.2
2	helps me generate ideas about the subject I write	2	10	4	16	6	18	5	10	19	19	73	40.6
3	Encourages pair/group discussion in generating ideas	3	15	2	8	8	24	8	16	15	15	78	43.3
4	helps me make an outline and organize the generated ideas	3	15	3	12	7	21	7	14	16	16	78	43.3
5	Helps me put my ideas together	3	15	5	20	8	24	7	14	13	13	86	47.8
Average												78.2	43.4

Key: IN=Item number

R= Respondents

W=Weight (number of respondents times frequency rate)

TW=Total weight (the sum of the number of responses times frequency rate)

Values of frequency rate_ always=5, usually=4, sometimes=3, rarely=2, never=1

The above table shows students' responses about their teachers' teaching practices in the pre writing stage of the writing process. As it can be seen, (42.2%) which was less than half of the respondents indicated that their teachers helped them to determine about their writing purpose and audience. In relation to generating ideas and encouraging a pair/group discussion in generating ideas,(40.6%) and (43.3%) of the respondents reacted positively to their teachers'

practice respectively. In addition, (43.3%) of the students responded that their teachers help them in organizing the generated ideas and (47.8%) also reacted as their teachers supported them in putting their ideas together. To sum up, (43.4%) of the students had a positive reaction to their teachers' teaching practice on the prewriting activities; while (56.6%) of the students, which means more than half of the respondents, had a negative reaction to their teachers' practice in engaging them in the prewriting activities. This can be inferred that the prewriting stage of the writing process has not been implemented effectively in the teaching of composition writing.

Table 13: Students' Responses on the Drafting Stage of the Writing Process

IN	Item	Frequencies of Responses											
		Always		Usually		Sometime s		Rarely		Never		TW	%
		R	W	R	W	R	W	R	W	R	W		
6	guides and follows up while I write my first draft	4	20	1	4	2	6	7	14	22	22	66	36.7
7	gives me sufficient time to write my first draft	2	10	2	8	8	24	3	6	21	21	69	38.3
8	values my first draft through meaningful feedback	3	15	3	12	6	18	2	4	22	22	71	39.4
9	encourages me to read my first draft in order to improve it	1	5	3	12	5	15	3	6	24	24	62	34.4
10	provides opportunities to reflect on my writing and share with peers for peer correction	0	0	2	8	5	15	6	12	23	23	58	32.2
Average												65.2	36.2

As indicated in table 13, (36.7%) of the students replied that their teachers guided and followed

up them when they were writing their first draft. Besides, (38.3%) of them reacted positively about their teachers' practice in giving them sufficient time to write their first draft. Furthermore, (39.4%) of the students responded that their teachers gave them important feedback on their first draft. Concerning reading and improving their first draft, (34.4%) of them believed that their teachers supported them and (32.2%) of the respondents thought that their teachers helped them in providing opportunities to reflect on their own writings and share with their peers. As stated in the above table, totally (36.2%) of the students indicated that their teachers engaged them in the drafting techniques, whereas (63.8%) of the respondents had contrasting views about their teachers' teaching practice.

Table 14: Students' Responses on the Revising and Editing Stages of the Writing Process

IN	Item	Frequencies of Responses											
		Always		Usually		Sometim es		Rarely		Never		TW	%
		R	W	R	W	R	W	R	W	R	W		
11	encourages me to read the revised draft to find and correct errors in grammar, word use, spelling, punctuation, and capitalization	2	10	2	8	5	15	6	12	21	21	66	36.7
12	encourages me to rewrite my final draft	4	20	2	8	0	0	5	10	25	25	63	35
Average												64.5	35.8

As it can be seen in the above table, (36.7%) of the students believed that their teachers helped them in revising and correcting errors in grammar, word use, spelling, punctuation, and capitalization. In addition to these, (35%) of them responded that their teachers supported them in rewriting their final draft. The statistics showed that only (35.8%) of the respondents had a positive reaction about their teachers' practice; however, large number of the respondents (64.2%) believed that their teachers did not support them in revising and correcting errors.

Table 15: Students' Responses on teacher's Practice of Providing Feedback

IN	Item	Frequencies of Responses											
		Always		Usually		Someti mes		Rarely		Never		TW	%
		R	W	R	W	R	W	R	W	R	W		
13	provides me with the necessary feedback (written comments)	2	10	1	4	4	12	5	10	24	24	60	33.3
14	Provides feedback at each stage of my writing	2	10	2	8	1	3	4	8	27	27	56	31.1
15	Provides feedback at the end of my writing	1	5	2	8	2	6	3	6	28	28	53	29.4
Average												56.3	31.3

The other data obtained from students' questionnaire responses indicated that (33.3%) of the students thought that their teachers gave them the necessary comments on their writings and (31.1%) of them reacted positively as their teachers provided feedback at each stage of their writing. Furthermore, (29.4%) of them believed that their teachers provided them with the necessary feedback at the final stage of their writing. The average result concerning providing feedback showed that (31.3%) of the students had reacted positively about their teachers' practice, whereas majority of the respondents (68.7%) thought that their teachers had not provided them with the necessary feedback.

In general, although the statistics in students' responses to the questionnaire vary with the data obtained through classroom observation, it can be concluded that the English teachers are not giving due attention to the writing skill. They are not investing their effort in order to engage their students in the writing process and support them to become effective writers.

Chapter Five

Summary, Conclusion, and Recommendation

5. Introduction

This section summarizes the overall findings of the study including the major conclusions drawn from the findings of the study and recommendations forwarded in order to improve students' composition writing.

5.1 Summary

As mentioned earlier in the previous chapters of this study, the main objective of the study was to assess the effectiveness of the teaching of composition writing with reference to grade 10 students at Hamle 19 and Dosha Secondary Schools in Asella, Arsi Zone Oromia Regional State. To achieve the intended objective of the study, the researcher set the following hypotheses and research questions in order to be examined and answered.

Alternative hypothesis (HA)

- Grade ten students who are taught through process approach will show better achievement in composition writing than those who are taught through product approach.

Null Hypothesis (HO)

- There is no significant difference between grade ten students who are taught through process approach and those who are taught through product approach in composition writing achievement.

Research Questions

- What method and techniques do the English teachers use to teach composition writing?
- Are the method and techniques effective?
- To what extent do the English teachers expose their students to the writing process

For this study, an experimental research design was employed and three data gathering

instruments (composition writing pre and post-tests, questionnaire, and classroom observation) were used to collect the necessary information from the samples. Two English teachers (one from each school) who were teaching English in grade 10 were selected as a sample. Since they were only two, they were taken through availability sampling technique and thirty six grade 10 students were chosen as a sample using systematic random sampling technique.

In order to collect data from the research samples, the following procedures were employed. First, the sample students were randomly assigned to control and experimental groups and were made to take a pre-test (composition writing test). Secondly, four period's classroom observations (twice each) were held. Then, a questionnaire was distributed to the targeted students to get information about their teacher's practice in teaching composition writing. Finally, a post-test was given to both groups after they have attended a writing practice lessons for six weeks with different writing approaches; the control group with product approach and the experimental group with process approach.

In order to test the stated hypotheses and determine students' current composition writing performance, a composition writing tests (pre and post-test) were given to the sample students and their compositions were evaluated by two raters as mentioned in the data analysis section of this paper. The result indicated that the actual composition writing performance of the control group in the pre-test was a mean of 9.47% whereas the average result of the experimental group was 9.92%. In addition, the average results of the control group in the post-test was 17% whereas the average result of the experimental group was 24.25%. This indicates that although students' actual writing performance was very low, both groups have made great progress in the post-test performance as compared to the pre-test result. It was therefore, the continuous writing practice lessons could bring this appreciative result.

The analysis of the data collected through classroom observation indicated that teachers supported their students in involving them in prewriting activities of composition writing was only 21.7%, involving in the drafting process was 27.5%, involving them in revising their first draft activities was 20%, involving in editing and proofreading was 20% and in providing feedback was 20%. From this information, one can judge that students at Hamle 19 and Dosha Secondary Schools were not exercising composition writing process effectively.

The sample students were also given questionnaire regarding their teachers' practice in teaching composition writing skill. The obtained data showed that 43.4% of the students responded that their teachers helped them in generating, organizing, and putting together their ideas (in prewriting activities). 36.2% of them said their teachers' supported them in the drafting activities. 35.8% of the sample students replied that they were helped in the revising and editing process and 31.3% of them said their teachers provided them with the necessary feedback.

5.2 Conclusion

The major research instrument which was used to collect data for this study was composition writing test. The main purpose of conducting composition writing test was to examine the stated research hypotheses. Hence, the result obtained from composition writing tests reveal that after the six weeks writing practice lessons, the students in both control and experimental groups showed improvements in their composition writing, particularly the students in the experimental group who were taught through the process approach had become able to write better than students in the control group who were taught through the product approach. It is therefore, concluded that employing the process approach to teaching writing benefited the students to improve their composition writing.

The result obtained from classroom observation and students' questionnaire confirmed that the English language teachers at Hamle 19 and Dosha Secondary Schools apply the product approach in their composition writing classes instead of using the process approach. Thus, as it is evidenced in students' writing performance result, the method and techniques that the English teachers use to teach composition writing are **not effective**.

The data from the classroom observation show that the English teachers have not fully attempted to play their roles in the teaching/learning activities to improve their students' writing skills using different strategies. It is clear that by its nature, process writing is time consuming; however, the different activities in the writing process such as brainstorming, planning, multiple drafting, revising, proofreading and editing, and peer and teacher's feedback have been suggested as relevant activities, especially for EFL learners to improve their writing skills but, the teachers seemed to have less commitment to involve their students in the writing process..

Similarly, the finding from the classroom observation indicates that students were not getting the

necessary comments on their written text. During the instructional classroom observation, it was observed that only two or three students who completed first could get a tick (✓) or (x) mark from their teacher in each observed class. Although scholars of the process writing believe that students bring about considerable improvement on their writing when feedback is given to them at each stage of their writing, the English teachers seemed to pay no attention to both peer and teacher's feedback.

5.3 Recommendation

Based on the findings and the conclusions drawn, the following recommendations are forwarded.

1. Writing skills need sustained effort and practice. Taking this in to account, teachers should apply a process approach rather than a product approach in their composition writing classes so that students are involved in the different stages of the writing process.
2. English teachers should be motivated and committed to engage their students in the different stage of the writing process in order to improve their composition writing skill though it needs much time and effort.
3. It is widely accepted that feedback is an important part of the learning cycle. So, teachers should offer their students constructive feedback through the process writing rather than on the end product in order to inspire them for a better achievement.
4. Teachers should be encouraged to look for new teaching style that are more suitable for their learners and to make the writing lesson interesting; such as providing opportunities for the students to choose their own topic so that they will be more interested in what they are writing about instead of relying only on the textbook.
5. Concerned bodies should facilitate continuous training programmes for the English teachers to motivate, build their capacity, and enable them to use the proposed teaching method and techniques.

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Appendix A: Classroom observation checklist

IN	Item	Frequencies											
		Excell ent		Very good		Good		Fair		Poor		TW	%
		F	W	F	W	F	W	F	W	F	W		
Pre writing													
1	helps students determine why they write and who their readers are(purpose and audience)												
2	encourages them to discuss in pair/groups to generate ideas for writing												
3	helps them to organize and make an outline												
Average													
Drafting Stage													
4	helps them to write their first draft												
5	guides and follows up while they write their first draft												
Average													
Revising													
6	encourages them to read their first draft in order to help them improve their draft												
7	provides opportunities for them to reflect on their work and share their writing with peers												
Average													
Editing & Proofreading													
8	helps them to make improvements to the structure and content of their writing												
9	helps them to read the revised draft again in order to find and correct errors in grammar, look for errors in word use, spelling, punctuation, and capitalization												
10	helps them to rewrite their final draft												
Average													
Providing Feedback													
11	gives feedback for each student’s writing												
12	Provides feedback at each stage of students writing												
13	provides feedback at the final stage of students writing												
14	Encourages them to a peer feedback												
Average													

Appendix B: Students' Questionnaire

Adama Science and Technology University

School of Humanities and Law

Department of English

Questionnaire for Students

Dear students

The purpose of this questionnaire is to assess the effectiveness of the teaching of composition writing. It is one of the instruments which the researcher used to collect the necessary data for her MA thesis in the Teaching of English as a Foreign Language (TEFL).

Thus, you are kindly requested to give the required information. Your contribution is very important for the success of this study. The researcher would like to assure you that all the responses you give would be kept confidential and only used for this research purpose. You do not need to write your name.

Thank you in advance for your kind cooperation!

Instruction: Please read each statement bellow carefully and put a (✓) mark against each statement. Tick only one answer for each item. Note: this questionnaire is only concerned with the teaching activities of the writing skill in the English language classroom.

No	Item	Always	Usually	Sometimes	Rarely	Never
1	My teacher helps me to focus on why and to whom I write (purpose and audience).					
2	My teacher helps me generate ideas about the topic I write.					
3	My teacher encourages pair / group discussion in generating ideas.					
4	My teacher helps me to organize and make an outline.					
5	My teacher helps me put my ideas together.					
6	My teacher guides and follows up while I write my first draft.					
7	My teacher gives me sufficient time to write my first draft.					
8	My teacher values my first draft through meaningful feedback/constructive comments.					
9	My teacher encourages me to read my first draft in order to improve it.					
10	My teacher provides opportunities to reflect on my writing and share my writing with peers for peer correction.					
11	My teacher encourages me read the revised draft to find and correct errors in grammar, look for errors in word use, spelling, punctuation, and capitalization.					
12	My teacher encourages me to rewrite my final draft.					
13	My teacher provides feedback at each stage of my writing.					
14	My teacher provides feedback at the final stage of my writing.					

Appendix C: Weekly lesson plan for the experimental group

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of the Teacher: Tsehay Edea

Date of lesson: 20Feb,-23Feb,

Subject: English

Year: 2017

Title of the lesson: My favourite sport

Group: Experimental

Specific learning objectives: By the end of this section students will be able to:

Practice all the stages of the process writing.

Write a description of their favourite sport.

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening, asking, answering
Forming four small groups and make the students to discuss about descriptive writing.	10	To be in group and discuss about the topic.
Asking each group to share their views with the class.	15	Share their ideas with the class.
Asking students to brainstorm ideas in their groups about the topic.	20	Brainstorm ideas about the topic.
Use a mind map and place the main topic in the center.	10	Use a mind map and place the topic in the center.
From the circle in the center to draw lines that connect ideas that relate the main topic.	10	Draw lines to connect related ideas.
Tell them to write the first draft in group using the ideas from the mind map.	25	Write their first draft using the ideas from the mind map.
Guide and help while they write and encourage them to revise their first draft.	10	Revising their draft.
Make them to share their revised draft with other groups and get feedback.	15	Sharing their draft with other groups and get feedback.
Ask them to edit their draft on the basis of the given peer feedback.	10	Editing the draft
Encourage them to rewrite the final draft.	10	Rewriting the final draft and submit to the teacher.
Checking each groups work and giving the necessary feedback.	15	
Resources: Grade 10 student text book and Sample writings on each process writing stage		
Assessment methods to be used: Asking questions and giving homework		

Weekly Lesson Plan

Name of the school: Hamle 19 & Dosha Secondary Schools

Name of the Teacher: Tsehay Edea

Subject: English

Title of the lesson: Local market

Specific learning objectives: By the end of this section students will be able to:

- practice all the stages of process writing
- write a description of a local market

Grade: 10

Date of lesson: 27Feb,-2Mar,

Year: 2017

Group: Experimental

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening, asking, answering
Forming four small groups and make the students to discuss about descriptive writing.	10	To be in group and discuss about the topic.
Asking each group to share their views with the class.	15	Share their ideas with the class.
Asking students to brainstorm ideas in their groups about the topic.	20	Brainstorm ideas about the topic.
Use a mind map and place the main topic in the center.	10	Use a mind map and place the topic in the center.
From the circle in the center to draw lines that connect ideas that relate the main topic.	10	Draw lines to connect related ideas.
Tell them to write the first draft in group using the ideas from the mind map.	25	Write their first draft using the ideas from the mind map.
Guide and help while they write and encourage them to revise their first draft.	10	Revising their draft.
Make them to share their revised draft with other groups and get feedback.	15	Sharing their draft with other groups and get feedback.
Ask them to edit their draft on the basis of the given peer feedback.	10	Editing the draft
Encourage them to rewrite the final draft.	10	Rewriting the final draft and submit to the teacher.
Checking each groups work and giving the necessary feedback.	15	
Resources: Grade 10 student textbook Assessment methods to be used: Class work, homework and asking question		

Weekly Lesson Plan

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of the Teacher: Tsehay Edea

Date of lesson: 6Mar-9Mar,

Subject: English

Year: 2017

Title of the lesson: Drugs in Ethiopia

Group: Experimental

Specific learning objectives: By the end of this section students will be able to:

- practice all the stages of process writing
- write persuasive paragraphs about the topic

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening, asking, answering
Asking students to discuss in pairs about persuasive composition	10	To be in pair and discuss about the topic.
Asking them to share their views with another pairs and with the class.	15	Share their ideas with the class.
Asking students to brainstorm ideas in small groups about the topic.	20	Brainstorm ideas about the topic.
Use a mind map and place the main topic in the center.	10	Use a mind map and place the topic in the center.
From the circle in the center to draw lines that connect ideas that relate the main topic.	10	Draw lines to connect related ideas.
Telling them to write the first draft in group using the ideas from the mind map.	25	Write their first draft using the ideas from the mind map.
Guide and help while they write and encourage them to revise their first draft.	10	Revising their draft.
Make them to share their revised draft with other groups and get feedback.	15	Sharing their draft with other groups and get feedback.
Ask them to edit their draft on the basis of the given peer feedback.	10	Editing the draft
Encourage them to rewrite the final draft.	10	Rewriting the final draft and submit to the teacher.
Checking each groups work and giving the necessary feedback.	15	
Resources: Grade 10 student text book and Sample writings on each process writing stage		
Assessment methods to be used: Asking questions and giving homework		

Weekly Lesson Plan

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of the Teacher: Tsehay Edea

Date of lesson: 13 Mar,-16 Mar,

Subject: English

Year: 2017

Title of the lesson: Write a story

Group: Experimental

Specific learning objective: By the end of this section students will be able to:

- write a narrative story by choosing one of the given three introductory lines in their English textbook

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening
Asking students to discuss about narrative writing in small group.	10	To be in group and discuss about narrative story.
Asking each group to share their views with the class.	10	Share their ideas with the class.
Asking students to brainstorm ideas individually.	20	Brainstorm ideas about the topic.
Use a mind map and place the main topic in the center.	10	Use a mind map and place the topic in the center.
From the circle in the center to draw lines that connect ideas that relate the main topic.	15	Draw lines to connect related ideas.
Telling them to write the first draft using the ideas from the mind map.	25	Write their first drafts using the ideas from the mind map.
Encourage them to revise their first drafts.	10	Revising their drafts.
Make them to share their revised drafts with their partners and get feedback.	15	Sharing their drafts with their partners and get feedback
Ask them to edit their drafts on the basis of the given peer feedback.	10	.Editing the first draft
Encourage them to rewrite the final draft.	10	Rewriting the final draft and submit to the teacher.
Checking each groups work and giving the necessary feedback.	15	
Resources: Grade 10 English textbook		
Assessment methods to be used: Asking question, class work and homework		

Weekly Lesson Plan

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of the Teacher: Tsehay Edea

Date of lesson: 20Mar-23Mar,

Subject: English

Year: 2017

Title of the lesson: The world is a more dangerous
Place than 50 years ago

Group: Experimental

Specific learning objectives: By the end of this section students will be able to:

- Write a guided essay describing the natural and man-made disasters.

Teacher activity	Time	Student activity
Revising the previous lesson and introduce the new lesson	10	Listening
Forming small groups and let students to discuss about guided essay.	10	To be in group and discuss about the topic.
Asking each group to share their views with the class.	15	Share their ideas with the class.
Asking students to brainstorm ideas in their groups about the topic.	15	Brainstorm ideas about the topic.
Use a mind map and place the main topic in the center.	10	Use a mind map and place the topic in the center.
From the circle in the center to draw lines that connect ideas that relate the main topic.	15	Draw lines to connect related ideas.
Tell them to write the first draft in group using the ideas from the mind map.	25	Write their first draft using the ideas from the mind map.
Encourage them to revise their first's draft.	10	Revising their drafts.
Make them to share their revised drafts with other groups and get feedback.	15	Sharing their drafts with other groups and get feedback.
Ask them to edit their draft on the basis of the given peer feedback.	10	Editing
Encourage them to rewrite the final draft.	10	Rewriting the final draft and submit to the teacher.
Checking each groups work and giving the necessary feedback.	15	

Resources: Grade 10 English textbook

Assessment methods to be used: Asking questions and class work

Weekly Lesson Plan

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of the Teacher: Tsehay Edea

Date of lesson: 27Mar,-30Mar,

Subject: English

Year: 2017

Title of the lesson: Who you know is more important than
What you know

Group: Experimental

Specific learning objectives: By the end of this section students will be able to:

- write a composition on the given topic

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening
Asking students to be in group to think and discuss about the topic.	15	To be in group and discuss about the topic.
Asking students to brainstorm ideas in their small groups about the topic.	15	Brainstorm ideas about the topic.
Tell them to use a mind map and place the main topic in the center.	10	Use a mind map and place the topic in the center.
From the circle in the center to draw lines that connect ideas that relate the main topic.	15	Draw lines to connect related ideas.
Tell them to write the first draft individually using the ideas from the mind map.	25	Write the first draft using the ideas from the mind map.
Encourage them to revise their first drafts.	15	Revising their draft.
Make them to share their revised drafts with a partner and get feedback.	15	Sharing the draft with a partner and get a peer feedback.
Ask them to edit their drafts on the basis of peer feedback.	10	Editing
Encourage them to rewrite the final draft.	15	Rewriting the final draft and submit to the teacher.
Checking each student work and giving the necessary feedback.	15	
Resources: Grade 10 English textbook Assessment methods to be used: Asking questions, class work and homework		

Appendix D: Weekly lesson plan for the control group

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of teacher: Tsehay Edea

Date of lesson: 20Feb-23Feb

Subject: English

Group: Control

Title of the lesson: My favourite sport

Year: 2017

Specific learning objectives: By the end of this section students will be able to:

- Write a composition describing about their favourite sport.

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening carefully
Asking students to describe the major elements of composition	15	Describing the elements of compositions
Summarizing their description	10	Listening
Providing model descriptive text and let students to read the text carefully	30	Reading the text
Asking them to identify the thesis statement, supporting paragraphs, topic sentences, and concluding paragraphs of the text	30	Identifying the main elements of the text
Encouraging students to write a composition describing their local market by imitating the model text	35	Listening to the summary of the lesson
Checking their composition	30	
Resources: Model composition texts		
Assessment methods to be used: Asking questions, class work and homework		

Weekly Lesson Plan

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of teacher: Tsehay Edea

Date of lesson: 27Feb,-2Mar,

Subject: English

Group: Control

Title of the lesson: A local market

Year: 2017

Specific learning objectives: By the end of this section students will be able to:

- write a composition describing their local market

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening carefully
Asking students to describe the major elements of composition	15	Describing the elements of compositions
Summarizing their description	10	Listening
Providing model descriptive text and let students to read the text carefully	30	Reading the text
Asking them to identify the thesis statement, supporting paragraphs, topic sentences, and concluding paragraphs of the text	30	Identifying the main elements of the text
Encouraging students to write a composition describing their local market by imitating the model text	35	Listening to the summary of the lesson
Checking their composition	30	
Resources: Grade 10 English textbook and model composition text		
Assessment methods to be used: Asking questions, class work and homework		

Weekly Lesson Plan

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of teacher: Tsehay Edea

Date of lesson: 6Mar,-9Mar,

Subject: English

Group: Control

Title of the lesson: Drugs in Ethiopia

Year: 2017

Specific learning objectives: By the end of this section students will be able to:

- write a persuasive composition

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening carefully
Asking students to describe the major elements of composition	15	Describing the elements of compositions
Summarizing their description	10	Listening
Providing a model persuasive text and let students to read the text carefully	30	Reading the text
Asking them to identify the thesis statement, supporting paragraphs, topic sentences, and concluding paragraphs of the text	30	Identifying the main elements of the text
Encouraging students to write a composition by imitating the model text	35	Listening to the summary of the lesson
Checking their composition	30	
Resources: Grade 10 English textbook and model composition text		
Assessment methods to be used: Asking questions, class work and homework		

Weekly Lesson Plan

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of teacher: Tsehay Edea

Date of lesson: 13Mar,-16Mar,

Subject: English

Group: Control

Title of the lesson: Write a story

Year: 2017

Specific learning objectives: By the end of this section students will be able to:

- write a composition

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening carefully
Asking students to describe the major elements of composition	15	Describing the elements of compositions
Summarizing their description	10	Listening
Providing a model text and let students to read the text carefully	30	Reading the text
Asking them to identify the thesis statement, supporting paragraphs, topic sentences, and concluding paragraphs of the text	30	Identifying the main elements of the text
Encouraging students to write a composition by imitating the model text	35	Listening to the summary of the lesson
Checking their composition	30	
Resources: Grade 10 English textbook and model composition text Assessment methods to be used: Asking questions, class work and homework		

Weekly Lesson Plan

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of Teacher: Tsehay Edea

Date of lesson: 20Mar,-23Mar,

Subject: English

Group: Control

Title of the lesson: **The world is now a more dangerous place than 50 years ago**

Year: 2017

Specific learning objectives: By the end of this section students will be able to:

- write a guided composition describing the natural and man-made disasters

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening carefully
Asking students to describe the major elements of composition	15	Describing the elements of compositions
Summarizing their description	10	Listening
Providing a model text and let students to and read the text carefully	30	Reading the text
Asking them to identify the thesis statement, supporting paragraphs, topic sentences, and concluding paragraphs of the text	30	Identifying the main elements of the text
Encouraging students to write a composition by imitating the model text	35	Listening to the summary of the lesson
Checking their composition	30	
Resources: Grade 10 English textbook and model composition text Assessment methods to be used: Asking questions, class work and homework		

Weekly Lesson Plan

Name of the school: Hamle 19 & Dosha Secondary Schools

Grade: 10

Name of teacher: Tsehay Edea

Date of lesson: 27Mar,-30Mar,

Subject: English

Group: Control

Title of the lesson: Who you know is more important
than what you know

Year: 2017

Specific learning objectives: By the end of this section students will be able to:

- write a composition

Teacher activity	Time	Student activity
Revising the previous lesson and introducing the new lesson	10	Listening carefully
Asking students to describe the major elements of composition	15	Describing the elements of compositions
Summarizing their description	10	Listening
Providing a model text and let students to be in pair and read the text carefully	30	Reading the text in pair
Asking them to identify the thesis statement, supporting paragraphs, topic sentences, and concluding paragraphs of the text	30	Identifying the main elements of the text
Encouraging students to write a composition by imitating the model text	35	Listening to the summary of the lesson
Checking their composition	30	
Resources: Grade 10 English textbook and model composition text Assessment methods to be used: Asking questions, class work and homework		

Appendix E: Peer Feedback Checklist for the Experimental Group

Symbol	Meaning
S	Spelling error
WO	A mistake in word order
G	A grammar mistake
T	Wrong verb tense
WWO	Wrong word order
P	A punctuation mistake

(Adapted from Harmer 2004:111)

Appendix F: Writing Analytic Evaluation Rubric

Expository Writing: Cause and Effect Analytic Evaluation Rubric

Focus/Organization •The cause-and-effect relationships are clearly explained and convincing. •The explanation is appropriate for its intended audience. •Causes and effects are organized in a clear pattern that contributes to the meaning of the piece.	Comments Score /35
Elaboration/Support/Style •Sufficient details are used to clarify cause-and-effect relationships. •Effective transition words are used to connect causes and effects.	Comments Score /35
Grammar, Usage, and Mechanics •The writing is free of misspellings, and words are capitalized correctly. •Sentences are punctuated correctly, and the piece is free of fragments and run-ons. •Standard English usage is employed. •The paper is neat, legible, and presented in an appropriate format.	Comments Score /30

(Adapted from Glencoe/McGraw-Hill, 2010)